

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
SENADO ACADEMICO
Mayagüez, Puerto Rico

CERTIFICACION NUMERO 92-11

El que suscribe, Secretario del Senado Académico del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico, CERTIFICA que en reunión ordinaria celebrada el día 24 de marzo de 1992, este organismo aprobó la **REVISION DEL PROGRAMA DE MAESTRIA EN ARTES EN EDUCACION EN INGLES** del Colegio de Artes y Ciencias. Se incluye y se hace formar parte de esta certificación copia de la propuesta.

Estos cambios estarán vigentes para los estudiantes que ingresen al programa a partir de agosto de 1992.

Y para que así conste, expido y remito la presente certificación a las autoridades universitarias correspondientes, bajo el Sello de la Universidad de Puerto Rico, a los veinticinco días del mes de marzo del año de mil novecientos noventa y dos, en Mayagüez, Puerto Rico.



Anejo

10

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
JUNTA ADMINISTRATIVA
Mayagüez, Puerto Rico

CERTIFICACION NUMERO 92-93-77

La que suscribe, Secretaria de la Junta Administrativa del Recinto Universitario de Mayagüez de la Universidad de Puerto Rico, CERTIFICA que en reunión ordinaria celebrada el día 7 de agosto de 1992, este organismo acordó endosar favorablemente la PROPUESTA PARA LA REVISION DEL PROGRAMA DE MAESTRIA EN ARTES EN EDUCACION EN INGLES que fue considerada y aprobada por el Senado Académico según consta de la Certificación Número 92-11. Esta revisión no conlleva efecto presupuestario alguno.

Y para que así conste, expido y remito la presente certificación a las autoridades universitarias correspondientes, bajo el Sello de la Universidad de Puerto Rico, a los trece días del mes de agosto del año de mil novecientos noventa y dos, en Mayagüez, Puerto Rico.

Carmen Lecumberry-Vélez
Carmen Lecumberry-Vélez
Secretaría



UNIVERSIDAD DE PUERTO RICO
RECINTO UNIVERSITARIO DE MAYAGUEZ
SENADO ACADEMICO
Mayagüez, P.R. 00681-5000

*Apudado
3/24/92
Cent. 92-11*

*Recibido
2/27/92*

INFORME

20 de febrero de 1992

A: Senado Académico

De: Comité Asuntos Académicos

Asunto: Petición de la Facultad de Artes y Ciencias para la Revisión del Programa de Maestría en Artes en Educación en Inglés.

El Comité de Asuntos Académicos recomienda favorable la petición de la Facultad de Artes y Ciencias de revisión del Programa de Maestría en Artes en Educación en Inglés.

Se adjunta la propuesta de revisión que fue aprobada por el Comité de Asuntos Académicos, incluyendo los cambios hechos por el Comité y aquellos recomendados por el Consejo Graduado.

Estos cambios estarán vigentes para los estudiantes que ingresaron al Programa a partir de agosto de 1992.

Cordialmente,

Comité Asuntos Académicos

Ramón Vázquez Espinosa
Dr. Ramón Vázquez Espinosa
Presidente

**UNIVERSITY OF PUERTO RICO
MAYAGUEZ CAMPUS
MAYAGUEZ, PUERTO RICO**

**PROPOSAL FOR THE REVISION
OF THE
MASTER OF ARTS IN ENGLISH EDUCATION**

**COLLEGE OF ARTS AND SCIENCES
NOVEMBER 1990**

Revised Version February 1992

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were then discussed and passed at the department level on December 7, 1987, discussed and passed by the Curriculum Committee of the College of Arts and Sciences at meetings held on the 11th and 19th of May 1989, and discussed and approved in a general meeting of the complete faculty of Arts and Sciences on September 14, 1989.

2. PROPOSED CHANGES

- A. Title: "Master of Arts in English Education." No change is proposed.
- B. Duration: No change is proposed.
- C. Philosophy, Goals, Objectives:

While no radical changes in the general philosophy, goals, or objectives of the program have been made, nevertheless, as stated above under the "Introduction," the department has responded to the needs of our students who have asked for a "more clearly defined focus" on ESL instruction, and for more "practical" courses. The proposed program revision is an attempt to focus more specifically on the teaching of ESL in Puerto Rico and to give greater weight to the application of theory to the classroom situation.

In addition, the department wishes to give the students more choice in their own education. The proposed changes will establish an alternative path for students who wish to take the M.A.E.E. degree in the department. If these changes are approved, students will have the option of choosing either Plan I (with Thesis) or Plan III (without thesis). Students who choose the new option of Plan III

1. INTRODUCTION

As stated in the "Foreword" to the original proposal [1979] for the Master of Arts in English Education [M.A.E.E.] degree:

The goal of this graduate level program is to place well-trained teachers with solid preparations in linguistics, literature and pedagogy into close contact with their peers. These professionals will carry with them knowledge about the latest developments in language learning and about the most recent research techniques. Their enthusiasm and dedication will penetrate all sectors and will advance the teaching profession, thereby benefitting student populations and society.

Nearly all of the students in the graduate program have been teachers who have enrolled in the program in order to become better professionals. Forty-six percent are public school teachers; 31 percent are private school teachers and 23 percent teach at the university level. Almost all of these teachers, even at the university level, claim to be primarily teachers of English as a second language [ESL]. Although this is precisely the population for which the M.A.E.E. program was originally designed, in a survey conducted in 1986, 88 percent of the students polled indicated a need for an even more clearly defined focus on ESL instruction, and 69 percent also stressed the need for more practical courses. The revisions outlined in this proposal are designed to better meet the needs of teachers who find themselves teaching ESL to beginning and intermediate level students.

It should be noted that the changes that are being proposed herein came out of the five-year evaluation of the program that was conducted during the 1986/87 academic year. These revisions

will take an additional six credit hours in coursework and a written examination based on the material covered in their courses. (NOTE: Academic Senate Certification 82-5 includes three Plans -- Plan II involves a "research project.")

Along the same lines, while maintaining the overall number of credit hours required, the department is proposing to reduce the number of required courses from five to four in order to give the students more selection via their elective courses.

D. Profile of Graduates

Since the first student graduated in 1984 to the present, the department has been able to develop a fairly accurate profile of the graduates. All of the students except one were members of the teaching profession, and about two thirds were women. Typically, the students were employed in the public and private schools of the western area of Puerto Rico. A majority of students, while remaining in the field of education, have changed jobs since receiving their degrees and several have moved to the college level of instruction. [See "Appendix C" for a list of graduates.]

