

UNIVERSITY OF PUERTO RICO  
COLLEGE OF GENERAL STUDIES  
ENGLISH DEPARTMENT

<b>Course Title</b>	HONORS ENGLISH I
<b>Course Code</b>	INGL 3011
<b>Credits</b>	3 credits per semester/ 3 class hours weekly/ 45 hours per semester
<b>Prerequisites :</b>	Achievement Test) offered by the College Board, and competence in written English as demonstrated in an essay written in class on the first day of class

**Course Description:**

**A. Course**

This is an interdisciplinary course that fulfills the English requirement for the general education component of the bachelor's degree and prepares students in English for academic purposes and competencies. This course consists of the study and analysis of short stories and novels in English, using literary approaches and terminology to allow students to develop a critical understanding of the texts. The students also engage in the historical, social and cultural contexts of fictional works by reading contemporary documents and viewing related films, arts, and other types of media. Moreover, students develop an appreciation of literature as a result of linking the texts to personal experiences and examining literary devices. Throughout the semester, students improve their speaking and writing competencies by reacting to literature in interactive class discussions, exams, essays, and a research paper.

**B. Students<sup>1</sup>**

Entering English 3011 students are generally well prepared and eager to perform well in college work. In speaking English and listening and reading competencies, they are at an Advanced Plus level. In writing, these students qualify as Advanced.

---

<sup>1</sup> Students are placed in one of the four first-year English courses on the basis of their English proficiency. The description of the students is necessary to maintain the distinction between the levels.

## General Objectives

Consistent with the English Department's general objectives, by the end of the English 3011 course, students will:

1. demonstrate analytical and critical thinking about life and literature through the use of specific works of fiction
2. be cognizant of the approaches and terminology essential to the critical examination of literary genres
3. interpret literary works using the various approaches and terminology studied In class
4. compose clear, well-organized and well-developed written material that incorporate appropriate language and mechanics
5. show appreciation for literature as a means of conveying human experience and as a source of enjoyment and life-long learning
6. demonstrate familiarity with a variety of recognized works of fiction in the English language
7. demonstrate confidence and competencies in speaking English
8. explore the connections between literary texts and social, political, cultural, ethical, and aesthetic Issues
9. apply effective strategies for working collaboratively with other students, including those with disabilities
10. improve competencies in information literacy and research
11. demonstrate their capacity to efficiently search for information and effectively and ethically use and manage information.

## Topic Outline and Time Distribution

(Each professor will establish the specific content, sequence, and distribution of time for his/her course. Possible topics and hours are given below.)

<b>Topic</b>	<b>Time allotted</b>
I. Introduction to the course and diagnostic procedures	3 hours
II. Elements and terminology of fiction	9 hours
III. Literary approaches	3 hours
IV. Writing about fiction	6 hours
V. Selected short stories	12 hours
VI. Selected novel (s)	<u>12 hours</u>
	Total: 45 hours

## Instructional Strategies

Reading and class discussion are the centerpieces of English 3011. Students are asked to read for implication and analysis. Their responses are both verbal and written. Writing activities, which may be of a formal or informal nature, center on literary topics. Attendance in class is required, as classroom discussion reinforces reasoning and negotiation of meaning, clear models for truth seeking. Supplementary material, including outside activities, movies, and cultural activities enrich your critical thinking. Creative projects are sometimes suggested: role-playing, dramatic readings, artwork, creative writing, and research. Assessment activities and strategies are also used to evaluate student's learning.

## Required Resources

A core textbook, which includes fiction, poetry and drama, is usually utilized. Professors supplement this text with novels and handouts and may assign a book on how to do research papers. Students must also have access to UPR library facilities, including electronic searches.

## Evaluation Strategies

In addition to written tests (composed of both objective and subjective elements) in each of the genre units, individual professors may select other assessment techniques, for example, essays, oral presentations, individual and group projects, portfolios, quizzes, homework assignments, journals, and a research paper, among others.

(Note: Alternative evaluation methods will be provided to students with identified special needs.)

The exact weight of the selected evaluation strategies is decided by each professor. Below are sample percentages.

