

**University of Puerto Rico
Arecibo Campus
English Department**

INGL 3021 Syllabus

COURSE TITLE	:	Oral and Written English I
COURSE CODE	:	INGL-3021
CONTACT HOURS	:	45 Hours 3 hours per week / 3 credits
PREREQUISITES/REQUISITES	:	Basic English (INGL 3101-3102), Intermediate English (INGL 3103-3104) or Honor English (INGL 3011-3012)
COURSE DESCRIPTION:		
This course is designed for future elementary school teachers. The major objectives are to develop correctness and fluency in oral and written English.		
LEARNING OBJECTIVES:		
Upon completion of the course, the students will be able to perform satisfactorily in the following competencies:		
Listening/Speaking:		
<ol style="list-style-type: none">1. Use pertinent vocabulary commonly used in ESL classrooms at the elementary level during the delivery of their oral presentations and classroom related projects.2. Comprehend and respond at a satisfactory level of communicative competence to discuss the course topics that are related to current second language acquisition.3. Define their personal teaching goal statements.4. Discuss their points of view about what the true purpose of education should be.5. Deliver a dramatic reading of the E-Books they write on Power Point using storytelling techniques which may be recorded.6. Deliver oral presentations using Power Point presentations that may be recorded.		

Reading:

1. Read and implement the readings on educational related topics discussed in the course outline in the Syllabus and online readings that are researched.

Writing:

1. Write the **Electronic Book (E-book) Project** related to one of the topics taught at the D.E. elementary school level.
2. Write their points of views based on the assigned and researched reading materials to complete the **Teaching Goal Statement Project** and the **True Purpose of Education Project**.
3. Write a **Listening Log Project** to develop critical listening skills and to offer student peer critiques of strong points and weak points to be improved during the **Storytelling Project**.

Critical Thinking:

1. Analyze, evaluate, and ethically use supporting materials and evidence that has reliability and validity in their Teaching Goal Statements and in defining the purpose of Education.
2. Evaluate and design teaching related projects and an E-Book teaching resource.

Research Skills:

1. Develop research skills using on-line resources at the library or on the internet to investigate, read, and discuss assigned educational related topics and course projects.

Collaborative Skills:

1. Work in groups to analyze and discuss course related content.

Ethical skills:

1. Identify and avoid plagiarism and its consequences.
2. Evaluate and apply ethical principles in their educational endeavors and course related work.

BOOK:

It is at the professor's discretion to assign a textbook in this course.

COURSE OUTLINE AND TIME DISTRIBUTION:

Topics	Time Distribution Hours		
	In Person	Hybrid	Online
I. Introduction to the course: <ol style="list-style-type: none"> 1. Welcoming Remarks 2. Syllabus 3. Chronogram 4. Course Norms 5. Plagiarism 6. Online Platforms that may be used in the course: Moodle, Zoom, Flip Grid, Loom, Textbook Online Platforms for exams 7. Download and use Zoom 8. Enroll in and use Moodle 9. Let's Meet Ice Breaking Activity 	6 (4 classes)	3.0 Presential/ 3.0 Online	6
II. Establishing Teaching Goal Statements: <ol style="list-style-type: none"> 1. Present a Power Point Presentation to discuss an assigned educational quote. 2. Reading: Only a Teacher by Ginott 3. Read the Excerpt of the Article: "Writing a Teaching Philosophy Statement". 4. Read Article: "Teaching Statements". 5. Project: Use Zoom to make a 3 to 5 minute video recording of yourself discussing your Teaching Philosophy Statement projected on the slides of your Power Point presentation. 	7.5 (5 classes)	4.5 Presential/ 3.0 Online	7.5

6. Project: Begin your Listening Log Project with your notes and critique statements for each of the presenter's Philosophy Goal Statements.			
III. Defining the True Purpose of Education: <ol style="list-style-type: none"> 3. YouTube Song: <i>We Don't Need No Education</i> <ul style="list-style-type: none"> • Research the song and the Pink Floyd band • Research educational context of the time the song was written and first sung 4. YouTube Videos: 5. <i>I SUED THE SCHOOL SYSTEM !!!</i> https://www.youtube.com/watch?v=dqTTojTia8 6. Noam Chomsky- <i>The Purpose of Education</i> https://www.youtube.com/watch?v=DdNAUJWJN08 7. <i>The Importance Of Education - What's The Real Purpose Of Education?</i> https://www.youtube.com/watch?v=ZDA6i6ZLktc 8. Reading: <i>What True Education Should Do</i> by Sydney Harris <ul style="list-style-type: none"> • Research the author and reading selection • Research educational philosophy of Socrates 	7.5 (5 Classes)	4.5 Presential/ 3.0 Online	7.5

