***University of Puerto Rico***

**Mayagüez Campus**

English Department

**INGL 3102 – Spring 2023**

**1. General information**

Instructor:

Office:

Office hours:

E-mail:

**2. Catalogue Description**

This course is designed to meet the student’s needs and give them a command of the fundamental structure of the English language. Prerequisite: English 3101.

**3. Course Description**

This class is designed to improve students’ speaking, listening, reading and writing abilities in English. The purpose of this class is for students to practice what they know and to learn more English so that they can successfully use English in their academic career. Students will speak English in class, listen to English, and read and write in English as well. They are expected to participate in class by talking to their instructors and to their classmates, by listening to their instructors and to their classmates, and by completing in-class and out-of-class assignments.

*Modality*

This course is scheduled to use face-to-face modality.

**4. Textbook, supplies, and other resources**

*Textbooks:*

Hall, B. & Wallace, E. (2018). *College ESL Writers: Applied Grammar and Composing Strategies for*

*Success*. Galileo, University System of Georgia. Open Access Resource, Georgia State University.

Link to access the textbook: https://oer.galileo.usg.edu/english-textbooks/14/

Jeffrie, R. (2016). *About Writing: A Guide*. Revised Edition. Open Oregon Educational Resources.

Link to access the textbook: https://openoregon.pressbooks.pub/aboutwriting/

*Writing For Success*. (2011). Creative Commons. University of Minnesota Libraries Publishing.

Link to access the textbook: <https://open.lib.umn.edu/writingforsuccess/>

*Other materials:*

Readings provided by the Instructor

Transition Words List as PDF file provided by the instructor

Novel:

A monolingual dictionary. You may access online dictionaries for writing activities in this course.

**5. Course goals**

To address its purpose, INGL 3102 focuses primarily on developing students’ ability to understand written and spoken English by improving reading, writing skills. Attention is also given to vocabulary learning strategies and grammar. The course focused mainly on reading and writing for academic purposes.

**6. Course Objectives**

At the end of the course, students should be able to:

***Reading Skills***

* Identify main idea of a reading
* Identify supporting details of a reading
* Infer the meaning of a passage
* Identify different types of reading (genres) such as academic readings (e. g. journal/magazine articles) and extensive reading (e.g. a novel)
* Reading skills such as: skim and scan for information
* Use and learn how to read statistic information and graphs

***Vocabulary Learning Skills***

Use vocabulary-learning strategies such as:

* Use the context to infer meaning of unknown words
* Use bottom-up strategies such as identifying essential and non-essential words in a text, identifying different types of lexical items such as phrasal verbs and idioms, using pre-fixes and suffixes
* Use top-down strategies such as using background knowledge and inferring meaning from context
* Recognize and use transition words
* Use strategies to increase vocabulary learning such as keeping a word bank and using conceptual maps.

***Writing Skills***

* Note taking strategies
* Understanding cohesive devices
* Gathering and organizing information before writing
* Interpreting and writing using statistics and information from graphs
* Write coherent paragraphs
* Recognizing the following rhetorical modes: expository, comparison and contrast
* Choose appropriate verb tenses and lexicon when writing simple and complex sentences in

English

***Grammar objectives***

Identify and use the following verb tenses when writing and speaking in English:

* Identify and write affirmative, negative and interrogative sentences using present, past, and

future

* Identify and write sentences and questions with the present perfect/past perfect
* Identify and write passive sentences in: simple past, present, future
* Identify and use modals and modal-like forms
	+ Have to (present, past, future)
	+ Used to
	+ Present (modal +base) may, can, would (in request)
	+ Could, should, ought to, must (advice, necessity, logical conclusion) § might, could, should, must, will (degree of certainty)
	+ Would like to (desire)

**7. General requirements and specific policies (you can develop your own policies)**

All students must:

* work on class activities regularly;
* participate in class activities in English;
* complete on time all assignments and coursework. The instructor reserves the right to lower a grade for lateness;
* take the final exam and all class tests and quizzes on time;
* keep all graded assignments as a record of progress;
* take primary responsibility for learning (e.g., ask questions or get help when necessary);
* demonstrate (through class assignments) their knowledge of the topics covered in class.
* avoid plagiarism. Plagiarism is illegal and will not be allowed. Outside sources must be used responsibly.

Policies regarding absences, assignments, tests and quizzes

* Students who miss a class and have an appropriate excuse (e.g., a doctor’s note) may be excused.
* Students who miss an **in-class assignment** or do not hand in **homework** on time, and have an appropriate excuse may be given the opportunity to hand in the assignment. *Students have* ***one week*** *to hand it in. After a week late assignments will not be accepted.*
* Students who miss a quiz will not have the opportunity to take it. There are **no repositions** on quizzes. At the end of the semester, the instructor will eliminate the lowest grade on quizzes.
* Students who miss a test and have an appropriate excuse may be given the opportunity to take the test. Students have one week to take the reposition.
* Students who do not participate or bring required materials to class may be marked absent.

