

UNIVERSITY OF PUERTO RICO  
COLLEGE OF GENERAL STUDIES  
ENGLISH DEPARTMENT

<b>Course Title</b>	HONORS ENGLISH II
<b>Course Code</b>	INGL 3012
<b>Credit</b>	3 credit hours per class/ 3 class hours weekly/ 45 hours per semester
<b>Prerequisites</b>	Honors English I (INGL 3011) or its equivalent

**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 poetry and drama 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 poems and plays 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 3012 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.

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<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 3012 course, students will:

1. interpret literary works using the various approaches and terminology studied in class
2. compose clear, well-organized and well-developed written material that incorporate appropriate language and mechanics
3. show appreciation for literature as a means of conveying human experience and as a source of enjoyment and life-long learning
4. demonstrate familiarity with a variety of recognized works of fiction in the English language
5. demonstrate their confidence and skills in speaking English
6. explore the connections between literary texts and social, political, cultural, ethical, and aesthetic issues
7. apply effective strategies for working collaboratively with other students, including those with disabilities
8. improve competencies in information literacy and research
9. 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.)

Topic	Time allotted
I. Introduction to the course and review of literary approaches	3 hours
II. Elements and terminology of poetry	6 hours
III. Elements and writing about drama	3 hours
IV. Selected poems	15 hours
V. Selected plays	<u>18 hours</u>
	Total: 45 hours

## Instructional Strategies

Reading and class discussion are the centerpieces of English 3012. 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**

Arp, Thomas R. and Greg Johnson. *Perrine's Sound and Sense: An Introduction to Poetry*. 13<sup>th</sup> ed. New York: Wadsworth Publishing; 2010.

ISBN-10: 1428289704  
ISBN-13: 978-1428289703

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

Gioia, Dana, David Mason, and Meg Schoerke. *Twentieth-Century American Poetry*. New York: McGraw Hill, 2003.

ISBN-10: 0072400196  
ISBN-13: 978-0072400199

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

ISBN-13: 978-0131917583  
ISBN-10: 0131917587

Gwynn, R.S. *Drama: A Pocket Anthology*. 5<sup>th</sup> edition. NY: Pearson Longman, 2011.

ISBN-10: 0205032168

ISBN-13: 978-0205032167

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

ISBN-13: 978-0205101986

ISBN-10: 0205101984

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

ISBN-13: 978-0205032198

ISBN-10: 0205032192

Gwynn, R. S., and April Lindner. *Contemporary American Poetry*. New York: Pearson Longman, 2004.

ISBN-10: 0321182820

ISBN-13: 978-0321182821

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

Pinsky, Robert. *The Sounds of Poetry: A Brief Guide*. New York: Farrar, Straus and Giroux, 1999.

ISBN-10: 0374526176

ISBN-13: 978-0374526177

Roberts, Edgar V. 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

Worthen, W.B. *The Wadsworth Anthology of Drama*. 4<sup>th</sup> ed. Boston: Thomson Heinle,  
2004.

ISBN-10: 0838407501  
ISBN-13: 978-0838407509

### **Suggested Plays**

*The American Dream* by Edward Albee  
*Beyond the Horizon* by Eugene O'Neill  
*A Doll's House* by Henrik Ibsen  
*Death of a Salesman* by Arthur Miller  
*The Glass Menagerie* by Tennessee Williams  
*Glengarry Glen Ross* by David Mamet  
*The Hairy Ape* by Eugene O'Neill

*Hamlet* by William Shakespeare  
*The Iceman Cometh* by Eugene O'Neill  
*Long Day's Journey into Night* by Eugene O'Neill  
*Oedipus the King* by Sophocles  
*Oleanna* by David Mamet  
*Othello* by William Shakespeare  
*Our Town* by Thornton Wilder  
*A Raisin in the Sun* by Lorraine Hansberry  
*The Shape of Things* by Neil LaBute  
*Six Degrees of Separation* by John Guare  
*Three Tall Women* by Edward Albee  
*Trifles* by Susan Glaspell  
*Who's Afraid of Virginia Woolf* by Edward Albee  
*The Zoo Story* by Edward Albee

## Bibliography

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

ISBN-10: 1596472766  
 ISBN-13: 978-1596472761

Carruth, Hayden. *The Voice that Is Great Within Us: American Poetry of the Twentieth Century*. Toronto: Bantam Books, 1981. Reprint, 1983.

ISBN-10: 0553262637  
 ISBN-13: 978-0553262636

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

*MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: MLA., 2009.

ISBN-10: 1603290249  
ISBN-13: 978-1603290241

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*. 9<sup>th</sup> (Interactive) ed. New York: Pearson Longman, 2005.  
<<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**

*Death of a Salesman* (movie)

*The Glass Menagerie* (movie)

*Hamlet* (movie)

*In Their Own Voices: A Century of Recorded Poetry*. Audio CD. McGraw-Hill.

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

*Othello* (movie)

Paschen, Elise, and Rebekah Presson, ed. *Poetry Speaks: Hear Great Poets Read Their Work from Tennyson to Plath*. Book and 3 Cds. Naperville, IL: Sourcebooks, Mediafusion

*Poetry to My Ear* CD ROM. McGraw-Hill.

*A Raisin in the Sun* (movie)

## **Teacher Resources**

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

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. 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/curriculumib.html>>

Lazar, Gillian. *Literature and Language Teaching: A Guide for Teachers and Trainers*. New York: Cambridge U P, 1993.

"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>>

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