

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF GENERAL STUDIES
ENGLISH DEPARTMENT**

Course Title	:	Basic English 3102
Course Number	:	English 3102
Credits/hours	:	3 credits per semester (3 class hours)
Pre-requisites	:	English 3101

Course Description:

A. Course

This is an interdisciplinary course that fulfills the English requirements for the general education component of the bachelor's degree. It is a course of English for academic purpose. This course covers the study of fictional reading with emphasis on the study of short stories. Supplementary readings may include short novels. The course emphasizes an integrated literature approach focused on the study of inter and multidisciplinary content. It continues to develop students' thinking competencies from literal to analytical and aims to help students become active readers and strong writers as they become aware of the intimate relationship among thinking, reading, writing, and information literacy competencies. In addition, the course offers the progressive development of the competencies needed to effectively use linguistic and research tools and resources such as dictionaries, computer programs, and tutors.

B. Student Profile

On the basis of the standards of language proficiency of the ACTFL (American Council on the Teaching Of Foreign Languages), the students of English 3102 range from intermediate mid to intermediate high.

General Course Objectives:

Consistent with the end of their first year of college English, the students will demonstrate, through a variety of forms of evaluation and on the basis of the standards for the different levels established by the English Department that they are making progress in their ability to:

1. Communicate orally and intelligibly in a variety of academic situations.
2. Apply comprehension competencies in reading of fictional and non-fictional selections.
3. Apply interpretative-analytical competencies in reading of fictional and non-fictional selections.

4. Evaluate the relevance and validity of information in fictional and non-fictional selections.
5. Critically examine aesthetic, ethical, humanistic, and cultural values in representative literary works.
6. Express ideas in written form with clarity, precision, coherence, unity, and logic.
7. Demonstrate the ability to use the library and computer technology for preliminary research.
8. Demonstrate ability to efficiently search for information and effectively and ethically use and manage information.
9. Collaborate in the inclusion of students with disabilities into all class activities.

Content, Outline and Time Distribution

(Each professor will establish the specific themes and content of his/her course.)

The Short Story

- | | |
|---|-----------|
| I. Introduction | (3 hours) |
| A. Identification of students that are participants of the Vocational Rehabilitation Program to plan for Reasonable accommodation | |
| B. Presentation and discussion of the course outline. | |
| C. Discuss the mission of the College of General Studies and the mission of the English Department | |
| D. Skills to be developed throughout the semester: | |
| Reading comprehension strategies: underlining, annotating, outlining, summarizing; | |
| short story analysis tool: elements of fiction; | |
| writing strategies: summaries, reaction paragraphs, essays; | |
| writing process: pre-writing, drafting, revising, editing, publishing; | |
| information literacy skills: quoting, paraphrasing, referencing, and citing; | |
| critical thinking skills: analysis, synthesis, and application; | |
| grammar skills: selected grammar concepts and structures; | |
| listening and speaking skills: class discussions and oral presentations | |
| vocabulary development: unit content, adjectives, adverbs, and modifiers of character. | |

II. Themes such as

- | | |
|--------------------------------|-----------|
| A. Innocence and experience | (6 hours) |
| B. Loneliness and alienation | (9 hours) |
| C. Social Change and Injustice | (9 hours) |
| D. Interpersonal Relationships | (9 hours) |

III. Integrative Sessions

- A. Oral presentations integrating readings and class discussions (9 hours)
- B. Other activities such as panel discussions focusing on semester themes.
- C. Exit level assessment or evaluation strategies using current Level Rubrics.

TOTAL: 45 hours

Instructional Strategies:

In the teaching of English 3102, professors carry out a number of activities with students. Some of these are: group work, oral presentations, using guide questions, stimulating the use of dictionaries, providing exercise for practicing the elements of fiction, providing practice on outlining and summarizing, and on the continuous development of essay writing skills, visiting the library, analyzing movies, providing audio-recordings, attending conferences and presenting guest speakers. Short stories, articles analyzing fiction, teacher-prepared materials, audio and visual materials, films, websites, dictionaries, grammar texts, ESL software, selected readings, songs, photographs, and art are used. Students are encouraged to seek tutoring at the Center for Linguistic Competencies. The PSAE students have tutors assigned to them. Assessment activities and strategies are also used to evaluate student's learning.