E. Components of the Program

i. Present Graduate Program

- a. Thirty Credits in course work.
- b. Thesis Plan I (3-6 credits).
- c. Candidacy Exam to verify ability to do graduate work.

d. Five Required Courses (15 credits):

- ENGL 6006 Research Methods
- ENGL 6007 Applied Linguistics Seminar
- ENGL 6008 Bilingualism and Language Contact
- ENGL 6009 Models for Teaching Literature
- EING 6005 Foundations of Education

e. Five additional courses (15 credits) to be elected from the following:

o Advanced Undergraduate Courses

- ENGL 5008 Contemporary Perspectives in TESL
- ENGL 5009 Contrastive Grammar
- ENGL 5015 English and American Literary Criticism
- ENGL 5025 Current Approaches in Linguistic Theory

o Literature Courses

- ENGL 6019 Studies American Literature (authors)
- ENGL 6025 Studies American Literature (themes)
- ENGL 6026 Studies English Literature (authors)
- ENGL 6027 Studies English Literature (themes)

o Linguistics Courses

- ENGL 6015 Topics in Sociolinguistics (historical)
- ENGL 6016 Topics in Sociolinguistics (current)
- ENGL 6017 Topics in Psycholinguistics (historical)
- ENGL 6018 Topics in Psycholinguistics (current)

o Pedagogy Courses

- ENGL 6028 Psycholinguistics and Reading Process
- ENGL 6030 Theory and Practice of Composition
- ENGL 6040 Writing Teachers' Workshop

ii. Proposed Graduate Program

[Please see "Appendix A" for the descriptions of all existing courses and "Appendix B" for the syllabi of all new and redescribed courses.]

- a. Thirty or thirty-six credits in course work.
- b. Plan I - Thesis (30 + 3-6 credits for thesis) or Plan III - No Thesis (36 credits course work plus comprehensive exam).
- c. Candidacy Exam will be eliminated because, in practice, it has not served its purpose any more or less than observing students during their regular course work in the program.
- d. Four Required Courses (12 credits):
 - ENGL 6007 Second Language Acquisition (redescribed)
 - ENGL 6--- TESL Materials and Testing (new)
 - ENGL 6009 Models for Teaching Literature
 - EING 6005 Foundations of Engl. Education (redescribed)
- e. Additional courses:
 - Plan I (6 additional courses or 18 credits)
 - Plan III (8 additional courses or 24 credits)
 - o Advanced Undergraduate Courses
 - ENGL 5008 Perspectives of TESL (redescribed)
 - ENGL 5009 Contrastive Grammar
 - ENGL 5015 English and American Literary Criticism
 - ENGL 5025 Current Approaches in Linguistic Theory

- o Literature Courses
 - ENGL 6--- Studies in Literature I (new)
 - ENGL 6--- Studies in Literature II (new)
- o Linguistics Courses
 - ENGL 6016 Topics in Sociolinguistics (current)
 - ENGL 6018 Topics in Psycholinguistics (current)
- o Pedagogy Courses
 - ENGL 6028 Psycholinguistics and Reading Process
 - ENGL 6030 Theory and Practice of Composition
 - ENGL 6006 Research Methods
 - ENGL 6008 Bilingualism and Language Contact
 - ENGL 6040 Writing Teachers' Workshop
- o Open Content Courses
 - ENGL 6995 Special Topics I (new)
 - ENGL 6996 Special Topics II (new)

iii. Description of New Courses:

ENGL 6--- : TESL MATERIALS AND TESTING

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Study and development of classroom materials and teaching techniques with an emphasis on listening and speaking skills.

ENGL 6--- : STUDIES IN LITERATURE I

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Study of selected authors, themes, or movements in the literature of the English language.

ENGL 6--- : STUDIES IN LITERATURE II

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Study of selected authors, themes, or movements in the literature of the English language.

ENGL 6995 : SPECIAL TOPICS I

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Directed reading and research. Topics, readings, and final paper will be selected by agreement between student and professor.

ENGL 6996 : SPECIAL TOPICS II

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Directed reading and research. Topics, readings, and final paper will be selected by agreement between student and professor.

F. Model of the Program

At least one of the four required courses will be offered each semester. Students who select Plan I (Thesis) will complete their course work in approximately four or five semesters, and those who select Plan III (Non-Thesis) will complete their course requirements in about six semesters.

G. Requirements for Admission / Matriculation

- i. The general requirements for admission, transfer, reclassification, and readmission of students are the same as the general rules set forth by the Graduate School Office of the University of Puerto Rico at Mayaguez plus those required by the Department of English.

ii. Projected Matriculation for the Next Five Years:

For the last few years the average enrollment of new students into the program has been five per year. The changes that the department is proposing for the program will make it much more attractive to potential students.

Realistically speaking, the number of new students should double the year after these revisions become effective, and it should reach a maximum of 12 students per year three years later.

H. Academic Requirements Needed to Obtain Degree

i. Total Credit Hours Required:

Plan I - Thesis: 30 credits in coursework plus 3-6 credits for thesis.

Plan III - Non-Thesis: 36 credits in coursework.

ii. Minimum Academic Indices: The usual regulations of the Graduate School apply in all cases, including repetition of courses, approval of courses with a 'D,' and so forth.

iii. Total number of transferred credit hours accepted: The usual regulations of the Graduate School apply.

iv. Other Requirements: Plan I requires a Thesis. Plan III requires a Comprehensive Examination based on the student's course work.

v. Time limits for obtaining degree: The usual regulations of the Graduate School apply.

3. IMPACT OF THE REVISION ON THE FOLLOWING AREAS

A. Faculty

The graduate faculty is now made up of fifteen professors who are actively teaching courses or supervising theses. Since several of these professors have areas of teaching and research interests in the areas of the revised courses, no additions to the faculty are necessary.

B. Learning Resources

While acknowledging that budget constraints have limited the department's ability to enrich the learning resources for the program on a grand scale, nevertheless, through the library's acquisition of a major part of the ERIC database and through judicious ordering of books and a few journals by the graduate faculty of the department, students have been able to keep up with the latest information and techniques in the field. With the department's encouragement library personnel have taught students in the program how to perform computer searches of databases such as ERIC and DIALOG, resources of major importance to study in the M.A.E.E. program. Instruction in the program has also had the benefit of overhead projectors, tape recorders, and television viewing and recording equipment. With the addition of new equipment in the language laboratory and the ability to use the proposed Writing Lab, the students' access to facilities for study and research will be increased enormously. Both of these projects have been promised for the near future.

