



**INTER AMERICAN UNIVERSITY OF PUERTO RICO
GUAYAMA CAMPUS
DEPARTMENT OF EDUCATION, SOCIAL SCIENCES, AND HUMANISTIC STUDIES
GENERAL EDUCATION PROGRAM**

SYLLABUS

I. GENERAL INFORMATION

Course Title	English as a Second Language II: Reading
Course Code and Number	GEEN 1102
Credits	3

II. DESCRIPTION

Development of English as a second language reading skills through the analysis of different types of texts. Use of reading strategies to construct meaning and understanding of readings. Vocabulary acquisition in context. Introduction to the writing process and the paragraph structure. Practice listening and oral communication skills. Requires completion of a virtual laboratory component. Prerequisite: GEEN 1101. Required course. 3 Credits

III. GOALS, COMPETENCIES, AND COMPETENCY AREAS

Goal I: Develop a humanistic and sensitive person capable of contributing to the solution of problems through a collaborative attitude, using research and critical, creative, and innovative thought in an international context.

Competence #1: Demonstrate a critical, creative, scientific, humanistic, ethical, and aesthetic attitude geared toward problem-solving, based on research, information sources, and technological advancements.

Competence #2: Demonstrate willingness and ability to participate in collaborative work and negotiation.

Areas of competencies:

- Critical thought
- Creative thought
- Problem-solving
- Research
- Information management
- Aesthetic value
- Ethical awareness

Goal II: Develop a person with communicative competency in English and Spanish, with native-language mastery of one of the two languages.

Competence #3: Demonstrate competency in oral and written communication, with a greater level of mastery in the first language.

Area of competencies:

- Communicative competence in Spanish and English

Goal III: Develop a person who values diversity, appreciates multicultural differences, is aware of self-social, ethical, civic, and environmental responsibility, and is capable of demonstrating leadership within a democratic context.

Competence #4: Demonstrate leadership qualities, appreciation of other cultures, and respect and valuation of diversity.

Areas of competencies:

- Leadership
- Ethical, civic, and environmental awareness
- Appreciation toward other cultures
- Value diversity

IV. OBJECTIVES

It is expected that upon completing the course, the student should be able to:

1. Apply reading strategies to develop reading comprehension, critical thinking, and an understanding of worldwide cultures.
2. Apply the writing process to simple paragraph writing.
3. Apply effective listening skills to interpret messages and points of view accurately.
4. Use communication skills effectively to address academic, social, professional, and personal perspectives.
5. Use technologies of information as a means for developing simple research skills.
6. Demonstrate ethical and democratic values appreciation that emerge from reading discussions.

V. CONTENT

A. Reading Strategies and skills

1. Preview
2. Predict
3. Ask questions
4. Scanning/locating specific information
5. Identify main ideas
6. Identify supporting details
7. Inferences
8. Infer meanings of new words through context and word analysis
9. Fact and opinion
10. Cause and effect relationship
11. Character description

12. Tone
 13. Theme
 14. Author's purpose
 15. Paraphrasing
 16. Summarizing
 17. Values clarification
 18. Critical thinking skills
 19. Reacting and responding to readings
- B. Diversity and multicultural awareness
1. Multicultural understanding, sensitivity, and appreciation
 - a. History, values, lifestyles of diverse groups
- C. Paragraph writing
1. Review: Sentence Structure
 2. Introduction to the writing process
 - b. Prewriting: brainstorming/clustering
 - c. Organizing ideas / outlining
 - d. Writing a draft
 - e. Revising
 - f. Editing
 - g. Publishing
 3. Paragraph structure
 - a. Topic sentence
 - b. Supporting details
 - c. Concluding sentence
 4. Punctuation and Mechanics
 - a. Sentence punctuation
 - b. Spelling
 - c. Capitalization
- D. Listening
1. Auditory comprehension
 - a. recalling main ideas and supporting details
 - b. answering questions
 - c. making inferences
 - d. validating information
 - e. predicting speaker's message
 - f. determining literal and implied meanings of messages
- E. Speaking
1. newly acquired vocabulary practice
 2. use of basic sentence structures
 3. provide descriptions

4. narrate
5. explain, report, and inform
6. correct pronunciation usage
7. using clarity and coherence

F. Research skills

1. Web search
2. Identifying reliable sources
3. Avoiding plagiarism
 - a. Paraphrasing
 - b. Summarizing
 - c. Documenting sources

G. Integration of Technology

1. English Virtual Lab Modules
2. Use of Blackboard
3. Knowledge and use of databases
4. Web sources
5. Use of the Virtual Library Reserve

VI. LEARNING ACTIVITIES

A. Reading Activities

1. Pre-reading, while reading, and post-reading strategies application
2. Reading discussions
3. Small groups reading analysis and reports
4. Stories and readings providing for multicultural diversity and world perspectives discussions
5. Integration of students' life experiences

B. Writing Activities

1. Responding and reacting to readings
 - a. Identifying themes to discuss and write about
 - b. Describing characters
 - c. Values clarification
2. Creative writing: stories, newspaper, interviews, biographies, autobiographies, others
3. Peer response to writings

C. Listening Activities

1. Recorded stories
2. Audios
3. Songs
4. Listening exercises to:

- a. recall information
- b. react and respond orally or in writing

D. Speaking Activities

- 1. Class discussions
- 2. Small groups discussions
- 3. Argue, persuade, give personal opinions on varied topics
- 4. Oral presentations
- 5. Roleplay
- 6. Dialogues