Required Resources:

Costa, Clara, ed. *Reading & Thinking about Essays and Short Stories*. New York:

Thomson, 2007. Print. ISBN-13: 978-1-4266-3538-0

or

Marcus, Sybil. *A World of Fiction: Twenty Timeless Short Stories*. 2nd ed. New York:

Pearson, 2006. Print. ISBN 0-13-194636-6

Evaluation Strategies:

A. Exams such as essay exams, oral presentations	40%
B. Quizzes and homework assignments	10%
C. Classroom Participation	20%
D. Written work	20%
E. Final Exam	10%
TOTAL:	100%

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, 2009-1010) states that academic dishonesty includes, but is not limited to: fraudulent actions, obtaining grades or academic degrees by false or fraudulent simulation; 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’s answer to the question 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 Student General Bylaws.

English Department Attendance Policy:

Six contact hours of absences may lower average one whole letter grade. Five late arrivals are equivalent to one absence.

Grading System:

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

Bibliography:

Aarts, Bas. *Oxford Modern English Grammar*. New York: Oxford UP, 2011. Print.

The American Heritage Dictionary of the English Language. 5th ed. New York:

Houghton Mifflin, 2011. Print.

Dollahite, Nancy and Julie Haun. *Sourcework: Academic Writing from Sources*. 2nd ed.

Boston: Heinle and Heinle, 2011. Print.

Fitzpatrick, Mary. *Engaging Writing 2: Essential Skills for Academic Writing*. 2nd ed.

New York: Pearson, 2011. Print.

Halliday, M.A.K. *Halliday’s Introduction to Functional Grammar*. 4th ed. New York:

Routledge, 2014. Print.

Harmon, William. *A Handbook to Literature*. 12th ed. Boston: Pearson, 2011. Print.

Herman, David, Brian McHale, and James Phelan, eds. *Teaching Narrative Theory*.
New York: MLA, 2010. Print.

Herman, David, Manfred Jahn, and Marie-Laure Ryan, eds. *Routledge Encyclopedia of
Narrative Theory*. New York: Routledge, 2008. Print.

Holder, Victoria. *Inside Out Outside In*. New York: Houghton Mifflin, 2001. Print.

J.P. Larson. *A Concise Guide to Documentation: MLA, APA, and Chicago*. Minnesota:
Minnesota State College, 2012. Print.

Kay, Judith and Gelshenen, Rosemary. *Discovering Fiction: A Reader of American
Short Stories*. 2nd ed. Cambridge: Cambridge UP, 2012. Print.

Lattuca, Lisa R. *Creating Interdisciplinarity: Interdisciplinary Research and Teaching
among College and University Faculty*. Nashville: Vanderbilt Press, 2001. Print.

Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. 4th ed. Oxford:
Oxford UP, 2013. Print.

The Merriam-Webster Dictionary. 11th ed. Mass:Merriam-Webster, 2004. Print.

MLA Handbook for Writers of Research Papers. 7th ed. New York: Modern Language
Association, 2009. Print.

Oxford Basic American Dictionary for Learners of English with CD-ROM. Oxford:
Oxford UP, 2011. Print.

Oxford English Dictionary. 7th ed. New York: Oxford UP, 2013. Print.

Publication Manual of the American Psychological Association. 6th ed. Wash DC: APA,
2010. Print.

Schramfer Azar, Betty and Stacy Hagen. *Basic English Grammar with CD's*. 4th ed.
New York:Pearson, 2014. Print.

Sisko, Yvonne Collioud. *Sterling Stories: 12 Great Short Stories*. 2nd ed. Boston: Pearson, 2014. Print.

Strunk, William Jr. *The Elements of Style*. New York: Cornell U, 2015. Print.

Toye, Richard. *Rhetoric: A Very Short Introduction*. Oxford: Oxford UP, 2013. Print.

Weibel, Marguerite Crowley. *Joining the Conversation: an Anthology for Developing Readers*. New Jersey: Prentice Hall, 2003. Print.

Online Resources:

The Internet Detective – a free online tutorial designed to help develop the competencies and critical thinking required for Internet research.

www.vtsintute.ac.uk/detective

Searching the World Wide Web

<http://owl.english.purdue.edu/owl/resource/558/01>

Searching and evaluating what you find in the Web

<http://www.wellesley.edu/Library/Research/citation.html>

The Elements of Fiction

www.readwritethink.org/files/...elements/overview

Elements of Fiction

learn.lexiconic.net/elementsoffiction.htm

The writing process

<http://web.uvic.ca/wguide>

Advice for writing

<http://owl.english.purdue.edu/owl>

Transitional words and phrases

<https://writing.wisc.edu/handbook/Transitions.html>

Documenting sources

The Purdue Owl. Purdue U Writing Lab, 2010. Web. 18 September 2015

How to recognize and avoid plagiarism

www.Indiana.ed/~wts/pamphlets/plagiarism.shtml