C. Professional Accreditation (if applicable)

The original proposal for the M.A.E.E. program was passed by the Academic Senate of the University of Puerto Rico at Mayaguez on December 22, 1980 (Certification #80-26). It was subsequently discussed and passed by the Council of Higher Education on February 12, 1982 (Certification #85, 1981-82). No accreditation is needed for the revised program other than the final approval of the said Council.

D. Equipment and Physical Facilities

Most of the plans that were mentioned in the "Equipment and Physical Facilities" section of the original proposal for the M.A.E.E. have been carried out: the renovation of the administrative offices was completed in 1983; three offices have been added for professors and one office was made available for teaching assistants; most students have access to computers. The Language Laboratory continues in use with its outdated equipment, but the proposal to modernize the laboratory may be acted on within the next year or two.

E. Administration of the Program

The program will be administered within the procedures established by the Graduate School. The Director of the Department will be the chief administrative officer and will chair the Graduate Committee of the department. This committee will be made up of nine professors each elected to three year terms on the basis of staggered elections. The committee will

elect a representative to the Graduate Council and will meet on a regular basis to conduct business related to the graduate program.

F. Budget

The revised program will not have any effect on the budget of the Department of English. A recent study showed that the graduate program accounts for only 0.7% of the total semester hours taught by the department. This total is unusually low because of the service courses that the department offers to large members of the student body.

Furthermore, professors who teach graduate courses normally have full course loads every semester, and no changes in scheduling are anticipated.

4. EVALUATION

Since the revisions outlined in this proposal were the result of the first evaluation of the M.A.E.E., the department fully recognizes the value of honest and thorough evaluations. The Graduate Committee and the Director will appoint a three-member subcommittee to begin evaluating the program in its third year. Professors, students, and graduates will be consulted. In addition, the regular course evaluations will be continued at the end of each semester.

APPENDIX A

DESCRIPTIONS OF ALL EXISTING COURSES

- ENGL 5008 : CONTEMPORARY PERSPECTIVES IN TESL
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Consent of the Director
 Audiolingual theory of second language learning, its origins and principles; introduction to cognitive theory as a basis for classroom decisions concerning content, methods of presentation, type and amount of practice, and testing.
- ENGL 5009 : CONTRASTIVE GRAMMAR
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Consent of the Director
 Analysis of the descriptive grammars of English and Spanish to identify areas of divergences and to achieve an understanding of linguistic universals.
- ENGL 5015 : ENGLISH AND AMERICAN LITERARY CRITICISM
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Consent of the Director
 Theory and practice of literary criticism within the tradition of English and American literature. A research paper will be required.
- ENGL 5025 : CURRENT APPROACHES IN LINGUISTIC THEORY
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Consent of the Director
 Recent developments in linguistic theory and their application to related issues.
- EING 6005 : FOUNDATIONS OF EDUCATION
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 The relationship between philosophical, psychological, and social trends and pedagogy; changes that have taken place in these areas and their implication, in the teaching of English in Puerto Rico.
- ENGL 6006 : RESEARCH METHODS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Research techniques in language study with emphasis on English.
- ENGL 6007 : SEMINAR IN APPLIED LINGUISTICS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Linguistic theory as applied to the classroom: curriculum planning materials development, testing and measurement in language and literature at all educational levels.
- ENGL 6008 : BILINGUALISM AND LANGUAGE CONTACT
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 The linguistic and social-psychological aspects of bilingualism; the sociology of language contact.
- ENGL 6009 : MODELS FOR TEACHING LITERATURE
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 The teaching of literature in English: explication of texts, literary theory and its value in the classroom, the establishment of historical context; problems of teaching literature to speakers of English as a second language.
- ENGL 6015 : TOPICS IN SOCIOLINGUISTICS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Selected topics in the historical and scientific evolution of sociolinguistics.
- ENGL 6016 : TOPICS IN SOCIOLINGUISTICS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Selected topics based on current research interests in sociolinguistics.



- ENGL 6017 : TOPICS IN PSYCHOLINGUISTICS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Selected topics in the historical and scientific evolution of psycholinguistics.
- ENGL 6018 : TOPICS IN PSYCHOLINGUISTICS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Selected topics based on current research interests in psycholinguistics.
- ENGL 6019 : STUDIES IN AMERICAN LITERATURE
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Study of selected authors in American literature.
- ENGL 6025 : STUDIES IN AMERICAN LITERATURE
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Study of selected themes and movements in American literature.
- ENGL 6026 : STUDIES IN ENGLISH LITERATURE
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Study of selected authors in English literature.
- ENGL 6027 : STUDIES IN ENGLISH LITERATURE
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Study of selected themes and movements in English literature.
- ENGL 6028 : PSYCHOLINGUISTICS AND THE READING PROCESS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 The reading process and the measurement of reading skills and comprehension in native and second language; degree of transfer of reading skills from native to second language; current psycholinguistic research in the field of reading.
- ENGL 6030 : THEORY AND PRACTICE OF COMPOSITION
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 The writing practice and the study of its underlying theories.
- ENGL 6040 :
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Instruction on the teaching of written composition through a series of workshops in which the instructor and participants demonstrate successful materials and methodologies. Workshops will include the discussion of readings on recent composition theory, research, and pedagogy. The course also offers participants the opportunity to develop as writers through experience in "writing-response groups."
- ENGL 6999 : THESIS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Research in the fields of English language and applied linguistics, and presentation of a thesis.

APPENDIX B

SYLLABI FOR ALL NEW AND REDESCRIBED COURSES



i. NEW COURSES:

ENGL 6--- : TESL MATERIALS AND TESTING
Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
Prereq: Graduate Standing
Study and development of classroom materials and teaching techniques with an emphasis on listening and speaking skills.

1. TESL Curriculum Objectives
2. Overview of established techniques to achieve these objectives.
3. Evaluation of existing marketed materials in light of teaching objectives.
4. Development of new techniques taking into consideration rationale behind methods studied in ENGL 5008 [Contemporary Perspectives in TESL], target population, and curriculum objectives.
5. Language testing.

ENGL 6--- : STUDIES IN LITERATURE I
Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
Prereq: Graduate Standing
Study of selected authors, themes, or movements in the literature of the English language.

Since this course has variable content, it is not possible to list a specific outline or syllabus for it. All courses offered under this title will include intensive reading of major texts, as well as critical writing and research based upon such texts or the topics covered in the course. Earlier offerings of similar courses have included studies of Whitman and Twain, Shakespeare, American Literature of the 1950s and 1960s, Ethnic Fiction, Chaucer, etc.

