

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

Course Title	:	Intermediate English Course
Course Code	:	INGL 3103
Credits/hours	:	Three (3) credits per semester/ Three (3) class hours
Pre-requisites	:	581-680 on the ESLAT (English as a Second Language Achievement Test) and demonstrated proficiency of English fundamentals in a short written composition administered the first week 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. It aims to develop the students' proficiency in the study and critical analysis of various literary genres. Specifically, the course focuses on critically analyzing essays in terms of their content and form. It also emphasizes the development of essay writing and information literacy competencies. Students are guided and strongly encouraged to develop academic competencies in English that are necessary for their mental progress and successful performance in college, professional and personal life. This English for Academic Purposes course encourages students to explore literature, build on their knowledge and experience, and think more critically.

B. Student Profile

On the basis of the standards of language proficiency of the ACTFL (American Council on the Teaching of Foreign Languages), the reading and listening skills of English 3103 students can be described as advanced. Their speaking and writing skills range from mid to high intermediate.

General Objectives

Consistent with the English Department's general objectives, by the end of English 3103, 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:

A. further develop oral proficiency in the use of English as a second language.

- B. enjoy literature by relating it to personal experience.
- C. relate literature to their reality as human beings, students, Puerto Rican and citizens of the world.
- D. further develop interpretive-analytical skills in the comprehension of non-fiction.
- E. demonstrate their command of the language through composing well developed essays that integrate content, organization, vocabulary, grammar and mechanics effectively.
- F. recognize writing as a tool of communication, and as a way of expressing and revealing one's inner world.
- G. efficiently search for information and effectively and ethically use and manage information.
- H. collaborate in the inclusion of students with disabilities into all class activities.

Course content and time distribution

(Each professor will begin with a unit on the topic of Education and establish the specific content of his/her course.)

- I. Introduction 6 hours
 - A. Initial diagnostics/ 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. The mission of the College of General Studies and the English Department
- II. Education 9 hours
 - A. General education and specialized education
 - B. The banking concept of knowledge
 - C. Domesticating vs. liberating education
 - D. Interdisciplinary education
- III. The Essay 6 hours + distributed throughout
 - A. The elements of the essay

B. Reading critically: analysis and explication of nonfiction texts

C. The reader as writer: integrating readings and class discussions in the students' writing assignments.

IV. Thematic selections

24 hours

Each professor will select at least two themes from those provided in the assigned textbook, such as: love and hate; gender roles, innocence and experience, identity, art and life, law and disorder. These themes will be the focus of the class discussions, oral activities, and writing assignments.

Total: 45 hours

Instructional strategies

This is not a lecture course. It is based upon collaborative discussion among students and teacher; therefore, oral participation is required. A variety of learning and assessment strategies are used to create an interactive environment and encourage reflection, critical thinking and collaboration. Some of the strategies employed by professors in this level are: classroom discussion, role playing, oral reports, writing original essays, dramatic readings, critical analysis of readings, and group work. Assessment activities and strategies are also used to evaluate student's learning. Teachers in this level make use of a variety of resources, such as films and videos, dictionaries and thesaurus, conferences, the library, Blackboard, and the Internet.

Evaluation Strategies

Oral collaboration/oral presentation (s)	20%
Partial exams and quizzes	30%
Original essays and other written work*	20%
Supplementary reading or research project	20%
Final exam	10%
Total:	100%

*Some professors may assign journals and portfolios.

Reasonable Accommodation: 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 Certification Número 112 2014-2015 6 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.

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
B	89 – 80
C	79 – 70
D	69 – 60
F	59 – 0

Bibliography

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Aebersold, Jo Ann, and Mary Lee Field. *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. NY: Cambridge University Press, 1997. Print.

Antonette, Marissa L. "Examining How the Inclusion of Disabled Students Into the General Classroom May Affect Non-Disabled Classmates." 30.6.7. Copyright 2002. Fordham Urban Law Journal. Web.

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Barnet, Sylvan, William Burto, and William E. Cain. *Literature for Composition: An Introduction to Literature*. 10th ed. Boston: Longman, 2014. Print. (ISBN-13: 978-0321829177, ISBN-10: 0321829174)

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Celce-Murcia, Marianne., et al. *Teaching English as a Second or Foreign Language*. 4th ed. Boston, MA: Heinle and Heinle, 2013. Print.

Freire, Paulo. *A Learning to Question: A Pedagogy of Liberation*. NY: Continuum, 1992.

Henderson, Gloria Mason, and Anna Dunlap Higgins. *Literature and Ourselves*. 6th ed. NY: Longman, 2011. Print.

Holdstein, Deborah. *Challenging Perspectives: Reading Critically about Ethics and Values*. NY: Houghton Mifflin Company, 2004. Print.

Hirsch, E.D. Jr. *Cultural Literacy*. NY: Vintage Books, 1988. Print.

Kamii, Constance, Maryann Manning, and Gary Manning. *Early Literacy: A Constructivist Foundation for Whole Language*. NY: Continuum, 1991. Print.

O'Malley, Michael. J., and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners*. NY: Alta Book Center Publishers, 1996. Print.

Pennfield, Elizabeth. *Literary Visions Study Guide for Literature: An Introduction to Reading and Writing*. 10th ed. NJ: Prentice Hall, 2011. Print.

Reinking, James A., and Robert A von der Osten. *Strategies for Successful Writing: A Rhetoric, Reader, and Handbook*. 10th ed. NJ: Prentice Hall, 2013. Print.

Richard-Ammato, Patricia. *Making It Happen: From Interactive to Participatory Language Teaching -- Evolving Theory and Practice*. 4th ed. NY: Longman, 2010. Print.

Schwiebert, John. *Reading and Writing from Literature*. 3rd ed. MA: Cengage, 2004. Print.

Online Resources

Grammar, composition, and research reference: <http://owl.english.purdue.edu/>

Houghton Mifflin website: <www.college.hmco.com/english

My literature lab companion website:
<http://www.pearsonmylabandmastering.com/northamerica/myliteraturelab/>

Dictionary: <http://www.merriam-webster.com/>

Revised January 2016