

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF HUMANITIES
DEPARTMENT OF ENGLISH**

Instructor: Dr. Alicia Pousada

Office hours: Dr. Pousada will be available for consultation in Pedreira Office 4 (basement) or in the Richardson Seminar Room (Pedreira 108) on Mondays and Wednesdays from 12:00 to 1:00 pm and 4:00 to 6:00 pm, and on Fridays, from 12-4 pm. Appointments are strongly recommended. Her telephone extensions are 2035 and 3641. Her email is: pousada.a@gmail.com.

Course Title: Developing Functions of Oral English Level 1

Course Number: INGL 3031

Number of Credit Hours: 3

Prerequisites: INGL 3101-2 or 3003-4, and Level 1 on Placement Test.

Course description: INGL 3031 is the first half of a sequence of two courses intended for Level 1 students. In this course, students work on the basic vocabulary, social formulas, pronunciation, and grammar needed to carry out simple conversations and read common written materials in English. The course utilizes the first 6 units of a textbook titled *Touchstone Book 1* which features audio CDs to be used in the classroom and at home and a DVD to be used in the laboratory.

Classroom activities consist primarily of conversational and written exercises in *Touchstone Book 1*. Students also attend the language lab once a week for one hour total for additional practice in speaking and listening comprehension. In addition to the *Touchstone Book 1* DVD, a computerized series called *Tell Me More* is utilized in the laboratory. Grammar is presented through the labs, homework exercises, and classroom review. Writing is reinforced via periodic short essays written in and out of class.

Course Objectives: By the close of the course, the student will:

- significantly reduce the fear of speaking in English;
- acquire the vocabulary and idiomatic phrases utilized in the *Touchstone Book 1* and *Tell Me More* series;
- improve mastery of basic tenses (simple present, present continuous, future with *will* and *going to*, simple past), prepositions, pronouns, and word order;
- become more aware of (and hopefully correct) common pronunciation problems; and
- improve listening skills in English.

In addition, the student will be able to:

- contribute in an effective form to the inclusion of fellow students with special needs in the classroom.
- make the necessary accommodations to include fellow students with special needs in group work

Course Outline (tentative):

Week 1--Introduction to course; icebreakers

Week 2--review of basics (e.g. alphabet, numbers, common phrases used in classroom, etc.)

Week 3--Unit 1: *All about you*

Week 4—Unit 1 continued

Week 5-- Unit 2: *In class*

Week 6—Unit 2 continued

Week 7--Unit 3: *Favorite people*

Week 8—Unit 3 continued

Week 9—review of Units 1-3 in preparation for Test 1

Week 10--Unit 4: *Everyday life*

Week 11—Unit 4 continued

Week 12--Unit 5: *Free time*

Week 13—Unit 5 continued

Week 14--*Unit 6: Neighborhoods*

Week 15—review of Units 4-6 in preparation for Test 2

Teaching Strategies: Workshop, discussion, laboratory

A communicative approach is taken in the class. Activities stress interaction and active participation. They include:

- Listening to and responding to taped conversations in class, the lab, and at home via CDs and DVDs

- Working in small groups on conversational strategies, problem-solving tasks, or learning games
- Completing written assignments (grammar, vocabulary) in Student Workbook
- Practicing pronunciation individually and in groups
- Watching and discussing video segments in detail
- Talking informally in English on a wide range of topics
- Writing short essays on personal topics

Note: Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

Resources and Equipment Required:

McCarthy, M, McCarten & Sandiford, H. (2005). *Touchstone Book 1*. Cambridge University Press. (packet with student book, workbook, and CD)
 Bilingual English/Spanish dictionary
 Functioning email address

Methods of Evaluation:

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| • Class / lab attendance and participation | 20% |
| • Quizzes (oral and written) | 20% |
| • Homework (grammar & vocabulary) | 20% |
| • Essays | 20% |
| • Two partial tests covering 3 units each | 20% |
| • Differentiated evaluation of students with special needs | |

Both class and laboratory attendance are mandatory. Attendance will be graded in the following way:

0 absences = 100%	5 absences = 75%	10 absences = 50%
1 absence = 95%	6 absences = 70%	11 absences = 45%
2 absences = 90 %	7 absences = 65%	12 absences = 40%
3 absences = 85%	8 absences = 60%	13 absences = 35%
4 absences = 80 %	9 absences = 55%	

Lateness should be avoided. Three latenesses equal one absence. Late work will be penalized by reducing the grade. Late work will NOT be accepted after one week, and the grade entered will be zero.

Grading System: A, B, C, D, F.

Bibliography (used to prepare course):

Andrews, L. (2006). *Language exploration and awareness: A resource book for teachers, 3rd edition*. Mahwah, NJ: Lawrence Erlbaum Associates.

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Clark, R. C. & Moran, P. R. (2002). *Index card games for ESL, 3rd edition*. Pro Lingua Associates.

Essenberg, J. (2006). English Club. <http://www.englishclub.net>. Accessed on: July 28, 2009.

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Torres, L. (2002). *Estrategias de intervención para la inclusión*. Río Piedras: Universidad de Puerto Rico.

Torres, L. (2002). *Asistencia tecnológica derecho de todos*. Río Piedras: Universidad de Puerto Rico.

Underhill, N. (1995). *Testing spoken language*. Cambridge: Cambridge University Press.

Ur, P. (1995). *Listening comprehension*. New York: Cambridge University Press.