

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

<b>Course Title</b>	:	Intermediate English Course
<b>Course Number</b>	:	INGL 3104
<b>Credits/hours</b>	:	Three (3) credits per semester/ Three (3) class hours
<b>Pre-requisites</b>	:	English 3103 or its equivalent
<b>Course description</b>	:	

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 further develop the students' proficiency in the critical analysis of various literary genres. Specifically, the course focuses on critically analyzing short stories in terms of their content and form. It continues to emphasize 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 3104 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 3104, 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 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.

### **Outline and time distribution**

- I. Introduction 3 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
- II. The Elements of Fiction 6 hours + distributed throughout
  - A. Reading critically: analysis and explication of fictional texts
  - B. The reader as writer: integrating reading and class discussions in students' writing assignments
- III. Thematic selections 36 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 oral activities, class discussions, 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 presentations	20%
Partial exams & 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 Certificación 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**

<b>A</b>	100 – 90
<b>B</b>	89 – 80
<b>C</b>	79 – 70
<b>D</b>	69 – 60
<b>F</b>	59 – 0

## **Bibliography**

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*Disciplines*. 7<sup>th</sup> ed. MA: Wadsworth Publishing, 2014. Print.

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Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. 5<sup>th</sup> ed. England:

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ed. Boston, MA: Heinle and Heinle, 2013. Print.

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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*. 10<sup>th</sup> ed. NJ: Prentice Hall, 2011. Print.

Reinking, James A., and Robert A von der Osten. *Strategies for Successful Writing: A rhetoric, reader, and handbook*. 10<sup>th</sup> ed. NJ: Prentice Hall, 2013. Print.

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

Schwiebert, John. *Reading and Writing from Literature*. 3<sup>rd</sup> 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](http://www.college.hmco.com/english)

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

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

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