UNIVERSITY OF PUERTO RICO
ARECIBO COLLEGE
ENGLISH DEPARTMENT

Syllabus for INGL 3015

I. Course Title: English for the Science and Technology I

II. Course Code: INGL 3015

III. Contact Hours/Credits: 3 hours per week / 3 credits

IV. Prerequisites: Basic English (INGL 3101-3102), Intermediate English (INGL 3103-3104) or Honor English (INGL 3011-3012)

V. Course Description: *English for Science and Technology I* is a course designed to develop the English language skills of students pursuing degrees in technical or scientific fields. Emphasis is placed on developing technical writing skills. Technical reading skills, technical vocabulary, and oral presentations on technical topics are also covered.

VI. Objectives:

A. At the end of the course the students will:

1. Compose different types of technical documents.
2. Read and analyze and take notes on assigned technical readings.
3. Present oral presentations on technical topics.
4. Design visual aids that aid the comprehension of the technical topics they present.
5. Develop research skills using on-line resources at the library and on the internet.

VII. Course Outline:

1. Introduce course requirements and syllabus. Guidelines to technical reading.
2. Background: What is Technical Writing? What is Audience? What is Purpose?
3. Memorandums
4. Exam # 1 – Memorandums
5. Letters
6. Exam # 2 – Letters
7. Instructions
8. Exam # 3 – Instructions
9. Informative Reports
10. Oral Presentations/Visual Aids
11. Exam # 4 – Written/Oral Informative Report
12. Informal Proposals
13. **Final Evaluation: Informal Proposal**

VIII. Instructional Strategies:

A. Any of the following strategies can be used to teach the course:

1. Lectures/Conferences
2. Collaborative activities
3. Simulation situations
4. Group and/or individual oral presentations
5. Group and/or individual writing
6. Guest speakers

7. Portfolios/journals
8. Internet
9. E-mail
10. Library on-line resources
11. Power Point Presentations
12. Computers
13. Excel
14. Others

IX. Resources:

1. Library facilities and staff
2. Computer labs

X. Evaluation Strategies:

1.	Partial Exams	30%
2.	Quizzes	10%
3.	Informative Report (Written/Oral)	20%
4.	Participation and Attendance/Punctuality	10%
5.	Final Evaluation - Informal Proposal	30%
6.	**TOTAL**	**100%**

NOTE: The specific needs of students sheltered under Law 51 will be taken into consideration.

XI. Grading Scale:

100% – 90%	A
89% – 80%	B
79% – 70%	C
69% – 60%	D
59% and lower	F

XII. Bibliography:

1. Gerson, S. J., & Gerson S. M. (2003). Technical Writing: Process and Product. 4th ed. Upper Saddle River, NJ: Prentice Hall. ***On Reserve***

2. Gould, J.R., Gould, W.A., & Gould, J.A. (2000). Opportunities in Technical Writing Careers. Lincolnwood, IL: VGM Careers Horizons

3. Gurak, L.J. (2004). A Concise Guide to Technical Communication. 2nd Ed. Pearson Longman. ***On Reserve***

4. Halligan, N. (2004). Technical Writing. Retrieved October 2, 2004, from http://www.technical-writing-course.com/

5. *Mehlich, S. & Smith-Worthington, D. (2004). Technical Writing for Success: A School-to-Work Approach. Cincinnati, Ohio: South-Western Educational Publishing. ***On Reserve***

6. Reep, D.C. (2003). Technical Writing Principles, Strategies, and Readings. 5th Ed. Pearson Education, Inc. ***On Reserve***

7. Ringwood, J. (2004). Hints on Technical Report Writing. Retrieved September 28, 2004, from http://odtl.dcu.ie/wp/1999/odtl-1999-03.html

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

9. Torres, L.M. (1999). Movilidad: Necesidad Básica de Personas con Impedimentos. Wesley, B. (2000). Successful Technical Writing: A Practical Approach. Goodheart-Willcox Co.

XIII. LAW 51:

Students that receive vocational rehabilitation services should get in contact with the professor at the beginning of the semester to make sure that all academic and technical needs are addressed in accordance with the "Oficina de Asuntos para Personas con Impedimento". Other students that require special accommodations should also notify the professor in charge.

REVISED: AUGUST 2007
Dr. Carlos González/Course Coordinator