ENGL 6--- : STUDIES IN LITERATURE II
Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
Prereq: Graduate Standing
Study of selected authors, themes, or movements in the literature of the English language.

As with "Studies in Literature I," since this course has variable content, it is not possible to list a specific outline or syllabus for it. All courses offered under this title will include intensive reading of major texts, as well as critical writing and research based upon such texts or the topics covered in the course. Earlier offerings of similar courses have included studies of Whitman and Twain, Shakespeare, American Literature of the 1950s and 1960s, Ethnic Fiction, Chaucer, etc.

ENGL 6995 : SPECIAL TOPICS I
Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
Prereq: Graduate Standing
Directed reading and research. Topics, readings, and final paper will be selected by agreement between the student and professor.

As with the two "Studies in Literature" courses above, this course has variable content and it is not possible to list a specific outline or syllabus for it. All courses offered under this title will include intensive reading of major texts, as well as critical writing and research based upon such texts or the topics covered in the course. The topic, readings, and final research paper will be determined in accordance with student interest and the approval of the sponsoring professor.

ENGL 6996 : SPECIAL TOPICS II
Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
Prereq: Graduate Standing
Directed reading and research. Topics, readings, and final paper will be selected by agreement between the student and professor.

As with the two "Studies in Literature" courses above, this course has variable content and it is not possible to list a specific outline or syllabus for it. All courses offered under this title will include intensive reading of major texts, as well as critical writing and research based upon such texts or the topics covered in the course. The topic, readings, and final research paper will be determined in accordance with student interest and the approval of the sponsoring professor.

ii. REDESCRIBED COURSES:

ENGL 5008 : PERSPECTIVES ON TEACHING ENGLISH AS A SECOND LANGUAGE
Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Consent of the Director

Historical overview of language teaching methods from grammar-translation to the most recent approaches; students will develop applications for teaching English as a second language.

1. Chronological Overview of Methods
 - a. Grammar Translation
 - b. Direct Method
 - c. Audio Lingual
 - d. Cognitive Code
2. Recent Methodological Approaches [with an emphasis on "communicative competence" and student-centered learning]
 - a. Humanistic student-centered approaches
 - i. Counseling Learning
 - ii. Suggestopedia
 - iii. The Silent Way
 - b. Comprehension Learning
 - i. Total Physical Response
 - ii. The Natural Approach
3. Semantically-based Syllabi [with an emphasis on the Notional-Functional Syllabus]

EING 6005 : FOUNDATIONS OF ENGLISH EDUCATION

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Foundations of English education, emphasizing an analysis of the social, economic, and political issues which affect the teaching of language in Puerto Rico.

1. Overview of foundations of education.
2. Development of English Education in Puerto Rico
3. Analysis of language policies in Puerto Rico
4. Analysis of socio-economic, political, and psychological factors associated with English Education in Puerto Rico
5. Discussion of the attitudes toward the teaching and learning of English in Puerto Rico

ENGL 6007 : SECOND LANGUAGE ACQUISITION

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

An overview of research topics in second language acquisition, and an in-depth study of one of these topics.

1. First language versus second language acquisition
2. The internal syllabus (natural order of acquisition)
3. Interlanguage and error analysis
4. Learning strategies and individual differences
5. The role of input
6. The role of formal instruction
7. Theories and models of second language acquisition

APPENDIX C

LIST OF GRADUATES

Department of English
 Faculty of Arts and Sciences
 University of Puerto Rico
 Mayagüez, Puerto Rico

Graduate Students Who Have Successfully Completed All Requirements
 for the Degree of
 Master of Arts in English Education

<u>Month/Year</u>	<u>Name</u>	<u>ID Number</u>
1982	None	
1983	None	
May 1985	Darnyd W. Ortíz Seda	802-23-6728
Dec 1985	Milagros Mendizábal García Gladys Cruz Rivera	802-27-5968 802-20-2551
May 1985	Nancy Torres Claudio	802-25-9133
Dec 1986	Martha Elugardo Acevedo	841-73-3239
Dec 1987	Mercedes Olivieri Valle	802-19-6576
May 1987	Enid L. Crooks de Dwyer Sandra Rios Miranda	900-33-2464 801-70-6909
Summer 1987	Dorothy Martínez Avila	802-21-5644
Dec 1988	José Irizarry Rodríguez	300-33-4633
May 1988	Thomas William McNeill	900-33-5845
May 1989	Minerva González López Ismael Jiménez Vega	904-26-4111 200-33-4735
May 1990	Anuradha B. Venkatesan Ana D. Arce Acevedo Edil Flores Vélez Colette Green Lilliam Rivera Rivera Eulalia Texidor Ortíz	980-34-0478 801-20-0544 802-28-3558 900-38-4190 802-23-7768 802-24-9027



UNIVERSIDAD DE PUERTO RICO - RECINTO UNIVERSITARIO DE MAYAGÜEZ
P. O. BOX 5000 - MAYAGÜEZ, PUERTO RICO 00681

DECANATO DE ASUNTOS ACADÉMICOS

13 de enero de 1992

Dr. Ramón Vázquez Espinosa
Presidente
Comité de Asuntos Académicos
Senado Académicos
Recinto Universitario de Mayagüez

Estimado señor Presidente:

Refiero, para la atención del Comité de Asuntos Académicos, comunicación del Dr. Angel Berríos Ortiz, Director de la Escuela Graduada, relacionada con la revisión del Programa Graduado del Departamento de Inglés.

Cordialmente,

Reinaldo Cabán
Decano

esr:D19-068

anejo





5 DE ENERO DE 1991.

'92 JAN -9 9:4:15

*Relevo a Carlos de Aunós
Vicechancellor del Senado
JR*

Dr. Reinaldo Cabán
Decano Asuntos Académicos
Recinto Universitario de Mayaguez

Estimado Dr. Cabán:

El martes 5 de noviembre de 1991 a las 5:00 de la tarde se reunió el Consejo Graduado para considerar la revisión del Programa Graduado del Departamento de Inglés. Fueavor aserremiento, se invitó al Dr. Anthony Hunt a hacer la presentación de la misma. Después de la presentación hubo discusión acerca de la misma.