E. Alternative assessments as applied to reading comprehension skills

- 1. Assignments
- 2. Critical Thinking Activities
- 3. Portfolios
- 4. Question and Answer pairs
- 5. Shared reading
- 6. Graphic Organizers
- 7. Learning Logs
- 8. Minute paper
- 9. One sentence summary
- 10. Chain notes
- 11. Application Cards
- 12. Memory Matrix
- 13. Concept Mapping
- 14. Debates

F. Integration of Technology

- 1. Use of English Virtual Lab Modules
- 2. Use Blackboard to access assignments, exercises, and modules
- 3. Databases usage
- 4. Web sources to access reliable sources of information
- 5. Use of recommended educational sites

G. Use of Reference Books and other library materials

VII. EVALUATION

Criteria	Score	% of Final Grade
Exams (Partial, Midterm)	200	30%
Oral presentation(s), assignments, project(s), quizzes	100	25%
Assessment techniques (portfolio, journal, graphic organizers, others)	100	15%
English Virtual Lab Modules	100	10%

Final exam or equivalent final evaluation	100	20%
Total	600	100%

VIII. ASSESSMENT

Pre- and Post-Tests

IX. SPECIAL NOTES

A. Auxiliary services or special needs

Any student who requires auxiliary services or special assistance should request it when courses begin or as soon as the student becomes aware that the services are needed through the appropriate register in the Deanship of Students.

B. Honesty, fraud, and plagiarism

Dishonesty, fraud, or plagiarism committed by a student constitutes a major violation of the General Student Regulations and can result in sanctions ranging from a written reprimand to suspension for a predetermined period of a year or more or permanent expulsion from the university, among other sanctions.

C. Use of electronic devices

Cellular telephones and any other electronic device that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated. Critical situations will be dealt with appropriately. The use of electronic devices that permit the accessing, storing, or sending of data during tests or examinations is prohibited.

D. Compliance with the provisions of Title IX

The Federal Higher Education Act, as amended, prohibits discrimination because of sex in any academic, educational, extracurricular, and athletic activity or any other program or function, sponsored or controlled by a higher education institution, whether or not it is conducted within or outside the property of the institution, if the institution receives federal funds.

In harmony with the current federal regulation, in our academic unit, an Assistant Coordinator of Title IX has been designated to offer assistance and orientation concerning any alleged incident constituting discrimination because of sex or gender, sexual harassment, or sexual aggression. The Assistant Coordinator can be reached by phone at (787) 864-2222, extension 2247 or by e-mail at arcilia.riveragonzalez@guayama.inter.edu.

The Normative Document titled Norms and Procedures to Deal with Alleged Violations of the provisions of Title IX is the document that contains the institutional rules to direct any

complaint that appears to be this type of allegation. This document is available on the Web site of Inter American University of Puerto Rico (www.inter.edu)

X. EDUCATIONAL RESOURCES

Textbooks

Bohlke, D., & MacIntyre, P. (2019). *Reading Explorer 2 (Reading Explorer, Third Edition)* (3rd ed.). Heinle ELT.

XI. BIBLIOGRAPHY

Books

Biays, J. S., & Wershoven, C. (2021). *Loose-Leaf Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies* (8th d.). PEARSON.

Chaouli, M. (2021). *Poetic Critique: Encounters with art and literature* [Online Resource]. Walter de Gruyter GmbH.

Hacker, D., & Sommers, N. (2020). *Rules for Writers* (9th ed.). Bedford/St. Martin's.

Lucas, S. (2019). *The Art of Public Speaking* (13th ed.). McGraw-Hill Education.

Maxwell, J. (2019). *The Two Cultures of English : Literature, Composition, and the Moment of Rhetoric* [Online Resource]. Fordham University Press.

Miller, G., & Miller, J. (2021). *The Miller College Reader* (12th ed.) [ETextbook]. Pearson.

Robinson, W. S., Altman, P., Caro, M., Metge-Egan, L., & Roberts, L. (2021). *Integrations and Sentence-Combining Workbook for English 92*. Thomson Heinle.

Journals

Tesol (2000-)

Data Base

Academic Search Ultimate – EBSCO

Academic One-File – GALE

Educators Reference Complete - GALE

Literature Resource Center – GALE

ProQuest One

Film on Demand (Video)

ERIC

Videos

Film on Demand

Online Resources

Davis, R. (2022, April 10). *Randall's ESL Cyber Listening Lab: English Listening*. Randall's ESL Cyber Listening Lab. <https://www.esl-lab.com/>

Kaufman, L. & Straus, J. (2022). *English Grammar Rules: The Blue Book of Grammar and Punctuation*. GrammarBook. https://www.grammarbook.com/english_rules.asp

Krause, S. (2021). *ENGL002: What is Academic Research Writing?* Saylor Academy. <https://learn.saylor.org/mod/page/view.php?id=7304>

Merriam-Webster, Inc. (2021). *Online dictionary*. <http://www.merriam-webster.com/>

Newberry House. (2021). *On-line dictionary*. www.newberryhousedictionary.com

Open Culture. (2022). *800 Free eBooks for iPad, Kindle & Other Devices*. https://www.openculture.com/free_ebooks

Oxford University Press. (2021). *Advanced learner's dictionaries on-line*. <http://www.oxfordadvancedlearnersdictionary.com>

Purdue University. (2022). *Purdue OWL*. <https://owl.purdue.edu/>

UNC-Chapel Hill Writing Center. (2022, November 3). *Home – The Writing Center • University of North Carolina at Chapel Hill*. <https://writingcenter.unc.edu/>

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