

**UNIVERSITY OF PUERTO RICO - AGUADILLA  
ENGLISH DEPARTMENT**

**COURSE SYLLABUS**

<b>COURSE TITLE</b>	:	Basic English II (Honors)
<b>COURSE CODE</b>	:	INGL 3102
<b>NUMBER OF CREDITS</b>	:	3
<b>NUMBER OF CONTACT HOURS</b>	:	45 hours
<b>PRE/CO-REQUISITES</b>	:	INGL 3101 Honors
<b>SEMESTER AND ACADEMIC YEAR</b>	:	Second Semester 2009-2010

**COURSE DESCRIPTION:**

The Honors Course is an intensive course in writing, conversation, reading comprehension, research, and vocabulary building. It will be based on the Content-Based Approach or Theme Approach – a focus on a theme or subject. We will talk, read, and write about three particular themes: Cultures in Contact, Ethics, and the Initiation or Rites of Passage Theme. The first theme relates to differences among cultures. The second theme refers to ethics or right and wrong issues, and the third theme focuses on the journey to become an adult. This course integrates the four language skills: listening, speaking, reading, and writing while developing students' vocabulary and grammatical structures, research, and technology related skills.

**GENERAL OBJECTIVES:**

Upon completion of the course the students will be:

1. better skilled in independent and analytical readings (\*\*1,3,4,) (NCATE 1) (TESOL 1a., 1b.)
2. able to carry out the process of writing; (\*\*3,4) (NCATE 1) (TESOL 1a., 1b.)
3. able to read, understand, and discuss essays, plays, poems and short stories; (\*\*3, 4) (NCATE 1) (TESOL 1a,m 1b., 2a.)
4. able to express their reactions toward current world as well as local issues, both orally and in writing;(\*\*1, 3, 4, 9) (NCATE 1) (TESOL 1a., 1b., 2a)
5. able to write essays on assigned and chosen topics; (\*\*3) (NCATE 1) (TESOL 1a.)
6. able to develop library skills. (\*\*3) (NCATE 1) (TESOL 1a., 1b., 2a)
7. able to develop computer literacy skills. (\*\*7) (NCATE 1) (TESOL 1a., 1b.)
8. able to write summaries of textual materials such as newspaper and magazine articles. (\*\*4) (NCATE 1) (TESOL 1a.)
9. able to interact effectively in teamwork learning activities. (\*\*9) (NCATE 1) (TESOL 1a.)

**SPECIFIC OBJECTIVES:**

A. Oral Communication

Students will:

1. communicate their ideas orally, with appropriate and convincing support, including the use of effective vocabulary and correct grammar usage. (\*\*1,3,4) (NCATE 1) (TESOL 1a.)
2. make oral reports on their reading. (\*\*1,3,4) (NCATE 1) (TESOL 1a., 1b.)
3. comment on their own and other student's writing. (\*\*1,3,4) (NCATE 1) (TESOL 1a., 1b.)
4. debate controversial issues. (\*\*1,3,4,9) (NCATE 1) (TESOL 1a., 1b.)

- B. Reading and Analysis of Essays, Poems, Short Stories and Magazine Articles  
Students will:
1. read assigned materials with comprehension. (\*\*1,3,4) (NCATE 1) (TESOL 1a., 1b)
  1. analyze essays and short stories for content, organization, and meaning. (\*\*1,3,4) (NCATE 1) (TESOL 1a., 1b)
- C. Written Communication  
Students will:
1. practice the components of the writing process: planning, writing, revising. (\*\*1,3,4) (NCATE 1) (TESOL 1., 1b.)
  1. write frequent reaction papers. (\*\*4) (NCATE 1) (TESOL 1a., 1b.)
  1. write short essays (\*\*4) (NCATE 1) (TESOL 1a., 1b.)
  2. write a journal (\*\*4) (NCATE 1) (TESOL 1a., 1b.)
  3. write a class log (\*\*4) (NCATE 1) (TESOL 1a., 1b.)
- D. Use of Research Techniques  
Students will:
1. find information on different topics related to readings assigned in class. (\*\*3) (NCATE 1) (TESOL 1a., 1b., 2a.)
  2. carry out the following techniques: organizing, drafting, summarizing, revising, editing, documenting. (\*\*1,3,4) (NCATE 1) (TESOL 1a., 1b.)
  3. research a given topic using articles from magazines, journals or/and newspapers researched at the library or through Internet. The topic must be approved by professor. (\*\*1,2,4,7) (NCATE 1) (TESOL 1a., 1b., 2a.)
- E. Technology Related Skills  
Students will:
1. develop proficiencies in using technologies purposefully, and effectively
  2. use the word processor and graphics tools to communicate ideas and information
  3. use Internet for research and communication
  4. use electronic library and multimedia resources to read for information and for pleasure
  5. use peripheral devices such as printers, scanners, projectors, Power Point. (\*\*4,7) (NCATE 1) (TESOL 1a., 1b., 2a)

**\*NCATE STANDARDS**

**\*\*TESOL STANDARDS**

**\*\*\*TEACHER CANDIDATE'S PROFICIENCIES**

**PPM-UPRAG Professional Dispositions:**

The PPM-UPRAG candidates demonstrate that they:

1. Respect diversity
2. Model and promote fairness
3. Demonstrate a reflective approach towards teaching and learning
4. Recognize that every student has the potential to learn and be successful

**COURSE CONTENT AND DISTRIBUTION OF TIME:**

**January 19 – February 12**

**Theme One: Cultures in Contact**

Background on Culture

Readings:

“Culture” – Clyde Kluckhohn, pp. 95-97.