Los puntos y recomendaciones específicas que se acordaron fueron los siguientes:

- a. requerir que por lo menos uno de los cursos requeridos se ofrezca cada semestre. Este punto fue matizado por la recomendación adicional de la Facultad de Artes y Ciencias. Se pretende evitar el retraso de los estudiantes por falta de ofrecimientos equivalentes a por falta de presencia específica en los ofrecimientos. El Dr. Hunt afirmó que el efecto así se espera hacerlo.
- b. en la página 5 inciso ii e, donde lee "Additional coursework to be elected from the following groups" se acordó que leera "Additional courses" solamente y se eliminó el resto. Esto fue propuesto por el Dr. Leber. No hubo objeción a la misma.
- c. la aprobación final deberá estar sujeta a que los cursos ofrecidos sean todos descriptivos.
- d. De la discusión se concluyó que la propuesta se aprobaba, bien articulada y accesible. Específicamente comentar sobre este punto el Dr. Raulo Wazquez, Dr. Angel López, Dr. Olanico. No hubo objeción a recomendar la propuesta.

Respetuosamente eleva a usted la recomendación del Consejo Graduado del RUM de la reunión al Programa de Inglés con las recomendaciones y salvedades anteriormente mencionadas.

Cordialmente,

Angel Ferrites Ortiz, Ph.D.
Director

ccg

P.O. Box 5000, Mayaguez, Puerto Rico 00709-5000
Tels. (809) 265-5809 552-4650 Ext. 3593, 3579

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NOTA DE CAMBIOS

1. Se le añade a la página 3 de la propuesta original una nota sobre el Plan II.
2. Se le elimina a la página 5 de la propuesta original, en el inciso e, lo siguiente: /credits...
3. Se le añade a la página 7 en el inciso F "At least" y se elimina "In addition...demand".
4. Se le añade a la propuesta original en la parte G, inciso 1, "plus those required in the Department.
5. Se elimina de la propuesta original el Appendix C , "Currículum Vitae" y el Appendix D pasa a ser el Appendix C.

*6/20
7 marzo 9*

Universidad de Puerto Rico
Recinto Universitario de Mayagüez
Mayagüez, Puerto Rico

SENADO ACADEMICO

28 de febrero de 1991

Prof. Ina Jetter, Presidenta
Comité de Asuntos Académicos
Colegio de Administración de Empresas
Recinto Universitario de Mayagüez

Los documentos adjuntos son endosados a usted para:

- | | |
|-------------------------------|---|
| <u>XXXXX</u> su atención | _____ ser devueltos con sus recomendaciones |
| _____su consideración | _____sus archivos |
| _____rendir informe al Rector | _____su trámite |
| _____su información | _____acuse de recibo |
| _____verificar y devolver | _____otros asuntos |

ASUNTO:

Cumplo la formalidad de notificarle que en la reunión del Senado Académico celebrada el martes 19 de febrero de 1991 se refirió al Comité de Asuntos Académicos la revisión del Programa de Maestría en Artes en Educación en Inglés.

Francis Santiago del Río
Francis Santiago del Río
Secretario

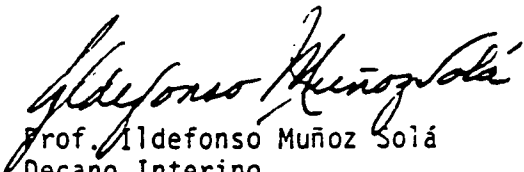
/noc
Anejo

Universidad de Puerto Rico en Mayagüez
COLEGIO DE ARTES Y CIENCIAS
P. O. Box 5000
Mayagüez, Puerto Rico 00709-5000

Oficina del Decano

28 de noviembre de 1990

Dr. Alejandro Ruiz Acevedo
Rector
Recinto Universitario de Mayagüez


P/C: Prof. Ildefonso Muñoz Solá
Decano Interino
Asuntos Académicos

Estimado señor Rector:

Refiero, para su consideración y la del Senado Académico, revisión del Programa de Maestría en Artes en Educación en Inglés. Este fue aprobado por la Facultad de Artes y Ciencias en reunión celebrada el 14 de septiembre de 1989.

Le saluda

Cordialmente,


Olga N. Hernández
Decana Interina

ONH:amrv

Anejo



UNIVERSITY OF PUERTO RICO
RECINTO UNIVERSITARIO DE MAYAGUEZ
MAYAGUEZ, PUERTO RICO

PROPOSAL FOR THE REVISION
OF THE
MASTER OF OF ARTS IN ENGLISH EDUCATION

COLLEGE OF ARTS AND SCIENCES

NOVEMBER 1990

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1. INTRODUCTION

As stated in the "Foreword" to the original proposal [1979] for the Master of Arts in English Education [M.A.E.E.] degree:

The goal of this graduate level program is to place well-trained teachers with solid preparations in linguistics, literature and pedagogy into close contact with their peers. These professionals will carry with them knowledge about the latest developments in language learning and about the most recent research techniques. Their enthusiasm and dedication will penetrate all sectors and will advance the teaching profession, thereby benefitting student populations and society.

Nearly all of the students in the graduate program have been teachers who have enrolled in the program in order to become better professionals. Forty-six percent are public school teachers; 31 percent are private school teachers and 23 percent teach at the university level. Almost all of these teachers, even at the university level, claim to be primarily teachers of English as a second language [ESL]. Although this is precisely the population for which the M.A.E.E. program was originally designed, in a survey conducted in 1986, 88 percent of the students polled indicated a need for an even more clearly defined focus on ESL instruction, and 69 percent also stressed the need for more practical courses. The revisions outlined in this proposal are designed to better meet the needs of teachers who find themselves teaching ESL to beginning and intermediate level students.

It should be noted that the changes that are being proposed herein came out of the five-year evaluation of the program that was conducted during the 1986/87 academic year. These revisions

were then discussed and passed at the department level on December 7, 1987, discussed and passed by the Curriculum Committee of the College of Arts and Sciences at meetings held on the 11th and 19th of May 1989, and discussed and approved in a general meeting of the complete faculty of Arts and Sciences on September 14, 1989.

2. PROPOSED CHANGES

- A. Title: "Master of Arts in English Education." No change is proposed.
- B. Duration: No change is proposed.
- C. Philosophy, Goals, Objectives:

While no radical changes in the general philosophy, goals, or objectives of the program have been made, nevertheless, as stated above under the "Introduction," the department has responded to the needs of our students who have asked for a "more clearly defined focus" on ESL instruction, and for more "practical" courses. The proposed program revision is an attempt to focus more specifically on the teaching of ESL in Puerto Rico and to give greater weight to the application of theory to the classroom situation.

