

UNIVERSITY OF PUERTO RICO AT AGUADILLA
DEPARTMENT OF ENGLISH
Bachelor of Arts in Education with a Major in English
with Multimedia Technology

COURSE SYLLABUS

COURSE TITLE	:	Intermediate English
COURSE CODE	:	INGL 3103
COURSE SECTION AND HOUR	:	
NUMBER OF CREDITS	:	3
NUMBER OF CONTACT HOURS	:	3 (45 hours per semester)
PRE/CO-REQUISITES	:	A score between 581-690 on English Sub-test of the CEEB and the permission of the Director of the English Department.
SEMESTER AND ACADEMIC YEAR	:	First Semester 2009 - 2010

COURSE DESCRIPTION:

Analysis of selected readings, such as essays, fiction, poetry or drama, and practice in writing, with attention given as needed to grammar and idiomatic expressions.

GENERAL OBJECTIVES:

Upon completion of the course the students will be:

1. better skilled in independent and analytical reading. (**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.(**1,3,4,9) (NCATE 1) (TESOL 1a., 1b.)
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) (NCATE1) (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 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.,1b.)
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, Poem, Short Stories, and Dramas

Students will:

1. read assigned materials with comprehension. (**1,3,4) (NCATE 1) (TESOL 1a., 1b.)
2. analyze essays and short stories for content, organization, and meaning. (**1,3,4) (NCATE 1) (TESOL 1a., 1b.)
3. compare and associate readings with current world affairs and previous readings discussed in class. (**1,3,4,9) (NCATE 1) (TESOL 1qa.,m 1b., 2a)
4. acquire and practice functional grammar through exposition to readings. (**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 1a., 1b.)
2. write frequent reaction papers. (**4) (NCATE 1) (TESOL 1a., 1b.)
3. write short essays. (**4) (NCATE 1) (TESOL 1a., 1b.)
4. write summaries on selected readings. (**4) (NCATE 1) (TESOL 1a., 1b.)
5. write a journal. (**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. (**3,4, 7) (NCATE 1) (TESOL 1a., 1b., 2a.)
2. carry out the writing process: 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 and through internet. The topic must be approved by professor. (**1,3,4,7) (NCATE 1) (TESOL 1a., 1b., 2a.)

E. Technology Related Skills

Students will:

1. develop proficiencies in using technologies purposely 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, and Power Point.
6. integrate reading and writing through on-line panel on class webpage. (**4,7) (NCATE 1) (TESOL 1a., 1b., 2a.)

NCATE STANDARDS *

TESOL STANDARDS **

TEACHER CANDIDATE'S PROFICIENCIES ***

TENTATIVE COURSE OUTLINE:

August 10 – Sept. 11

Introduction to Journal Writing

Library Orientation

Theme One: Roots and Rebellions

"The Watch" – Elie Wiesel, pp. 52-55

"Román Fever" – Edith Wharton, pp. 40-49

"Powder" – Tobias Wolff, pp. 56-58

"I Get Born" – Zora Neal Hurston, pp. 77-79

"From Imaginary Homelands" – Salman Rushdie, pp. 73-76

"The Possessive" – Sharon Olds, page 90

"My Grandmother's Hands" – María Mazziotti Gillan, pp. 96-97

"The Gift" – Li-Young Lee, page 100

"The Negro Speaks of Rivers" – Langston Hughes, page 80

Theme Two: Gender and Identity**Sept. 14 – Oct. 14**

"The Storm" – Kate Chopin, pp. 288-292

"Roselily" – Alice Walker, pp. 293-296

"The Yellow Wallpaper" – Charlotte Perkins Gilman, pp. 296-308

"Sex, Lies, and Conversation" Why Is It So Hard for Men and Women to Talk to Each Other?" – Deborah Tannen, pp. 341-344

"The Fraternal Bond as a Joking Relationship" = Peter Lyman, pp. 334-340

"Borders" – Pat Mora, pp. 352-355

"Oranges" – Gary Soto, pp. 362-363

"Media" – Euripides, pp. 384-407

Theme Three – War and Violence**Oct. 16 – Nov. 6**

"The Sniper" – Liam O'Flaherty, pp. 474-477

"The Things They Carried" Tim O'Brien, pp. 484-496

"Like a Winding Sheet" – Ann Petry, pp. 497-504

"A Brother's Murder" – Brent Staples, pp. 505-506

"Vietnam: What I Remember" – David W. Powell, pp. 507-508

"The Man He Killed" – Thomas Hardy, p. 521

Novel Possibilities**Nov. 9 – Dec. 3**

Night – Elie Wiesel

In the Time of the Butterflies – Julia Alvarez

Other: _____

Film on one of the Three Themes

*** 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:

McMahan, Elizabeth, Susan X. Day and Robert Funk. Literature and the Writing Process. New Jersey: Prentice Hall, 2007.

Muller, Gilbert H. The New World Reader. New York: Houghton Mifflin Company, 2008.

Novel: _____

EVALUATION STRATEGIES:

The final grade will be based on the following factors:

Oral Reports, class participation, and written assignments	100 pts.	17.3%
Quizzes and panel presentation	75 pts.	13%
A written test or essay on each thematic content	100 pts.	35%
A journal	100 pts.	17.3%
Final Exam	100 pts.	17.3%

Note: Differed evaluation for students with special needs.

CURVE:

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

CERTIFICATION #10

"Evaluación diferenciada a estudiantes con impedimento". "La evaluación responderá a la necesidad particular del estudiante."

BIBLIOGRAPHY:

American Literature Resources: Columbia University [<http://www.columbia.edu/~mg21/bookmark.htm>]

Bland, Susan Kessner. Grammar Sense. New York: Oxford University Press, 2003. [428.24B6423g2003]

Burke, Jim. Writing Reminders: Tools, Tips, and Techniques. MA: Boynton/Cook, 2003. [808.042B9593W2003]

Flores, Lauro. The Floating Waterlands: Twenty-Five Years of U.S. Hispanic Literature. Seattle: University of Washington Press, 1998. [810.80868F6281998]

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: The Modern Language Association, 2003. [808.027G437M2003] (Reference)

Gillespie, Sheena, Tony Pipolo and Terezinha Fonseca. Literature Across Cultures. New York: Pearson/Longman, 2008.

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

Halliday, Michael and Christian Matthiessen. Introducing Functional Grammar. New York: Edward Arnold, 2004. [425H188i2004]

Honegger, Mark. English Grammar for Writing. New York: Houghton Mifflin Co., 2005.

"How to Write a Five Paragraph Essay". [<http://712.educators.about.com/library/howto/ht5essay.htm>]

Holmes, Janet and Miriam Meyerhoff. The Handbook of Language and Gender. MA: Blackwell Publishing Co., 2003. [306.44H236452003]

Kennedy, X.J. The Longman Dictionary of Literary Terms. A: The Writing Company: 2006.

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

Moeller, Dave. Computers in the Writing Classroom. Illinois: NCTE, 2002. [808.0420285M6935C2002]

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The Purdue University of Online Lab
[grammar.ccc.commnet.edu/grammar/index.htm]

Sabbatini, Renato M.E. "Are There Differences between the Brains of Males and Females?", August 2002.
<http://www.cerebromente.org.br/n11/mente/eisntein/cerebro~homens.html>]

The Internet Poetry Archives [<http://www.ibiblio.org/dykki/oetry/index.html>]

Wardhaugh, Ronald. Understanding English Grammar: A Linguistic Approach. MA: Blackwell Publishing, 2002.
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