Class attendance* and participation	10%
Exams	30%
Quizzes and assignments	20%
Presentations	10%
Formal papers (essays and research paper)	30%

\*Attendance to class is required; the English Department's attendance policy states that for every six hours of absences (four classes for sections that meet twice a week), the professor may lower the final grade by 10 points.

**Law 51 and Law 238:** Students who receive services from the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester to make arrangements for reasonable accommodations and the necessary auxiliary equipment recommended by the "Oficina de Asuntos para las Personas con Impedimento (OAPI)" of the office of the Dean of Students. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor.

## Academic Integrity

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

## Grading System

A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

## Suggested Textbooks

Barnet, Sylvan. *A Short Guide to Writing About Literature*. 12<sup>th</sup> ed. New York: Longman, 2011.

ISBN-13: 978-0205118458

ISBN-10: 0205118453

DiYanni, Robert. *Literature: Approaches to Fiction, Poetry, and Drama*. 2<sup>nd</sup> edition. New York: McGraw-Hill, 2006

ISBN-13: 978-0073124452

ISBN-10: 0073124451

DiYanni, Robert. *Literature: Reading Fiction, Poetry, and Drama*. 6<sup>th</sup> ed. New York: McGraw Hill, 2007.

ASIN: B0044KRKD2

Guth, Hans P., and Gabriele L. Rico. *Discovering Literature: Stories, Poems, Plays*. 3rd ed. Englewood Cliffs, N J: Prentice Hall, 2004.

ISBN-13: 978-0131917583

ISBN-10: 0131917587

Gwynn, R.S. *Fiction: A Pocket Anthology*. 7<sup>th</sup> edition. NY: Pearson Longman, 2011.

ISBN-13: 978-0205032136

ISBN-10: 0205032133

Gwynn, R.S. *Literature: A Pocket Anthology*. 5th ed. New York: Longman, 2011.

ISBN-13: 978-0205032198

ISBN-10: 0205032192

Harmon, William, and C. Hugh Holman. *A Handbook to Literature*. 12<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2011.

ISBN-13: 978-0205024018

ISBN-10: 0205024017

Kennedy, X. J., and Dana Gioia. *Literature: An Introduction to Fiction, Poetry and Drama*. 13<sup>th</sup> ed. (portable). New York: Pearson Longman, 2016.

ISBN-13: 978-0321971661

ISBN-10: 0321971663

Roberts, Edgar V. *Writing About Literature*. 11<sup>th</sup> ed. New York: Longman, 2011.

ISBN-13: 978-0205230310

ISBN-10: 0205230318

Roberts, Edgar V., and Henry E. Jacobs. *Literature: An Introduction to Reading and Writing*. 7<sup>th</sup> ed. New York: Prentice Hall, 2004.

ISBN-13: 978-0130485847

ISBN-10: 0130485845

Suggested Novels:

*Animal Dreams* by Barbara Kingsolver  
*Annie John* by Jamaica Kincaid  
*The Awakening* by Kate Chopin  
*Beloved* by Toni Morrison  
*Daisy Miller* by Henry James  
*The Death of Ivan Ilych* by Leo Tolstoy  
*A Farewell to Arms* or *The Sun Also Rises* by Ernest Hemingway  
*The Metamorphosis* by Franz Kafka  
*My Year of Meats* by Ruth Ozeki  
*Notes from the Underground* by Fyodor Dostoyevski  
*Post Office* by Charles Bukowski (or another one of his novels, such as *Ham on Rye*,  
*Factotum*, *Women*, or *Hollywood*)  
*The Turn of the Screw* by Henry James

**Bibliography**

Amberg, Jay, and Mark Larson. *The Creative Writing Handbook*. Glenview, IL: Scott, Foresman, 1992.

ISBN-10: 1596472766

ISBN-13: 978-1596472761

Eagleton, Terry. *Literary Theory: An Introduction*. 3rd ed. Minneapolis, MINN: University of Minnesota Press. 2008.

ISBN-10: 0816654476

ISBN-13: 978-081665447

Harris, Muriel. *Prentice Hall Reference Guide to Grammar and Usage*. 6th ed. Englewood Cliffs, NJ: Prentice Hall, 2005.