In addition, the department wishes to give the students more choice in their own education. The proposed changes will establish an alternative path for students who wish to take the M.A.E.E. degree in the department. If these changes are approved, students will have the option of choosing either Plan I (with Thesis) or Plan III (without thesis). Students who choose the new option of Plan III

will take an additional six credit hours in coursework and a written examination based on the material covered in their courses.

Along the same lines, while maintaining the overall number of credit hours required, the department is proposing to reduce the number of required courses from five to four in order to give the students more selection via their elective courses.

D. Profile of Graduates

Since the first student graduated in 1984 to the present, the department has been able to develop a fairly accurate profile of the graduates. All of the students except one were members of the teaching profession, and about two thirds were women. Typically, the students were employed in the public and private schools of the western area of Puerto Rico. A majority of students, while remaining in the field of education, have changed jobs since receiving their degrees and several have moved to the college level of instruction. [See "Appendix D" for a list of graduates.]

E. Components of the Program

i. Present Graduate Program

- a. Thirty Credits in course work.
- b. Thesis Plan I (3-6 credits).
- c. Candidacy Exam to verify ability to do graduate work.
- d. Five Required Courses (15 credits):

ENGL 6006 Research Methods

ENGL 6007 Applied Linguistics Seminar

ENGL 6008 Bilingualism and Language Contact

ENGL 6009 Models for Teaching Literature

EING 6005 Foundations of Education

- e. Five additional courses (15 credits) to be elected from the followings:

o Advanced Undergraduate Courses

ENGL 5008 Contemporary Perspectives in TESL

ENGL 5009 Contrastive Grammar

ENGL 5015 English and American Literary Criticism

ENGL 5025 Current Approaches in Linguistic Theory

o Literature Courses

ENGL 6019 Studies American Literature (authors)

ENGL 6025 Studies American Literature (themes)

ENGL 6026 Studies English Literature (authors)

ENGL 6027 Studies English Literature (themes)

o Linguistics Courses

ENGL 6015 Topics in Sociolinguistics (historical)

ENGL 6016 Topics in Sociolinguistics (current)

ENGL 6017 Topics in Psycholinguistics (historical)

ENGL 6018 Topics in Psycholinguistics (current)

o Pedagogy Courses

ENGL 6028 Psycholinguistics and Reading Process

ENGL 6030 Theory and Practice of Composition

ENGL 6040 Writing Teachers' Workshop

ii. Proposed Graduate Program

[Please see "Appendix A" for the descriptions of all existing courses and "Appendix B" for the syllabi of all new and redescribed courses.]

- a. Thirty or thirty-six credits in course work.
- b. Plan I - Thesis (30 + 3-6 credits for thesis) or Plan III - No Thesis (36 credits course work plus comprehensive exam).
- c. Candidacy Exam will be eliminated because, in practice, it has not served its purpose any more or less than observing students during their regular course work in the program.
- d. Four Required Courses (12 credits):
 - ENGL 6007 Second Language Acquisition (redescribed)
 - ENGL 6--- TESL Materials and Testing (new)
 - ENGL 6009 Models for Teaching Literature
 - EING 6005 Foundations of Engl. Education (redescribed)
- e. Additional courses/credits to be selected from the following groups:
 - Plan I (6 additional courses or 18 credits)
 - Plan III (8 additional courses or 24 credits)
 - o Advanced Undergraduate Courses
 - ENGL 5008 Perspectives of TESL (redescribed)
 - ENGL 5009 Contrastive Grammar
 - ENGL 5015 English and American Literary Criticism
 - ENGL 5025 Current Approaches in Linguistic Theory

o Literature Courses

ENGL 6--- Studies in Literature I (new)

ENGL 6--- Studies in Literature II (new)

o Linguistics Courses

ENGL 6016 Topics in Sociolinguistics (current)

ENGL 6018 Topics in Psycholinguistics (current)

o Pedagogy Courses

ENGL 6028 Psycholinguistics and Reading Process

ENGL 6030 Theory and Practice of Composition

ENGL 6006 Research Methods

ENGL 6008 Bilingualism and Language Contact

ENGL 6040 Writing Teachers' Workshop

o Open Content Courses

ENGL 6995 Special Topics I (new)

ENGL 6996 Special Topics II (new)

iii. Description of New Courses:

ENGL 6--- : TESL MATERIALS AND TESTING

Credits: 3 credit hours Hrs/Wks: 3 hours of lecture per week

Prereq: Graduate Standing

Study and development of classroom materials and teaching techniques with an emphasis on listening and speaking skills.

ENGL 6--- : STUDIES IN LITERATURE I

Credits: 3 credit hours Hrs/Wks: 3 hours of lecture per week

Prereq: Graduate Standing

Study of selected authors, themes, or movements in the literature of the English language.

ENGL 6--- : STUDIES IN LITERATURE II

Credits: 3 credit hours Hrs/Wks: 3 hours of lecture per week

Prereq: Graduate Standing

Study of selected authors, themes, or movements in the literature of the English language.

ENGL 6995 : SPECIAL TOPICS I

Credit: 3 credit hours

Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Directed reading and research. Topics, readings, and final paper will be selected by agreement between student and professor.

ENGL 6996 : SPECIAL TOPICS II

Credit: 3 credit hours

Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Directed reading and research. Topics, readings, and final paper will be selected by agreement between student and professor.

F. Model of the Program

At least One of the four required courses will be offered each semester. In addition, one course from the pedagogy area, and two courses from among the combined areas of "advanced undergraduate," "literature," and "linguistics" will be offered each semester according to demand. This will allow students who select Plan I (Thesis) to complete their course work in approximately four or five semesters, and those who select Plan III (Non-Thesis) to complete their course requirements in about six semesters.

G. Requirements for Admission / Matriculation

- i. The general requirements for admission, transfer, reclassification, and readmission of students are the same general rules set forth by the Graduate School Office of the University of Puerto Rico at Mayaguez. plus those required in the Department.
/ In addition, the English Department requires that students who do not have B.A. degrees equal to that offered by the department should take nine credit hours in literature and nine credit hours in linguistics before they are granted admission. All applicants must be interviewed and prepare a writing sample before the

Graduate Committee of the department makes its recommendations to the Graduate School.

ii. Projected Matriculation for the Next Five Years:

For the last few years the average enrollment of new students into the program has been five per year. The changes that the department is proposing for the program will make it much more attractive to potential students.

Realistically speaking, the number of new students should double the year after these revisions become effective, and it should reach a maximum of 12 students per year three years later.