<ul style="list-style-type: none"> • Research and contrast the traditional lecturing view of education (banking, sausage-casing view of education) versus the Constructivist view of education (pearls in oysters view of education) <p>9. Reading: <i>All I Really Needed to Know I Learned in Kindergarten</i> by Robert Fulghum</p> <ul style="list-style-type: none"> • Research author and reading selection • Research educational philosophy of Socrates • Compare and contrast educational views of Sydney Harris and Robert Fulghum <p>10. Project: Use Zoom to make a 3 to 5 minute video recording of yourself discussing your Definition of What True Education Should Be projected on the slides of your Power Point presentation.</p> <p>11. Cont. Project: Take notes and write critiques in your Listening Log Project for each of the presenter's Definition of What True Education Should Be.</p>			
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<p>IV. Writing an Electronic Book Story:</p> <ol style="list-style-type: none"> 1. Select a topic from a list to write a story for an assigned grade level. 2. Complete the story design online template to be evaluated and approved by the professor. 3. Write the online rough draft of the story with the dialogues of the characters. 4. Edit and correct errors in the draft. 5. Project: Write an original E-Book Story using Power Point that includes the parts discussed in the E-Book Evaluation Criteria, the original 3 Story Design Rough Drafts you wrote, and the illustrations you chose. 	<p>12 (8 Classes)</p>	<p>6 Presential/ 6 Online</p>	<p>12</p>
<p>V. Storytelling of E-Books Written</p> <ol style="list-style-type: none"> 1. Practice using delivery and vocal dramatic techniques. 2. Project: Use Zoom to make a 3 to 7 minute video recording of yourself dramatically storytelling your E-Book story projected on the slides of your Power Point presentation. 3. Finish Project: Take notes and write critiques in your Listening Log Project for each of the presenter's Storytelling techniques. 	<p>12 (8 Classes)</p>	<p>6 Presential/ 6 Online</p>	<p>12</p>

Total Contact Hours	45 horas (15 Presencial Classes x 3 Hours a Week)	45 horas (8 Presencial Classes x 3 Hrs Week = 24.0 Presential Hrs/ (7 Online Classes x 3 Hrs Week =21.0 Online Hrs) 24+ 21= 45 Contact Hrs	45 horas (15 Online Classes x 3 Hours a Week)
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INSTRUCTIONAL TECHNIQUES

In person	Hybrid	Online
<p>Any of the following strategies can be used to teach the course:</p> <ol style="list-style-type: none"> 1. Wiziq (online classroom) 2. Collaborative activities 3. Simulation situations 4. Forum 5. Group and/or individual writing 6. YouTube 7. Portfolios/journals 8. Internet 9. E-mail 10. Library on-line resources 11. Power Point Presentations 12. Computers 13. Excel 14. Google Docs 15. Others 	<p>Any of the following strategies can be used to teach the course:</p> <ol style="list-style-type: none"> 1. Wiziq (online classroom) 2. Collaborative activities 3. Simulation situations 4. Forum 5. Group and/or individual writing 6. YouTube 7. Portfolios/journals 8. Internet 9. E-mail 10. Library on-line resources 11. Power Point Presentations 12. Computers 13. Excel 14. Google Docs 15. Others 	<p>Any of the following strategies can be used to teach the course:</p> <ol style="list-style-type: none"> 1. Wiziq (online classroom) 2. Collaborative activities 3. Simulation situations 4. Forum 5. Group and/or individual writing 6. YouTube 7. Portfolios/journals 8. Internet 9. E-mail 10. Library on-line resources 11. Power Point Presentations 12. Computers 13. Excel 14. Google Docs 15. Others

MINIMUM AVAILABLE OR REQUIRED RESOURCES:

Resources	In Person	Hybrid	Online
Account on the institutional learning management platform (Ej. Moodle)	Institution	Institution	Institution
Account of Online Exams of Textbook (Mindtap)	Student	Student	Student
Institutional email account	Institution	Institution	Institution
Computer	Student	Student	Student
High-speed internet access or mobile device with data service	Institution	Student	Student
Programmed or applications: word processor, spreadsheets, presentation editor	Student	Student	Student
Integrated or external speakers	Does not apply	Student	Student
Webcam or mobile with camera and microphone	Does not apply	Student	Student

EVALUATION:

In Person	Hybrid	Online
1. Power Point Oral Presentation 1- Establishing a Teaching Goal Statement- 20% 2. Power Point Oral Presentation 2- Defining the True Purpose of Education- 20% 3. E-Book Story Project- 20% 4. Storytelling Project of the E-Book- 20% 5.*Participation/attendance/ quizzes/assignments/ Listening Log/ other- 20%	1. Power Point Recorded Oral Presentation 1- Establishing a Teaching Goal Statement- 20% 2. Power Point Recorded Oral Presentation 2- Defining the True Purpose of Education- 20% 3. E-Book Story Project- 20% 4. Storytelling Project Recording of the E-Book- 20% 5.*Participation/attendance/ quizzes/assignments/ Listening Log/ other- 20% *If a professor decides not to consider this criterion, the percentage will be allotted as	1. Power Point Recored Oral Presentation 1- Establishing a Teaching Goal Statement- 20% 2. Power Point Recorded Oral Presentation 2- Defining the True Purpose of Education- 20% 3. E-Book Story Project- 20% 4. Storytelling Project Recording of the E-Book- 20% 5.*Participation/attendance/ quizzes/assignments/ Listening Log/ other- 20% *If a professor decides not to consider this criterion, the percentage will be allotted as

