



**UNIVERSITY OF PUERTO RICO
ARECIBO
ENGLISH DEPARTMENT**

Syllabus for INGL-3021

Title Oral and Written English I

Course Code INGL 3021

Contact Hours Three credits

Requisites English 3102 or INGL 3104

Course Description

This course is designed for future elementary school teachers. The major objective is 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:

1. Use oral commands, polite requests, praising words and pertinent vocabulary commonly used in English classrooms at the elementary level.
2. Comprehend and respond at a satisfactory level of communicative competence to class discussions of topics relating to current issues in second language acquisition, and theories.
3. Analyze and discuss recorded class demonstrations using different second language acquisition methodologies.
4. Do storytelling, dramatic reading activities, and/or oral presentations.
5. Design and give a quasi- demonstration class to teach one of the following competencies: listening/speaking, reading, writing, phonics, grammar, or spelling.

Reading

1. Read the assigned materials from the course.

2. Use on-line references at the library and the internet to research and read about current second language acquisition theories, and strategies with the purpose of dealing effectively with educational issues.

Writing

1. Write a story for an electronic book (E-book) or a big book.
2. Prepare written summaries of researched topics that are reported on.
3. Prepare constructivist activities that incorporate the different cognitive levels and the use of all the multiple intelligences so as to ensure critical and creative thinking, and problem solving strategies among their students.

Course Outline and Time Distribution

Introduction to the course **(3.0 hrs.)**

1. Index cards
2. Syllabus
3. Diagnostic exam

Library Research – **(3.0 hrs.)**

1. Orientation workshop at library on the use on-line research resources
2. Research on assigned second language acquisition approaches and techniques

Oral Reports of Second Language Educational Topics **(9.0 hrs.)**

Report on assigned second language acquisition approaches and techniques

Project Based Activities

1. Story writing in class incorporating the elements of story design: plot, characterization, conflict, setting, and theme.
2. Big book or E-Book on power point with the story that was written.
3. Storytelling or dramatic reading of the e-book. **(10.5 hrs.)**

Quasi-demonstration Class

1. Distribution of groups, stories, and competencies to be taught by each student **(9.0 hrs.)**
 - Listening/speaking
 - Reading
 - Writing
 - Phonics
 - Grammar
 - Spelling

2. Class demonstrations of groups **(9.0 hrs./1.5 each for 6 groups)**

Partial Exam - **(1.5 hrs.)**

1. Reading comprehension of all stories taught in demonstrative classes

Total	45.0 hours
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Instructional Techniques

Any of the following strategies may be used at the professor's discretion:

1. Conferences or lectures
2. Collaborative activities
3. Simulation situations of L2 educational issues
4. Group and/or individual oral presentations
5. Group and/or individual writings
6. Guest speakers
7. Portfolios or journals
8. Library online resources, internet, and e-mail
9. Class exhibits of projects
10. Instructional videos
11. Storytelling/Dramatic Reading
12. Workshop activities for projects
13. Demonstration class
14. Others

Learning Resources and Minimum Required Installations and Facilities

Due to the nature of this course, a specific textbook will not be assigned. The specific reading materials that will be discussed throughout the semester are listed and marked with an asterisk (*) in the bibliography. The professor can also use technological tools such as Power Point or Blackboard. Guest speakers can offer course related workshops or lectures.

Evaluation Techniques

1. Tests- 10%
2. Quizzes, Attendance, Participation- 10%
3. Oral Presentation(s)-10%
4. E-book or Big Book- 20%
5. Storytelling- 20%
6. Quasi-Demonstration Class- 30%

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.

Reasonable Accommodation

Students who are sheltered under Law 51 or receive vocational rehabilitation services that require reasonable accommodations must inform the professor at the beginning of the semester by bringing an official letter that is sent from the office that deals with the matters of persons with impediments at the university in order to offer the necessary accommodations in accordance to the specifications that are delineated in said document.

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 12-2009-2010) 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's 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.

Grading Scale

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

Bibliography

Ambert, A. (1988). Bilingual education and English as a second language. NY: Garland.

Becker, H. (2001). Teaching ESL K-12 views from the classroom. Heinle & Heinle.

Broukal, M. (2005). Grammar: Form and function 3. New York, NY: Mc Graw Hill Companies, Inc.

Celce-Murcia, M. (2001). Teaching English as a second or foreign language. Heinle & Heinle.

Childs, C. (2004). Improve your American English accent. New York: NY. Mc Graw Hill, Publishing.

*Curricular framework English program. (2003). Commonwealth of P.R., Department of Education.

Dictionary online (English to Spanish) <http://www.dictionarylinc.com>)

Dwyer, C.A. (1993). Meeting the challenges for innovative teacher assessment. Journal of Teacher Education. 44(2).

Electronic journal for teachers of English as a second or foreign language at <http://www.kyoto-su.ac.jp/information/tesl-ej/index.html>

English grammar tools and quizzes at <http://www.easyenglish.com>

English for Specific Purposes at <http://www.elsevier.com>

English Language Teaching Journal (ELT) at <http://www3.oup.co.uk/eltj/>

English Teaching Forum at <http://exchanges.state.gov/forum/>

ERIC/CLL at <http://www.cal.org/ericcll>

ESL Magazine at <http://www.eslmag.com>

Finocchiaro. (1976). Teaching English as a second language in elementary and secondary school. NY: Harper and Row.

Gillet, A. (2004). Speak English like an American. Ann Arbor: MI Language Success Press.

Internet TESL Journal at <http://www.aitech.ac.jp/~iteslj>

Lujan, B. (2004). The American accent guide: A complete and comprehensive course the pronunciation and speaking style of American English for individuals of all backgrounds. (2nd ed.). Salt Lake City, UT. Lingual Arts, Inc.

NAFSA: Association of International Educators at <http://www.nafsa.org>

National Association for Bilingual Education (NABE) at <http://www.nabe.org>

Nunan, D. (1982). Second language teaching & learning. Heinle & Heinle.

Rivers, W. (1978). A practical guide to the teaching of English as a second or foreign language. New York: Oxford University Press.

*Staff development video the art of teaching ESL participant's guide. (1993). Addison Wesley Publishing Company.

*Standards of excellence English program. (2003). Commonwealth of P.R., Department of Education.
Studies in Second Language Acquisition at <http://uk.cambridge.org/>

Torres, L.M. (1998). Impedimentos visuales: Naturalezas y necesidades. San Isla Negra.

Juan: Editorial

Torres, L.M. (1999). Movilidad: Necesidad básica de personas con impedimentos. San Juan: Editorial Isla Negra.

Teachers of English to Speakers of Other Languages (TESOL) at <http://www.tesol.org>

Revised by Prof. Priscilla Morales on January 2016 in accordance with Cert. 112 2014-2015
All changes to the syllabus must be consulted with course coordinator and the Director.