

# UPR

English Department



**UNIVERSITY OF PUERTO RICO  
ARECIBO  
ENGLISH DEPARTMENT**



**Syllabus for INGL 3102 ONLINE**

**Title:** Basic English II ONLINE

**Course Code:** INGL-3102

**Contact Hours:** Three credits + one hour listening/speaking practice in the language laboratory (no credits)

**Requisites/Co-Requisites/Other Requirements:** English 3101 or its equivalent  
(Students enrolled in this course must also be enrolled in the English lab/ INGL-3114 in order to pass the course.)

**Course Description:** This course integrates the four language skills: listening, speaking, reading, and writing while developing students' vocabulary and grammatical structures

**Learning Objectives:**

A. At the end of the course the students will:

1. Engage in simple conversational situations.
2. Participate in the discussion of reading selections in class in order to enrich their vocabulary.
3. Analyze reading selections to identify the main idea, and supporting details, infer meaning, and become familiar with everyday expressions.
4. Develop critical thinking skills and increase comprehension of assigned reading materials by making inferences and drawing logical conclusions.
5. Identify the different types of paragraphs within each reading selections.
6. Compose the three basic types of paragraphs (introduction, body, and conclusion) by applying the writing process.
7. Compose different types of essays using the writing process.
8. Develop research skills using on-line resources at the library.
9. Apply research skills and citations in the composition of an essay.

**Course Outline and Time Distribution**

A. Introduction to the Course (1.5 hours)

B. Reading comprehension skills (15.0 hours)

1. Vocabulary
2. Main Idea
3. Details
4. Inferences
5. Drawing conclusions

C. Writing the Essay (12.0 hours)

1. Introductory paragraph
  - a. Hook
  - b. Development
  - c. Thesis
2. Body paragraphs
  - a. Topic sentence
  - b. Supporting sentences
  - c. Concluding sentence
3. Concluding paragraph
  - a. Lead
  - b. Summary
  - c. Final thought
4. Composition of an Argumentative essay (10.5 hours)
5. Revising and editing (6.0 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
7. Electronic portfolio
8. Chats and/or blogs
8. Internet
9. E-mail
10. Library electronic search engines for research
11. Extra-curriculum activities and/or field trips
12. Community service assignments
13. Others

**Learning Resources and Minimum Required Installations and Facilities:**

The course content will be enriched by using the online library resources for the research assignments. The classes will be offered in computerized classrooms that provide access to the internet, audiovisual materials, and other required online modalities.

During the first week of class the students will receive an orientation of the rules, course content found in the outline in the syllabus, and the method of learning communities. They will also be reminded of the required course materials and computerized equipment. Textbooks with online templates and other supplementary materials that are prepared by the professor can also be used.

### **Evaluation Techniques:**

1. Argumentative Essay Exam- (3 Body Paragraphs) 30%
    - Research skills on internet or library database search engines
    - In-text citation
    - References (MLA or APA)
    - Paraphrasing to avoid plagiarism
  2. Reading Comprehension Exam(s)- 15%
    - Main Idea
    - Inferences
    - Finding details
    - Context clues
  3. Participation/attendance/journal/online portfolio- 10%
  4. Quizzes/online writing lab- 10%
  5. Laboratory- 15%
  6. Departmental final exam (application)- 20%
- \*Online exams are at the professor's discretion

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:**

Folse, K., Muchmore, A., & Vestri, E. (2004). *Great Essays*. 2nd Ed. Boston: Houghton Mifflin.

Langan, J. (2005). *College Writing Skills*. 6th Ed. Boston: McGraw Hill.

Simms, M. (2009). *The Write Stuff: Thinking Through Essays* 2<sup>nd</sup> Edition. Longman

Torres, L.M. (1998). *Impedimentos Visuales: Naturalezas y Necesidades*. Editorial Isla Negra.

Torres, L.M. (1999). *Movilidad: Necesidad Básica de Personas con Impedimentos*.

\*Revised by Prof. P. Morales in accordance with Cert. 112 2014-2015 and adapted to a Learning Community Method on December 16, 2015.

- Changes to the syllabus should be consulted with the Course Coordinator and Director of the Department.