

University of Puerto Rico
Rio Piedras Campus
College of Humanities
English Department

SYLLABUS

- A. Professor: Marlene Aponte, J.D., MA TESL, PhD. Candidate 2018
marlene.aponte@upr.edu
T-TH Office hrs. 8:00-9:00am or by appointment at office TBA
T-TH Richardson Seminar Room (Pedreira 108)
- B. Course Title: Fundamentals of English Grammar for Level 3 Students
- C. Code: INGL 3014 Section 0U1 Room LPM 308
- D. Credit hours: Forty-five (45) contact hours/Three (3) credits
- E. Prerequisites: INGL 3013, and Level 3 Humanities English Placement Test
- F. Course description: This is the second part of a two-semester English Grammar Course 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 will help level 3 students to incorporate these structures into their developing grammatical system when psycholinguistically ready.
- G. Objectives: By the end of this course, students will be able to:
1. Demonstrate a thorough understanding of the key verb tenses in English, including the present, past, and future tenses and their modalities/variants;
 2. gain important insight into all features of the use of the infinitive and modals;
 3. address the structure of nouns, adjective-adverb comparisons, adjective order and determiners;
 4. address the needs of ESL students regarding the use of pronouns, the passive voice, and conditional structures in English;
 5. explore more complex sentences which contain subordinate clause structure;
 6. carry out numerous writing exercises and composition work utilizing appropriate steps contained in all writing processes to effectively reinforce each of the grammatical features contained throughout the course;
 7. contribute in an effective manner to the inclusion of fellow students with special needs in the classroom and group work.

- H. Teaching Strategies: A communicative and collaborative approach is used in class. Activities emphasize a great deal of interaction, active participation, assigned work daily as well as considerable emphasis placed upon writing exercises. These include but are not limited to the following:
- work both individually and in small groups
 - peer review of written work in class
 - creative exercises / activities to be presented in class (collaborative work)

I. Course Outline:(Tentative and Subject to Change) 45 contact hours subject to 11.25 alternative method classes

Session Number (s)	Topics / Class work
1	Course Introduction Ice Breaker Activity Discussion of Syllabus In class writing assessment exercises Irregular Verbs
2-3	Review of all Tenses: Present and Present Progressive Past and Past Progressive Present and Past Perfect Future and Future Progressive
4	Review of all tenses Classroom Exercises and Activities QUIZ 1
5-6	Prepositions Review of all prepositions Classroom Exercises and Activities
7	TEST 1
8-9	Articles Determiners Nouns/ Count v. Non-Count / Collective Adjectives/Adjective Order Adverbs
10	Review of all articles, determiners, nouns, adjectives and adverbs Classroom Exercises and Activities QUIZ 2
11-12	Pronouns: <ul style="list-style-type: none"> • Subject pronouns • Object pronouns • Possessive adjectives

	<ul style="list-style-type: none"> • Possessive pronouns • Reflexive pronouns • Indefinite pronouns Review of all pronouns Classroom Oral and Written Exercises and Activities
13	TEST 2
14	Modals Conditional Structures
15	Review of modals and conditional structures Classroom Oral and Written Exercises and Activities QUIZ 3
16	Subject/Predicate Agreement Run-on Sentences and Fragments Review of Subject/Predicate Agreement; Run-on sentences and fragments Classroom Oral and Written Exercises and Activities
17	TEST 4
18	Passive voice Classroom Written Exercises
19-20	Punctuation: <ul style="list-style-type: none"> • Comma • Period • Quotation marks • Exclamation points • Semicolon • Apostrophe • Italics • Quotation marks • Colon • Dash • Parenthesis • Brackets • Hyphen • Slash Capitalization Word Choice
21-22	Sentences Paragraphs Thesis Statement Essay Citations
23	FINAL EXAM Punctuation Capitalization

	<p style="text-align: center;"> Word Choice Sentences Paragraphs Thesis Statement Essay Citations </p>
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J. Course Requirements and Evaluation

1. Attendance Grade: Students are expected to attend class each day and arrive on time. Students will receive a **100 point** attendance grade at the end of the semester. Each absence to any class signifies a reduction of five (5) points for this grade:

- 0 absences = 100%
- 1 absence = 95%
- 2 absences = 90%
- 3 absences = 85%
- 4 absences = 80% etc.

Students have made a personal commitment to all their college courses and, therefore, can fully benefit from them only by attending each day. Only serious illness, the loss of a family member or other extremely serious circumstances will be considered as a valid excuse for absences. Punctuality is also very important. Frequent lateness will contribute to a reduction in the attendance grade! This policy will be strictly enforced. Exams have a value of 100 points and are always announced in advance. Students must be **present** for each exam. Only a very **serious** emergency will be accepted in the case of a make-up exam. If not, a grade of 0 will be given. Make-up exams, given only under these circumstances, will be somewhat different from those taken by the group.

2. **Three (3) partial exams** (100 pts. each) Students must not / cannot be absent for these exams, without any exceptions! **Attendance for all exams is mandatory! No make-up exams will be allowed.**

3. Four (4) quizzes of fifty (25) points each. Students must not / cannot be absent for these quizzes, without any exceptions! **Attendance for all quizzes is mandatory! No make-up exams will be allowed.**

4. Homework assignments: Students will have worked assigned daily; each assignment will carry with it a specific point value and will be presented / handed in during the next class. In the case that the assignment is not done, a grade of 0 will be assigned. Please note that these assignments will consist not only of grammatical exercises but also of brief written compositions / writing tasks. At the end of the semester, each student will have accumulated a grade for all his / her assignments. Students are asked NOT to e-mail any missed assignments nor leave them in the professor's mail box.

5. One 100 - point writing assignments (composition) through which students will follow the full writing process: drafting, revising and preparing the final draft.

6. A full (100 pt.) grade based on each student's class participation, daily performance, and effort will be given at the end of the semester.
7. Students are asked to *always* have the following materials in class: their course packs, some loose-leaf paper, a small notebook designated for this course, and a pen.
8. Students are requested to keep their cell phones *off* or on *vibrate* while class is in session.

K. Student Text:

Ellsworth, B., & Higgins, J. A. (2010). English simplified. New York: Longman.

Ellsworth, B., & Higgins, J.A (2010). Exercises for Ellsworth/Higgins English Simplified, 12th ed. New York: Pearson.

(Available at alibris.com, Amazon, Thriftbooks.com and other online stores)

L. References

Azar, Betty. (2009) *Understanding and Using English Grammar*. 4th Edition (Book & Audio CD)

Muñoz Page, Mary Ellen. (2007). *ESL English as a Second Language) Grammar-Intermediate and Advanced*. New Jersey: Research & Education Association, Inc.

Torres-Gouzerh, Robin. (2008). *Intermediate English grammar for ESL Learners*. New York: Mc Graw Hill.

Important Notice: In accordance with the recommendation of the Dean of Students Office (Division for Persons with Disabilities), students who are clients of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor. Alternative evaluation methods will be provided to students with identified special needs.