“Touching”- Roger E. Axtell, pp. 103-106.  
 “Change of Heart”- Mary A. Fischer, pp.110-124.  
 “Assembly Line” – B. Traven, pp.115-124.  
 “What’s in a Name?”- Jialin Peng, pp. 160-167. A World of Short Stories.

### February 17– March 12

#### Theme Two: Ethics

Readings:

“Treasures from Troy: An Introduction to Ethics.”- William Frey, pp.133-136.  
 “Why You Shouldn’t Do It”, pp,140-146.  
 “A Plea for the Chimps”- Jane Goodall, pp. 148-158.  
 “The Wallet”- Andrew McCuaig, pp. 159-161.  
 “Trail of the Green Blazer”- R. K. Narayan, pp. 179-183. A World of Short Stories.  
 “God Sees the Truth, but Waits” – Leo Tolstoy,pp.340-348.

**Film: “The Emperor’s Club”**

### March 15- April 5

#### Theme Three: Initiation or Rites of Passage Theme

#### Background knowledge on Rites of Passage

“Coming of Age in New Guinea” – furnished by professor.  
 “The Road Not Taken” – Robert Frost [www.bartleby.com/119/1.html/](http://www.bartleby.com/119/1.html/)  
 “Initiation” – Sylvia Plath (Provided by professor)  
 “Sucker” – Carson McCullers (Provided by professor)

### April 7– May 14

#### Novel Presentations- One Book, One Student Approach

**Readings may be added or deleted. Further instructional materials such as manuals, modules, and/or study guides may be added to enrich and assist learning activities.**

#### INSTRUCTIONAL STRATEGIES:

Cooperative Learning  
 Collaborative Learning  
 Peer Work  
 Panel and Group Work  
 Journal Writing  
 Reaction Papers  
 Class Discussion  
 Library Research  
 Internet Research  
 Drawings  
 Role-Playing  
 Films  
 Oral Reports

#### TEXTBOOKS:

Baker-Gonzalez, Joan and Eileen K. Blau. World of Reading 3: A Thematic Approach to Reading Comprehension. New York: PEARSON/LONGMAN, 2009.

Sisko, Yvonne Collioud. A World of Short Stories. New York: PEARSON/LONGMAN, 2009.

**EVALUATION STRATEGIES:**

The final grade will be based on the following factors:

Quizzes, class participation, and written assignments	200 pts.35%
Oral Reports and Panel Presentation	75 pts.13%
A written test on one of the themes	100 pts.17.3%
A journal	100 pts.17.3%
Novel Presentation	100 pts.17.3%

**GRADING SYSTEM:**

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

**LAW 51 (ADA)**

Reasonable accommodation will be made for students with physical/mental/emotional impediments. If you need to be accommodated, please notify the professor privately at the beginning of the semester.

**BIBLIOGRAPHY:**

Choy, Penelope and Dorothy Goldbart Clark. Basic Grammar and Usage. M.A.: Thomson / Wadsworth, 2006. (On Reserve).

Evaluating Web Sites: Criteria and Tools. October 2005.  
[<http://www.library.cornell.edu/olinuris/ref/research/weveval.htm>].

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: The Modern Language Association of America, 2005. (Reference).

Hacker, Diana. A Writer's Reference. New York: Bedford / St. Martins, 2003. [428.2H118W2003].

Halliday, Michael and Christian Matthiessen. Introducing Functional Grammar. New York: Oxford University Press, Inc., 2004. [425.H188i2004].

Honnegar, Mark. English Grammar for Writing. NY: Houghton Mifflin, Co., 2005.

MLA Formatting and Study Guide. OWL. July 2007.  
[<http://owl/English.purdue.edu/owl/resource/557/01/>].

Perrin, Robert. Handbook for College Research. New York: Houghton Mifflin Company, 2002. (On Reserve).

Rites of Passages [[faculty.mdc.edu/jmcnair/joepages/rites\\_of\\_passage\(1\).htm](http://faculty.mdc.edu/jmcnair/joepages/rites_of_passage(1).htm)].

Smalley, Regina L., Mary K. Ruetten, and Joann Rishel Kozyrev. Refining Composition Skills: Rhetoric and Grammar. New York, Houghton Mifflin Compan7, 2002. (On Reserve).

Wilson, Paige and Teresa Ferster Glazier. Writing Essential Exercises to Improve Spelling, Sentence Structure, Punctuation, and Writing. Massachusetts: Thomson / Heinle, 2003. (On Reserve).

**REV.: January 2010 (HS)**