ISBN-10: 0131856405

ISBN-13: 978-0131856400

Kennedy, X. J., and Gioia, Dana. *Handbook of Literary Terms: Literature, Language, Theory*. Longman; 3 edition. 2012.

ISBN-10: 0321845560

ISBN-13: 978-0321845566

*Reinking, James, et al. Strategies for Successful Writing: A Rhetoric, Research Guide, Reader and Handbook. 9<sup>th</sup> ed. Englewood Cliffs, NJ: Prentice Hall, 2010.*

ISBN-10: 0205689442

ISBN-13: 978-0205689446

Spencer, Carolyn, and Beverly Arbon. *Foundations of Writing: Developing Research and Academic Writing Skills*. Lincolnwood, IL: National Textbook, 1996.

ISBN-10: 0844293547

ISBN-13: 978-0844293547

## **Websites and Electronic Sources**

### Textbook:

Companion website to Kennedy, X. J., and Dana Gioia. *Literature: An Introduction to Fiction, Poetry and Drama*. 13<sup>th</sup> ed. New York: Pearson Longman, 2015.  
<http://www.ablongman.com/kennedy>

### On-line dictionaries:

<http://www.onelook.com> <http://www.dictionary.com> <http://www.refdesk.com/facts.html> <http://www.webster.com>

### Grammar and Punctuation:

<http://www.utoronto.ca/writing/other4.html>  
<http://www.ruthvilmi.nte/hut.LangHelp/Grammar>  
[http://www2.scc-fl.com/lrc/guides/writing\\_fundamental.htm](http://www2.scc-fl.com/lrc/guides/writing_fundamental.htm)  
<http://www.eslcafe.com>

### MLA Format

[http://www.owl.english.purdue.edu/handouts/research/r\\_mla.html](http://www.owl.english.purdue.edu/handouts/research/r_mla.html)  
<http://www.ccc.commnet.edu/mla>  
<http://www.wisc.edu/writing/Handbook/DocMLA.html>

## **Audiovisual Materials**

*Ariel: A Reader's Interactive Exploration of Literature*. CD-ROM. New York: McGraw-Hill, 2003.

*Kennedy, X. J., and Dana Gioia*. *The Craft of Literature*. CD-ROM. New York: Pearson Longman, 2005.

## **Teacher Resources**

Anderson, Daniel. *Teaching Literature Online: A Guide to Teaching with Technology in the Literature Classroom*. New York: Longman, 1999.

ISBN-10: 0321049764

ISBN-13: 978-0321049766

*Antonette, Marissa L.* "Examining How the Inclusion of Disabled Students into the General Classroom May Affect Non-disabled Classmates." *Fordham Urban Law Journal* Sept. 2003 v30 i6 p20039 (22). <<http://web4.infotrac.galegroup.com>>.

Celce-Murcia, Marianne, and Diane Larsen-Freeman. (1999). *The Grammar Book: An ESUEFL Teacher's Course*. 2<sup>nd</sup> ed. Boston, MA: Heinle and Heinle.

ISBN-10: 0838447252

ISBN-13: 978-0838447253

*Gioia, Dana, and Patricia Wagner, eds.* *Teaching Composition with Literature: 101 Writing Assignments from College Instructors*.

Heuman, Judith E. "Making a Good Law Better: IDEA (Individuals with Disabilities Education Act) Proposal Stresses Greater Parental Involvement and Student Inclusion."

<<http://web4.infotrac.galegroup.com>>

Jorgensen, Cheryl M. "Curriculum and Instruction. Key Strategies to Promote Equity and



Excellence.” Institute on Disability, University of New Hampshire.

<<http://www.fcsn.org/peer/ess/curhculumib.html>>

Lazar, Gillian. *Literature and Language Teaching: A Guide for Teachers and Trainers*.

New York: Cambridge U P, 1993.

ISBN-10: 052140651X

ISBN-13: 978-0521406512

“Strategies to Use in the Multi-Level English Class.” <<http://www.geocities.com/Athens/Delphi/6190/strategies.html>>

“Teaching for Inclusion, Strategies for Inclusive Teaching: General Strategies.”

<<http://ctl.unc.edu/tfi2.html>>

**Revised October 2015**