

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

**Course title:** HONORS ENGLISH I

**Course code:** INGL 3011

**Credits/hours:** 3 credits per semester/ 3 class hours weekly

**Prerequisite:** A CEEB-ESLAT score of: PEAU: 681 or more; or PAA: 671 or more, and demonstrate basic competencies of English fundamentals in a short written composition administered the first week of class.

**Course Description:**

**A. Course**

This interdisciplinary course 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**

Entering INGL 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.

**Learning Objectives:**

Consistent with the English Department's general objectives, by the end of the INGL 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.

**Content Outline and Time Distribution:**

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)	12 hours

Total contact hours: 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.

**Required Student Textbook:**

*Perrine's Literature: Structure, Sound, and Sense*, eds. Greg Johnson and Thomas Arp,  
13th ed. Cengage, 2018.

**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

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:**

Class attendance and participation	10%
Exams	30%
Quizzes and assignments	20%
Presentations	10%
Formal papers (essays and research paper)	<u>30%</u>
	100%

**English Department Attendance Policy:**

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

**Rights of Students with Disabilities:**

The University of Puerto Rico complies with all state and federal laws and regulations related to discrimination including “The American Disabilities Act” (ADA) and Law #51 from the Puerto Rico Commonwealth (Estado Libre Asociado de Puerto Rico). Every student has the right to request and receive reasonable accommodation and Vocational Rehabilitation Services (VRS). Those students with special needs that require some type of particular assistance or accommodation shall explicitly communicate it directly to the professor. Students who are receiving VRS services shall communicate that to the professor at the beginning of the semester to facilitate appropriate planning and the necessary equipment according to the Persons with Disabilities Affairs Office (Oficina de Asuntos para las Personas con Impedimentos [OAPI]), administered by the Dean of Students Office. Any other student requiring assistance or special accommodation shall also communicate directly with the professor. Reasonable accommodations requests or services do not exempt the student from complying and fulfilling academic and course related requirements and responsibilities. Differential evaluation will be provided to students with special needs who have been duly certified by OAPI. (See Circular Núm. 9 de 2002–2003.)

**Academic Integrity Policy:**

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.

**Gender and Sexual Identity Discrimination Policy:**

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

**Grading System:**

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

## **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:**

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.eslcafe.com>

MLA Format:

<https://owl.purdue.edu/>

<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 6 p20039 (22).

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."

Jorgensen, Cheryl M. "Curriculum and Instruction. Key Strategies to Promote Equity and Excellence." Institute on Disability, University of New Hampshire.

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*

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