

University Of Puerto Rico
Río Piedras Campus
College Of Humanities
Department Of English
Undergraduate Program

- A. Professor** Vivian Mayol Kauffmann, MA TESL, vivmayol@gmail.com
Office hours: M,F 10:00-11:00 am, Wed 10:00–11:00, and by appointment
- B. Course Title:** Fundamentals of English Grammar for Level 3 Students - I
C. Code: INGL 3013
D. Credit Hours: 45 hours/ 3 credit hours
- E. Prerequisites:** INGL 3004 or 3102 and level 3 on the Humanities English Placement Test
- F. Course description:** This is the first part of a two-semester English grammar course for students who have placed level 3 on the Humanities English Placement Test. Within a communicative setting, students analyze grammatical forms in natural language and put these into action in their own speech and writing. Explicit knowledge of grammatical form and function, and the analysis of errors will help level 3 students to incorporate these structures into their developing grammatical systems.
- G. Objectives:** By the end of this course, students will show mastery of:
1. explicit knowledge of the **forms** of the simple present and past tenses, including the regular and irregular past forms.
 2. explicit knowledge of the **present and past progressive** tenses with a review of the irregular verb BE in the present and past forms.
 3. explicit knowledge of the **functions** of these tenses and opportunities for their appropriate use in communicative contexts.
 4. explicit knowledge of the different forms used to talk about the **future** and opportunities for their appropriate use in communicative contexts.
 5. the ability to manipulate syntax to form **negative statements, yes-no questions, and wh- questions** from the above verb forms;
 6. introductory knowledge of the syntax of **infinitives and gerunds** and opportunities for their appropriate use in communicative contexts;
 7. the ability to use all the forms mentioned above when given enough time to monitor output in original and creative sentences and paragraphs;

8. sensitivity to grammatical form in other contexts, particularly texts retrieved from the internet about topics discussed in their grammar textbook or in class.

9. the ability to make corrections in their own writing and the writings of other students.

H. Course Outline:

Weeks 1 – 6

15 hours

1. Introduction to the importance of grammar
2. **Simple Present** and **Progressive** tenses, including the use of the verb BE
3. Formation of present **negatives, yes-no questions, and wh-questions**
4. **Simple present** tense vs. present and past **progressive tenses**
5. Introduction to the **adverbs of frequency** and their use in communicative context.

Weeks 7-12

18 hours

1. **Regular and irregular verbs** in the **past tense**, memorize irregular past tense.
2. Formation of past negatives, yes-no questions, and wh-questions
3. **Future time** with *be going to*, *will*, progressive and present tense
4. Formation of negatives, yes-no questions, and wh-questions using *be going to* and *will*

Weeks 13-15

12 hours

1. Use of the **infinitive** and the **gerund** as adjectives and adverbs.
2. **Phrasal verbs and verb + preposition** combinations in communicative context.

Total 45 Hours

The exact course outline, and the nature of the division of the material into two semesters, will depend on the structure of the text used and the specific needs of the students.

I. Teaching Strategies: Theme-based, task-based and contextualized approach to grammar, content-driven as well as grammar-driven, focus on form in communicative activities such as writing original sentences and short conversations about given topics.

*Cumplimiento con la Ley 51

*Los estudiantes que reciban servicios de **Rehabilitación Vocacional** deben comunicarse con el(la) profesor(a) al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el(la) profesor(a).*

J. Required Resources: Text: *Grammar Links 2*, by M. Kathleen Mahnke and Elizabeth O'Dowd. Workbook for this text. (See below.) A computer with internet connection. It may be one on campus or in your home.

K. Evaluation: Your grade will be based on the percentage of points you have received divided by the total number of points possible. You will have quizzes about every two weeks, mid-term exam and a final. You will be asked to find information from the internet as assignments.

Attendance Policy: An absence is only excused with a medical certificate. An attendance grade will be given. If you miss a quiz you may make it up, but 2 pts. will be subtracted from the quiz. **Exams will NOT be repeated.**

A participation grade will be based on attendance. Three days of grace will be allowed, including the first day.

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

Cellular phones must be turned off or put in vibration during the duration of the class.

L. Grading system: A, B, C, D, F

M. Bibliography:

Primary Texts:

Mahnke, Kathleen M. & O'Dowd, Elizabeth (2005). *Grammar Links 2: A Theme-Based Course for Reference and Practice* (Boston: Houghton Mifflin).

Arani,, Mahmoud T. & Yorkey, Richard C. (2005) *Grammar Links 2 Workbook* (Boston: Houghton Mifflin)

References:

Azar, Betty S. (2004) *Basic English Grammar*, Third Edition. Pearson Education, Inc. NJ.

Boswood, Tim, ed. (1997). *New Ways of Using Computers in Language Teaching* (Alexandria, VA: TESOL, Inc.).

- Doughty, Catherine & Williams, Jessica (1998). *Focus on Form in Classroom Second Language Acquisition* (Cambridge: Cambridge University Press).
- Ellis, Rod (1999). *Learning a Second Language Through Interaction* (Philadelphia: John Benjamins).
- Ferris, Dana R. (2002). *Treatment of Error in Second Language Student Writing* (Ann Arbor: The University of Michigan Press).
- Hinkel, Eli & Fotos, Sandra, eds. (2002). *New Perspectives on Grammar Teaching in Second Language Classrooms* (Mahwah, NJ: Lawrence Erlbaum).
- Johnson, K. (1995). *Language Teaching for Second Language Learning* (Oxford, England: Oxford University Press).
- Murphy, Raymond (2002). *Basic Grammar in Use, 2nd ed.* (Cambridge:CUP).
- Pennington, Martha, ed.(1995). *New Ways in Teaching Grammar* (Alexandria, VA: TESOL, Inc.).
- Woodward, Susan (1997). *Fun with Grammar* (Upper Saddle Rive, NJ: Prentice-Hall).

Dictionaries:

- Dictionary of Phrasal Verbs* (2000). Barcelona, Spain: Chambers Harrap Publishers Ltd.
- The New World Spanish/English, English/Spanish Dictionary.*(1996). London, England: Penguin Books (USA) Inc.

Electronic References:

- www.englishclub.net
- www.eslcafe.com
- www.edunet.com/english/grammar
- www.englishlearner.com
- www.eslmag.com
- www.english-mag.com