**8. Instructional strategy**

The course instructor will explain and model how to work on the reading, vocabulary, and grammar points listed in the course syllabus.

Vocabulary list: a list of vocabulary words will be discussed and used during the semester. These vocabulary words will be part of each partial exam and will also be tested on the final exam.

Writing assignments and journal entries: Writing is an integral part of this course. You will have to hand in different types of writing assignments such as pre-writing activities and graphic organizers, paragraphs and essays. The professor will explain the instructions for each one of the written assignments and will also provide topics for them.

English laboratory: Students will complete 15 hours divided into five modules in Moodle. You will be completing weekly lessons based on the four language skills practiced in class: reading, writing, grammar and writing. You will be contacted by your Laboratory Instructor with further instructions for how to complete the online work for the language laboratory using Moodle.

**9. Evaluation**

The final grade for the course is broken down as follows:

10% laboratory

30% three partial exams

20% final exam \*

15% quizzes

15% homework

10% writing assignments,

The grading curve for INGL3102 is as follows:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 – 59

\*The final exam is departmental. You will not make up for this exam unless you have a valid excuse (medical excuse, military orders, and court orders are examples of valid excuses). This final exam will include the grammar and the vocabulary listed above, as well as two new readings.

**10. Tentative schedule (you can develop your own schedule, this is just an example)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/****Unit** | **Grammar** | **Readings****And****Vocabulary** | **Writing** | **Activities and Quizzes** |
| Week 1 | Simple present and present progressive tenses |  | The Writing Process |  |
| Week 2 | Simple past and past progressive tenses |  | What is an essay?Parts of an essay |  |
| Week 3 | Basic future tenses |  | Writing introductory paragraphs |  |
| Week 4 | Present perfect |  | Writing body paragraphs |  |
| Week 5 | Present perfect |  | Writing concluding paragraphs |  |
| Week 6 | Past perfect |  | Writing a cause and effect essay |  |
| Week 7 | Past Perfect |  | Writing a cause and effect essay |  |
| Week 8 | Modals |  |  |  |
| Week 9 | Modals |  | Writing an argumentative essay |  |
| Week 10 | Passive voice |  | Writing an argumentative essay |  |
| Week 12 | Passive voice |  | Writing about literature |  |
| Week 13 | Passive voice |  | Writing about literature |  |
| Week 14 | Grammar review |  | Writing about literature |  |
| Week 15 | Grammar review |  | Final writing assignment |  |
| Week 16 | Grammar review |  | Final writing assignment |  |

**11. Instructor responsibilities**

INGL 3102 instructors will:

* prepare for and teach assigned sections in such a way that students cover the material of the course and have an opportunity to meet its stated objectives if they work as instructed;
* hold required number of office hours and make special arrangements where necessary and possible to meet with students who cannot meet during official office hours;
* keep attendance records for every class and report these records to the registrar’s office when requested;
* treat students respectfully and ensure that students do the same to each other and to the instructor.

**12. Academic Dishonesty**

Academic dishonesty includes plagiarizing sources, copying other students’ work or exams, using translators to translate full written pieces, and handing in work that has been done by someone else. Our campus takes academic dishonesty very seriously. In this class, any of the actions mentioned above will result in an automatic 0 in the assignment or exam. If the student repeats the behavior then the professor will refer the student to the disciplinary committee under the Dean of Student Affairs office and they will determine the sanction, which could include a suspension.

**13. Special Accommodations**

Law 51: The Comprehensive Educational Services Act for People with disabilities states that after identifying with the instructor and the institution, the student with disabilities will receive reasonable accommodation in their courses and evaluations. For more information contact the Department of Counseling and Psychological services at the Office of the Dean of Students (Office DE 21) or call 787-265-3864 or 787-832-4040 x 3772, 2040 and 3864.

**14. Sexual Harassment: Certification 130-2014-2015 states:**

Sexual harassment in the workplace and in the study environment is an illegal and discriminatory act and is against the best interests of the University of Puerto Rico. All persons who understand they have been subject to acts of sexual harassment at the University of Puerto Rico may file a complaint and request that the institution investigate, where necessary, and assume the corresponding action by the university authorities. If the complainant is a student, he or she must refer his or her complaint to the Office of the Student Ombudsperson or that of the Dean of Students.

**15. Certification 06-43 of the Academic Senate states, "The academic guidelines for offering online courses," defines:**

Traditional face-to-face courses are those that have less than 25% of the course's regular contact hours via the Internet. Therefore, a three-credit course will be considered "face to face" if, of the 45 hours of regular contact, 11 or less are taught via the Internet.  :  According to certification 16-43 of the Academic Senate, a course may include up to 25% of its total contact hours via the Internet. The objective of this is so that all professors have this alternative in the case of any unscheduled eventuality.

**Note:**  After this course students will enroll in INGL 3201.