

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

Course Title : Computer-assisted Academic Writing

Course Number: INGL 3123

Credits/hours: Three (3) credits per semester.
Three (3) class hours per week.

Prerequisite: A CEEB-ESLAT score of: PEAU: 581-680, or PAA: 601-670, and demonstrate basic competencies of English fundamentals in a short written composition administered the first week of class.

Course Description:

INGL 3123 fulfills the English requirement for the general education component of the bachelor's degree. This English for Academic Purposes course is an interdisciplinary course at the intermediate level. This course uses general education approaches, and the computer to develop academic writing, information literacy and research competencies. This course guides students to write well-organized, stylistically correct essays and other academic papers, and is essential for students who plan to pursue graduate studies.

Students:

Based on the standards of language proficiency of the ACTFL (American Council on the Teaching of Foreign Languages), the reading and listening skills of INGL 3123 students can be described as advanced. Their speaking and writing skills range from mid to high intermediate.

Learning Objectives:

Consistent with the English Department's general objectives, by the end of English 3123, 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. communicate clearly and effectively for the discipline and the assignment.
- B. analyze the structure of an argument, identify a proposition or claim, evaluate the validity of support and recognize underlying assumptions.
- C. recognize that academic writing requires the writer to question, evaluate, interpret, and look for ambiguities when critically reading and analyzing texts.
- D. exhibit the techniques needed to use a computer for developing academic papers and tasks.
- E. make explicit decisions about the choices implied in writing such as audience, purpose and genre.
- F. apply the steps of the writing process from the original source to revising the final draft.
- G. exhibit their command of the language through composing well developed academic essays and other academic papers that integrate content, organization, vocabulary, grammar and mechanics effectively.
- H. efficiently search for information and effectively and ethically use and manage information.
- I. collaborate in the inclusion of students with disabilities into all class activities.

Content Outline and Time Distribution:

(Each professor will begin with a unit on the topic of Education and select at least two themes from those provided in the assigned textbook. These themes will be the focus of the class discussions, oral activities, reading, writing and research assignments.)

- 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.
 - C. The mission of the College of General Studies and the English Department.

- II. Active and Critical Reading. **14 Hours**

III. Writing: A process for learning.

14 Hours

IV. Using computers for reading, writing, oral presentations, research and information literacy.

14 Hours

Total contact hours: 45 hours

Instructional Strategies:

INGL 3123 is not a lecture; on the other hand it is a demonstration and writing workshop. After reading assignments students are expected to actively and collaboratively participate in classroom discussions. These discussions reinforce the skills of academic literacy.

In computer assisted writing instruction, it is not so much the variety of materials and approaches that are to be used but becoming imbued with the realization that writing is thinking and that our thinking changes and evolves while writing. 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, critical analysis of readings, and group work. Assessment activities and strategies, such as the use of rubrics 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, Moodle, Internet and rubrics. Class time is divided into one hour of lecture, one hour of in-class discussion and one hour of in-class computing per week.

Required Learning Equipment and Installations Resources:

The course requires a lot of time on the computer, word processing, accessing library databases, using various search engines on the internet, using on-line references, tutorials and hypertext. Thus, computers and online access to the World Wide Web is required.

Required Student Textbook:

Moore Howard, Rebecca. Writing Matters: A Handbook for Writing and Research. 3rd ed., Mc Graw Hill, 2018

Students are required to bring a removable external USB "flash" or pen drive to save their documents

Evaluation Strategies:

Oral and visual presentation	20%
Reading assignments and class participation	20%
Original essay(s) and other academic papers	40%
Technological Activities	10%
Final Evaluation	10%

Total: 100%

English Department's Attendance Policy:

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, 2009-1010) 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's answers to the questions of an oral or written exam, taking or getting someone else to take an 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:

Behrens, Laurence, and Leonard J. Rosen, eds. *Writing and Reading Across the Curriculum*. 13th ed., Longman, 2015.

Coleman, Bob, Rebecca Brittenham, Scott Campbell, and Stephanie Girard, eds. *Making Sense: Essays on Art, Science, and Culture*. 2nd ed., Houghton, 2004.

Hacker, Diane and Nancy Sommers. *The Bedford Handbook*. 9th ed., Bedford/St. Martin's, 2013.

Kennedy, Mary Lynch, William J. Kennedy, & Smith, H. eds. *Writing in the Disciplines*. 7th ed., Prentice-Hall, 2011.

Muller, Gilbert H. *The McGraw-Hill Reader: Issues across the Disciplines*. 12th ed., McGraw Hill, 2013. (ISBN 13: 978-007-3405988, ISBN 10: 0-07-340598-1)

Muller, Gilbert H. *The Brief McGraw-Hill Reader: Issues across the Disciplines*. 1st ed., McGraw Hill, 2011. (ISBN 13: 978-007-340599-5, ISBN 10: 0-07-340599-X)

Peterson, Linda and John Brereton, eds. *The Norton Reader: An Anthology of Non-fiction*. 13th ed., Norton, 2011.

Peterson, Linda H., et al. *A Guide to the Norton Reader*. 13th ed., Norton, 2012.

Troyka, Lynn Q. and Doug Hesse. *Quick Access: Reference for Writers*. 7th ed.,
Prentice Hall, 2012.

Online Resources:

Academic Writing.

<<http://learninghub.une.edu.au/tlc/aso/aso-online/academic-writing/>>.

Bases de Datos. Sistema de Bibliotecas. Universidad de Puerto Rico. Recinto de Río
Piedras. <<http://biblioteca.uprrp.edu/>>.

Dictionary.com.

< <http://dictionary.reference.com/> >.

Free Documentaries.

<<http://freedocumentaries.org/>>

Merriam-Webster.

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

Muller, Gilbert H. *The Brief Mc Graw-Hill Reader: Issues Across the Disciplines*. Mc
Graw Hill, 2012. Companion Website.

<http://highered.mheducation.com/sites/007340599x/student_view0/index.html>.

National Geographic. National Geographic, 2015.

<<http://www.nationalgeographic.com/>>.

The Chronicle of Higher Education.

<<http://chronicle.com/section/Home/5/?eio=34361>>

The Huffington Post. The Huffpost College.

<<http://www.huffingtonpost.com/college/> >

The Opinion Pages. The New York Times.

<http://www.nytimes.com/pages/opinion/index.html?action=click&pgtype=Homepage®ion=TopBar&module=HPMiniNav&contentCollection=Opinion&WT.nav=page>

The Online Writing Lab at Purdue (OWL).

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

The Writing Center.

<http://writingcenter.unc.edu/>.

WordReference.com.

<http://www.wordreference.com/>.

APA and MLA Reference and Tutorials.

<https://sites.google.com/site/biblioangelquinteroalfaroupr/tutoriales>.

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BACW/nmha