



English Department



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**PILOT**  
Syllabus for INGL-3101

**Title** Basic English I  
**Course Code** INGL-3101  
**Contact Hours** Three credits + one hour listening/speaking practice in the 3113 language laboratory (no credits).

**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 Pre- Basic English Course (INGL 0060) during the summer. The offering of the course will be subject to enrollment and availability of resources. Students enrolled in Basic 3101 course must also be enrolled in the English lab (INGL-3113) in order to pass the course.

**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.

**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

- A. Introduction to the Course (1.5 hours)
- B. Reading comprehension skills to be analyzed in **all the different assigned reading selections throughout the semester** (25 hours)
  - 1. Vocabulary in Context
  - 2. Main Idea
  - 3. Supporting Details
  - 4. Inferences
  - 5. Drawing conclusions
- C. Body paragraph format (6 hours)
  - 1. Topic sentence
  - 2. Supporting sentences
    - a. Major details
    - b. Minor details
  - 3. Concluding sentence
- D. Library research on topics of assigned reading selections (6 hours)
  - 1. Discussion of pre and post discussion of topics of reading selections
- E. Reader response writing on the reading selections (6.5 hours)
  - \*Not to be evaluated as an exam**
  - 1. **Home assigned** students' written reactions and points of view on reading selections discussed in class

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
  - 9. Internet
  - 10. E-mail
  - 11. Library electronic search engines for research
  - 12. Extra-curriculum activities and/or field trips
  - 13. Community service assignments
  - 14. Others

## **Evaluation Techniques**

1. Reading exam #1- **20%**
2. Reading exam #2- **20%**
3. Quizzes and /or oral presentations/assignments/projects/journal/portfolio/other - **10%**
- \*\*\*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, the percentage will be allotted as follows: 5% to each of the first 2 reading exams.

## **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 122009-2010) 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**

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Bloom, Lynn Z. (2012). *The Essay Connection Readings for Writers*. 10<sup>th</sup> Ed. Wadsworth Cengage Learning.

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Langan, John. (2014). *College Writing Skills with Readings*. 9<sup>th</sup> Ed. McGraw-Hill.

Quitman Troyka, Lynn. (2009). *Structured Reading*. 8<sup>th</sup> Ed. Prentice Hall.

Richards, Jack C. and Eskstut-Didier, Samuela. (2003). *Strategic Reading 2 Building Effective Reading Skills*. 1<sup>st</sup> Ed. Cambridge University Press.

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

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Syllabus INGL-3101 PILOT created by Prof. Priscilla Morales in accordance with Cert. 112 2014-2015 on August 11, 2017. □ Changes to the syllabus should be consulted with the Course Coordinator and Director of the Department.