

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

Course Title:	Basic English 3102
Course Number:	INGL 3102
Credits/hours:	3 credits per semester (3 class hours)
Pre-requisite:	INGL 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.

Learning 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:

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 (33 hours)
 - A. Innocence and experience
 - B. Loneliness and alienation
 - C. Social Change and Injustice
 - D. Interpersonal Relationships
 - E. Current controversial issues

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

TOTAL contact hours: 45 hours

Instructional Strategies:

In the teaching of INGL 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, researching assigned topics, using technology and online resources, 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 such as the use of rubrics are also used to evaluate student's learning.

Required Student Textbook:

Basic English 3101-3102. (2019). New York, NY: McGraw Hill-Education/Create.

ISBN 9781307470826

Online, teacher made and assigned supplementary materials such as dictionaries.

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 Departmental Exam 10%

TOTAL: 100%

English Department 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:

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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.

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

Transitional words and phrases

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

Documenting sources

https://owl.purdue.edu/owl/purdue_owl.html.

How to recognize and avoid plagiarism

www.indiana.edu/~wts/pamphlets/plagiarisms.html

The Elements of Fiction

<http://www.readwritethink.org/files/resources/interactives/lit-elements/overview/>

Updated by Brenda Ann Camara Walker, June 2019.
BACW/nmha