H. Academic Requirements Needed to Obtain Degree

i. Total Credit Hours Required:

Plan I - Thesis: 30 credits in coursework plus 3-6 credits for thesis.

Plan III - Non-Thesis: 36 credits in coursework.

ii. Minimum Academic Indices: The usual regulations of the Graduate School apply in all cases, including repetition of courses, approval of courses with a 'D,' and so forth.

iii. Total number of transferred credit hours accepted: The usual regulations of the Graduate School apply.

iv. Other Requirements: Plan I requires a Thesis. Plan III requires a Comprehensive Examination based on the student's course work.

v. Time limits for obtaining degree: The usual regulations of the Graduate School apply.

3. IMPACT OF THE REVISION ON THE FOLLOWING AREAS

A. Faculty

The graduate faculty is now made up of fifteen professors who are actively teaching courses or supervising theses. Since several of these professors have areas of teaching and research interests in the areas of the revised courses, no additions to the faculty are necessary. "Appendix C" contains the curriculum vitae of selected graduate professors.

B. Learning Resources

While acknowledging that budget constraints have limited the department's ability to enrich the learning resources for the program on a grand scale, nevertheless, through the library's acquisition of a major part of the ERIC database and through judicious ordering of books and a few journals by the graduate faculty of the department, students have been able to keep up with the latest information and techniques in the field. With the department's encouragement library personnel have taught students in the program how to perform computer searches of databases such as ERIC and DIALOG, resources of major importance to study in the M.A.E.E. program. Instruction in the program has also had the benefit of overhead projectors, tape recorders, and television viewing and recording equipment. With the addition of new equipment in the language laboratory and the ability to use the proposed Writing Lab, the students' access to facilities

for study and research will be increased enormously. Both of these projects have been promised for the near future.

C. Professional Accreditation (if applicable)

The original proposal for the M.A.E.E. program was passed by the Academic Senate of the University of Puerto Rico at Mayaguez on December 22, 1980 (Certification #80-26). It was subsequently discussed and passed by the Council of Higher Education on February 12, 1982 (Certification #85, 1981-82). No accreditation is needed for the revised program other than the final approval of the said Council.

D. Equipment and Physical Facilities

Most of the plans that were mentioned in the "Equipment and Physical Facilities" section of the original proposal for the M.A.E.E. have been carried out; the renovation of the administrative offices was completed in 1983; three offices have been added for professors and one office was made available for teaching assistants; most students have access to computers. The Language Laboratory continues in use with its outdated equipment, but the proposal to modernize the laboratory may be acted on within the next year or two.

E. Administration of the Program

The program will be administered within the procedures established by the Graduate School. The Director of the Department will be the chief administrative officer and will chair the Graduate Committee of the department. This committee will be made

up of nine professors each elected to three year terms on the basis of staggered elections. The committee will elect a representative to the Graduate Council and will meet on a regular basis to conduct business related to the graduate program.

F. Budget

The revised program will not have any effect on the budget of the Department of English. A recent study showed that the graduate program accounts for only 0.7% of the total semester hours taught by the department. This total is unusually low because of the service courses that the department offers to large members of the student body.

Furthermore, professors who teach graduate courses normally have full course loads every semester, and no changes in scheduling are anticipated.

4. EVALUATION

Since the revisions outlined in this proposal were the result of the first evaluation of the M.A.E.E., the department fully recognizes the value of honest and thorough evaluations. The Graduate Committee and the Director will appoint a three-member subcommittee to begin evaluating the program in its third year. Professors, students, and graduates will be consulted. In addition, the regular course evaluations will be continued at the end of each semester.

APPENDIX A

DESCRIPTIONS OF ALL EXISTING COURSES

- ENGL 5008 : CONTEMPORARY PERSPECTIVES IN TESL
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Consent of the Director
 Audiolingual theory of second language learning, its origins and principles; introduction to cognitive theory as a basis for classroom decisions concerning content, methods of presentation, type and amount of practice, and testing.
- ENGL 5009 : CONTRASTIVE GRAMMAR
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Consent of the Director
 Analysis of the descriptive grammars of English and Spanish to identify areas of divergences and to achieve an understanding of linguistic universals.
- ENGL 5015 : ENGLISH AND AMERICAN LITERARY CRITICISM
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Consent of the Director
 Theory and practice of literary criticism within the tradition of English and American literature. A research paper will be required.
- ENGL 5025 : CURRENT APPROACHES IN LINGUISTIC THEORY
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Consent of the Director
 Recent developments in linguistic theory and their application to related issues.
- EING 6005 : FOUNDATIONS OF EDUCATION
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 The relationship between philosophical, psychological, and social trends and pedagogy; changes that have taken place in these areas and their implication, in the teaching of English in Puerto Rico.
- ENGL 6006 : RESEARCH METHODS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Research techniques in language study with emphasis on English.
- ENGL 6007 : SEMINAR IN APPLIED LINGUISTICS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Linguistic theory as applied to the classroom: curriculum planning materials development, testing and measurement in language and literature at all educational levels.
- ENGL 6008 : BILINGUALISM AND LANGUAGE CONTACT
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 The linguistic and social-psychological aspects of bilingualism; the sociology of language contact.
- ENGL 6009 : MODELS FOR TEACHING LITERATURE
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 The teaching of literature in English: explication of texts, literary theory and its value in the classroom, the establishment of historical context; problems of teaching literature to speakers of English as a second language.
- ENGL 6015 : TOPICS IN SOCIOLINGUISTICS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Selected topics in the historical and scientific evolution of sociolinguistics.
- ENGL 6016 : TOPICS IN SOCIOLINGUISTICS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Selected topics based on current research interests in sociolinguistics.

- ENGL 6017 : TOPICS IN PSYCHOLINGUISTICS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Selected topics in the historical and scientific evolution of psycholinguistics.
- ENGL 6018 : TOPICS IN PSYCHOLINGUISTICS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Selected topics based on current research interests in psycholinguistics.
- ENGL 6019 : STUDIES IN AMERICAN LITERATURE
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Study of selected authors in American literature.
- ENGL 6025 : STUDIES IN AMERICAN LITERATURE
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Study of selected themes and movements in American literature.
- ENGL 6026 : STUDIES IN ENGLISH LITERATURE
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Study of selected authors in English literature.
- ENGL 6027 : STUDIES IN ENGLISH LITERATURE
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Study of selected themes and movements in English literature.
- ENGL 6028 : PSYCHOLINGUISTICS AND THE READING PROCESS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 The reading process and the measurement of reading skills and comprehension in native and second language; degree of transfer of reading skills from native to second language; current psycholinguistic research in the field of reading.
- ENGL 6030 : THEORY AND PRACTICE OF COMPOSITION
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 The writing practice and the study of its underlying theories.
- ENGL 6040 :
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Instruction on the teaching of written composition through a series of workshops in which the instructor and participants demonstrate successful materials and methodologies. Workshops will include the discussion of readings on recent composition theory, research, and pedagogy. The course also offers participants the opportunity to develop as writers through experience in "writing-response groups."
- ENGL 6999 : THESIS
 Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
 Prereq: Graduate Standing
 Research in the fields of English language and applied linguistics, and presentation of a thesis.