<p>*If a professor decides not to consider this criterion, the percentage will be allotted as follows: 5% to the all of the four evaluation techniques.</p> <p>Total.....100%</p>	<p>follows: 5% to the all of the four evaluation techniques.</p> <p>Total.....100%</p>	<p>follows: 5% to the all of the four evaluation techniques.</p> <p>Total.....100%</p>
<p>*If a professor decides not to consider this criterion, the percentage will be allotted as follows: 5% to online textbook exams & 5% to informative final speech.</p> <p>Note: Certification 111-2014-2015 of the Governing Board defines a face-to-face course as: "Course in which 75% or more of instruction hours require the physical presence of students and the professor in the classroom." The remaining 25% may be covered using different educational strategies, among which are: visits related to the course, field experiences, excursions, and online activities, among others. It is the responsibility of the professor to provide evidence of all the activities with attendance sheets and assessment of these activities.</p>		
<p>REASONABLE MODIFICATION (ACCOMMODATION):</p>		
<p>Reasonable Modification (Accommodation)</p> <p>Students who receive reasonable modification (accommodation) benefits and / or receive Vocational Rehabilitation services should contact the professor at the beginning of the semester to coordinate the modification (accommodation) and necessary equipment according to the recommendations of the OSEI UPR A Coordinator. To process the application, you can access the link http://docs.upra.edu/osei/Procesamiento_de_Servicios-OSEI.pdf. The request for reasonable accommodation does not exempt the student from complying with the academic requirements of the course or program.</p>		
<p>ACADEMIC INTEGRITY:</p>		
<p>The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole of part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf, as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.</p> <p>Para velar por la integridad y seguridad de los datos de los usuarios, todo curso Hybrid, a distancia y Online deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando</p>		

el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger y no compartir su contraseña con otras personas.

INSTITUTIONAL POLICY AGAINST SEX, GENDER, AND SEXUAL ORIENTATION DISCRIMINATION (CERT. 36 2018—2019 JU):

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, any student subjected to acts constituting sexual harassment, may turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or formal complaint.

NETIQUETTE:

Students taking online courses should follow the universal Netiquette guidelines below:

Communicating with your instructor:

- **DO NOT TYPE IN ALL CAPS, PLEASE.** Typing a text all caps is inappropriate because it is perceived as yelling.
- **Be pro-active.** Exhaust all avenues before asking a question. For instance, if you need to know the professor's office hours, check the banner on the Moodle page or the course guidelines. Questions about the grade breakdown? Check out the syllabus under General Information in Moodle. Need to know the due dates for assignments? You will find them in the chronogram. If you still have a question, write to your professor.
- **Proofread your assignments before submitting to your instructor.** Always use proper spelling, grammar, capitalization, and punctuation.
- **Read first.** Before responding to an email, chat, or forum, make sure you read the previous discussions first. You need to know what other people have answered or asked so you do not duplicate efforts, hindering the class from moving forward to subsequent topics.
- **Submit files in the format assigned by your instructor.** When submitting any assignment, always follow your instructor's rules, e.g. format and content. Ignoring these instructions is bad netiquette and could lead to losing points on the assignment.
- **Conduct yourself professionally on email and while online.** A common netiquette error is to treat e-correspondence with faculty and staff as an ongoing chat among friends.

Communicating with Fellow Students:

- **Avoid sarcasm, harmful words or phrases, obscene language.** Sarcasm can lead to misguided arguments online. Therefore, be careful with jokes, hurtful words, or obscene language, that could come across as distasteful or rude.

- **Respect people's opinions.** If you want to express your disagreement with an argument presented by another student, do so respectfully. Begin your argument with phrases like: *"I do not agree with your opinion because..."* or *"Your point is understood, however...."*
- **Be precise when answering questions asked by your classmates.** When replying to a fellow student's question about assignment instructions or due dates, please be 100% certain of your answer. Do not guess; do not misinform.
- **Do not abuse the chat box.** Please, use the chat box for comments or questions relevant to the course. Chat boxes are for sharing ideas but can distract when loaded with irrelevant comments.
- **Conduct yourself professionally on email and while online.** A common netiquette error is to treat e-correspondence with faculty and staff as an ongoing chat among friends.
- **Be kind and show empathy.** Because the Internet has some level of anonymity, some people tend to behave rudely. Make a point to always be respectful- even if you disagree. You can debate any subject without hurting other people.
- **Think before you type.** "Whether or not privacy settings are in place, the internet has a tendency to house things forever, and what you say privately can easily become public," advises [etiquette expert](#) Devoreaux Walton.

GRADING SCALE

100% – 90% A
 89% – 80% B
 79% – 70% C
 69% – 60% D
 59% and lower F

REFERENCES

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Hahner, J.C., Sokoloff, M., & Saliech, S.L. (1993). *Speaking Clearly Improving Voice and Diction* (4th ed.) New York: McGraw-Hill

Lucas, Stephen E. (2007). *The Art of Public Speaking*. (9th ed.) McGraw Hill

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Syllabus Revised by P. Morales May 2022