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Syllabus for INGL-3101 Q section  
Online Course

<b>Title</b>	Basic English I
<b>Course Code</b>	INGL-3101 Q section
<b>Contact Hours</b>	Three credits + one hour listening/speaking practice in the 3113-language laboratory (no credits).
<b>Co-requisite</b>	<b>INGL 3113 Students enrolled in Basic 3101 course must also be enrolled in the English lab (INGL-3113) to pass the course.</b>

**Pre-requisites**

The course is offered to students who score under 581 in the English section of the College Entrance Examination Board (CEEB). Students who score under 450 in the CEEB are advised to enroll in a Basic English Course (INGL 3101 Q sessions). The offering of the course will be subject to enrollment and availability of resources.

**Course Description**

This pilot course will focus on developing reading language skills. Listening and speaking will be integrated during the class discussion of the reading selections. Incidental paragraph writing may be used as a reader response exercise. This course can be given in face-to-face or online instruction.

**Learning Objectives**

- A. At the end of the course the students will:
1. Participate in the discussion of reading selections in class to demonstrate their degree of reading comprehension.
  2. Use **vocabulary in context skills** to increase their vocabulary and comprehension of assigned reading materials.
  3. Analyze reading selections to identify the **main idea** and **supporting details** that will

increase comprehension of assigned reading materials

4. Develop **critical thinking skills** and increase comprehension of assigned reading materials by making **inferences** and **drawing logical** conclusions.
5. Develop **research skills** using on-line resources at the library to search for, read, and discuss assigned topics.
6. Share their reactions and points of views on the assigned reading materials through writing and other creative forms.

### Course Outline and Time Distribution

#### Online

A. Introduction to the Course / Study skills	(6 hours)
B. Reading comprehension skills to be analyzed in all the different assigned reading selections throughout the semester 1. Reading skills 2. Sentence Structure and Grammar 3. Vocabulary in context 4. Main Idea 5. Supporting details 6. Identifying Inferences 7. Drawing conclusions	(30 hours)
C. Body paragraph format (theory and practice) 1. Topic sentence 2. Supporting sentences a. Major details b. Minor details 3. Concluding sentence	(3 hours)
F. Types of paragraph	(3 hours)
G. Paragraph writing *Not to be evaluated as an exam 1. Home assigned students' paragraph on a given topic	(3 hours)

Total 45.0 hours

### Instructional Techniques

A. The following strategies may be used to teach the course:

1. Lectures and/or workshops
2. Collaborative activities or projects
3. Video recordings and/or video conferences
4. Group and/or individual oral presentations
5. Group and/or individual writings
6. Guest speakers
8. Chats and/or blogs
9. Internet
10. E-mail
11. Library electronic search engines for research
14. Others

### **Learning Resources**

Some of the following resources may be used to teach the course

1. Moodle Platform
2. Video
3. Google Docs
4. E-mail
5. Google Classroom
6. ZOOM
7. Google Hangouts

For online courses, students may be required to connect to an online platform for virtual classes or to complete any material.

### **Evaluation Techniques**

1. Reading exam #1- **20%** \*
2. Reading exam #2- **20%**
3. Quizzes and /or oral presentations/assignments/projects/journal/portfolio/other - **10%**  
Summarizing, paraphrasing, and quoting
4. Participation/attendance - **10%** \*\*\*
5. Laboratory 3113 - **15%**
6. Reading comprehension partial final exam (main idea, inference, context clues, critical thinking, finding details) partial final exam- **25%**

\*If a professor decides not to consider this criterion, quizzes may be given to substitute for this first reading exam.

\*\*\*If a professor decides not to consider this criterion, the percentage will be allotted as follows: 5% to each of the first 2 reading exams.

## **Reasonable Modification (Accommodation)**

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 UPRA Coordinator. To process the application, you can access the link [http://docs.upra.edu/osei/Procesamiento\\_de\\_Servicios-OSEI.pdf](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.

## **Academic Integrity:**

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 or 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.

## **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.

**NOTE:**

- **Asynchronous Classes (online, hybrid):** For asynchronous classes, students may be asked to log in during class time when needed.
- **Synchronous Classes (face-to-face):** For synchronous classes, log in during your class time.

**Grading Scale**

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

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