APPENDIX B

SYLLABI FOR ALL NEW AND REDESCRIBED COURSES

1. NEW COURSES:

ENGL 6--- : TESL MATERIALS AND TESTING

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Study and development of classroom materials and teaching techniques with an emphasis on listening and speaking skills.

1. TESL Curriculum Objectives
2. Overview of established techniques to achieve these objectives.
3. Evaluation of existing marketed materials in light of teaching objectives.
4. Development of new techniques taking into consideration rationale behind methods studied in ENGL 5008 [Contemporary Perspectives in TESL], target population, and curriculum objectives.
5. Language testing.

ENGL 6--- : STUDIES IN LITERATURE I

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Study of selected authors, themes, or movements in the literature of the English language.

Since this course has variable content, it is not possible to list a specific outline or syllabus for it. All courses offered under this title will include intensive reading of major texts, as well as critical writing and research based upon such texts or the topics covered in the course. Earlier offerings of similar courses have included studies of Whitman and Twain, Shakespeare, American Literature of the 1950s and 1960s, Ethnic Fiction, Chaucer, etc.

ENGL 6--- : STUDIES IN LITERATURE II

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Study of selected authors, themes, or movements in the literature of the English language.

As with "Studies in Literature I," since this course has variable content, it is not possible to list a specific outline or syllabus for it. All courses offered under this title will include intensive reading of major texts, as well as critical writing and research based upon such texts or the topics covered in the course. Earlier offerings of similar courses have included studies of Whitman and Twain, Shakespeare, American Literature of the 1950s and 1960s, Ethnic Fiction, Chaucer, etc.

ENGL 6995 : SPECIAL TOPICS I

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Directed reading and research. Topics, readings, and final paper will be selected by agreement between the student and professor.

As with the two "Studies in Literature" courses above, this course has variable content and it is not possible to list a specific outline or syllabus for it. All courses offered under this title will include intensive reading of major texts, as well as critical writing and research based upon such texts or the topics covered in the course. The topic, readings, and final research paper will be determined in accordance with student interest and the approval of the sponsoring professor.

ENGL 6996 : SPECIAL TOPICS II

Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week

Prereq: Graduate Standing

Directed reading and research. Topics, readings, and final paper will be selected by agreement between the student and professor.

As with the two "Studies in Literature" courses above, this course has variable content and it is not possible to list a specific outline or syllabus for it. All courses offered under this title will include intensive reading of major texts, as well as critical writing and research based upon such texts or the topics covered in the course. The topic, readings, and final research paper will be determined in accordance with student interest and the approval of the sponsoring professor.

ii. REDESCRIBED COURSES:

ENGL 5008 : PERSPECTIVES ON TEACHING ENGLISH AS A SECOND LANGUAGE
Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
Prereq: Consent of the Director
Historical overview of language teaching methods from grammar-translation to the most recent approaches; students will develop applications for teaching English as a second language.

1. Chronological Overview of Methods
 - a. Grammar Translation
 - b. Direct Method
 - c. Audio Lingual
 - d. Cognitive Code
2. Recent Methodological Approaches [with an emphasis on "communicative competence" and student-centered learning]
 - a. Humanistic student-centered approaches
 - i. Counseling Learning
 - ii. Suggestopedia
 - iii. The Silent Way
 - b. Comprehension Learning
 - i. Total Physical Response
 - ii. The Natural Approach
3. Semantically-based Syllabi [with an emphasis on the Notional-Functional Syllabus]

EING 6005 : FOUNDATIONS OF ENGLISH EDUCATION
Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
Prereq: Graduate Standing
Foundations of English education, emphasizing an analysis of the social, economic, and political issues which affect the teaching of language in Puerto Rico.

1. Overview of foundations of education.
2. Development of English Education in Puerto Rico
3. Analysis of language policies in Puerto Rico
4. Analysis of socio-economic, political, and psychological factors associated with English Education in Puerto Rico
5. Discussion of the attitudes toward the teaching and learning of English in Puerto Rico

ENGL 6007 : SECOND LANGUAGE ACQUISITION
Credit: 3 credit hours Hrs/Wk: 3 hours of lecture per week
Prereq: Graduate Standing
An overview of research topics in second language acquisition, and an in-depth study of one of these topics.

1. First language versus second language acquisition
2. The internal syllabus (natural order of acquisition)
3. Interlanguage and error analysis
4. Learning strategies and individual differences
5. The role of input
6. The role of formal instruction
7. Theories and models of second language acquisition

APPENDIX C
CURRICULUM VITAE

APPENDIX D

LIST OF GRADUATES

Department of English
Faculty of Arts and Sciences
University of Puerto Rico
Mayaguez, Puerto Rico

Graduate Students
Master of Arts in English Education Program

<u>Month/Year</u>	<u>Name</u>	<u>ID Number</u>
1982-NO		
1983-NO		
May/1984	Darnyd W Ortiz Seda	802-23-6728
December/1985	Milagros Mendizábal Garcia Gladys Cruz Rivera	802-27-5968 802-20-2551
May/1985	Nancy Torres Claudio	802-25-9133
December/1986	Martha Elugardo Acevedo	841-73-3239
December/1987	Mercedes Olivieri Valle	802-19-6576
May/1987	Enid L. Crooks de Dwyer Sandra Ríos Miranda	900-33-2464 801-70-6909
Summer/1987	Dorothy Martinez Avila	802-21-5644
December/1988	José Irizarry Rodriguez	300-33-4633
May/1988	Thomas William McNeil	900-33-5845
May/1989	Minerva González López Ismael Jiménez Vega	904-26-4111 200-33-4735
May/1990	Anuradha B. Venkatesan Ana D. Arce Acevedo Edil Flores Vélez Colette Green Lillian Rivera Rivera Eulalia Texidor Ortiz	980-34-0478 801-20-0544 802-28-3558 900-38-4190 802-23-7768 802-24-9027

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