

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

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| <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>Prerequisite:</b>  | INGL 3103 or its equivalent                           |

**Course Description:**

A. Course

This is an interdisciplinary course that fulfills the General Studies English requirement for a bachelor's degree at the UPRRP. It aims to further develop students' proficiency in the critical inquiry of literature. The course focuses on analyzing short stories in terms of their content and form. It continues to emphasize the development of essay writing and information literacy skills. INGL 3104 seeks to develop the necessary competencies in the English language—oral, written, critical thinking, and research—as part of the students' intellectual growth and successful performance in college. This English for Academic Purposes course cultivates interpretive and evaluative skills considered important as educated adults and contributing members of society.

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 INGL 3104 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, 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 proficiency in the use of English as a second language, especially in academic settings.
- B. appreciate literature by relating it to experiences as human beings, Puerto Ricans, and/or citizens of the world.

- C. further develop interpretive-analytical skills in the comprehension of fiction.
- D. demonstrate command of the English language through composing well-developed essays that integrate content, organization, vocabulary, grammar and mechanics effectively.
- E. recognize writing as a tool of communication, and as a way of expressing and revealing one's ideas.
- F. efficiently search for information and effectively and ethically use and manage information.
- G. collaborate in the inclusion of students with disabilities into all class activities.
- H. demonstrate the ability to work and interact with digital tools to support their individual or collaborative learning activities and comply with the ethical and legal obligations associated with them.

**Content Outline and Time Distribution:**

- 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 syllabus, time distribution, and evaluation criteria.
  
  - II. The Short Story 3 hours + distributed throughout
    - A. The elements of fiction.
    - B. Reading critically: analysis and explication of fictional texts.
  
  - III. The Writing Process and Ethical Use of Sources and Avoiding Plagiarism 3 hours + distributed throughout
  
  - IV. Thematic selections 28.5 hours

Each professor will select at least two themes from those provided in the assigned textbook or supplementary reading selections, such as: love and hate, gender roles, racism and discrimination, innocence and experience, identity and migration, art and life, law and disorder, nature and the environment, media, technology and popular culture. These themes will be the focus of the class discussions, oral and writing assignments.
  
  - V. Assessment 6 hours
  
  - VI. Final Departmental Exam 1.5 hours
- Total contact hours: 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, Moodle, and the Internet.

**Required Student Textbook:**

INGL 3103-3104 Custom Edition. (2018). Boston, MA: Cengage Learning Inc. ISBN 9780357103012

or

Barnet, Sylvan, William Burto, William E. Cain, and Cheryl Nixon. *Literature for*

*Composition: An Introduction to Literature*. 11<sup>th</sup> ed., Longman, 2018.

**Evaluation Strategies:**

|                                    |            |
|------------------------------------|------------|
| Oral collaboration & attendance    | 30%        |
| Oral presentation(s) & quizzes     | 30%        |
| Original essays/other written work | 30%        |
| Final Departmental Exam            | <u>10%</u> |
| 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**

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|----------|----------|
| <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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*Experience*. 12<sup>th</sup> ed., Bedford, 2015.

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*Disciplines*. 7<sup>th</sup> ed., Wadsworth, 2014.

- Aebbersold, Jo Ann, and Mary Lee Field. *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. Cambridge UP, 1997.
- Barnet, Sylvan, William Burto, William E. Cain, and Cheryl Nixon. *Literature for Composition: An Introduction to Literature*. 11<sup>th</sup> ed., Longman, 2016. (ISBN-13: 978-0134099149, ISBN-10: 0134099141)
- Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. 5<sup>th</sup> ed., Multilingual Matters, 2011.
- Biays, John Sheridan, and Carol Wershoven. *Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies*. 7<sup>th</sup> ed., Pearson, 2016.
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- Buehl, Doug. *Classroom Strategies for Interactive Learning*. 4<sup>th</sup> ed., International Reading, 2014.
- Celce-Murcia, Marianne., et al. *Teaching English as a Second or Foreign Language*. 4<sup>th</sup> ed., Heinle and Heinle, 2013.
- Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8<sup>th</sup> ed., Norton, 2013.
- Freire, Paulo. *A Learning to Question: A Pedagogy of Liberation*. Continuum, 1992.
- Gardner, Janet E., and Joanne Diaz. *Reading and Writing About Literature* 4<sup>th</sup> ed., Bedford, 2016.
- Green, Kathleen, and Amy Lawlor. *Read, Write, Connect: A Guide to College Reading and Writing*. 2<sup>nd</sup> ed., Bedford, 2016.
- Griffith, Kelley. *Writing Essays about Literature*. 9<sup>th</sup> ed., Cengage, 2013.

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

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

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Schakel, Peter, and Jack Ridi. *Approaching Literature: Reading + Thinking + Writing*. 3<sup>rd</sup> ed., Bedford, 2011.

Schwiebert, John. *Reading and Writing from Literature*. 3<sup>rd</sup> ed., Cengage, 2004.

Shea, Renee H., Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. 2<sup>nd</sup> ed., Bedford, 2012.

### **Online Resources**

Grammar, composition, and research reference:

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

APA and MLA reference:

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

My literature lab companion website:

<http://www.pearsonmylabandmastering.com/northamerica/myliteraturelab/>

Dictionary:

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

Revised Clifton Armstrong, Brenda A. Camara, Denise Lopez, Madeleine Vala, October 2015

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