

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

COURSE SYLLABUS

COURSE TITLE	:	Intermediate English
COURSE CODE	:	INGL 3104
COURSE SECTION AND HOUR	:	
NUMBER OF CREDITS	:	3
NUMBER OF CONTACT HOURS	:	3
PRE/CO-REQUISITES	:	English 3103
SEMESTER AND ACADEMIC YEAR	:	Second 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 ***

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

TENTATIVE COURSE OUTLINE:

January 19 – February 12

Theme One: Race and Culture

Background Information on Culture and Race

“Puertorricanness”- Aurora Levins Morales, pp.596-598.

“Desiree’s Baby”- Kate Chopin, pp.611-615.

“Still”- John Talbird- pp. 587-590.

“Silent Dancing”- Judith Ortiz Cofer, pp.616-622.

“How I Learned to Read and Write”- Frederick Douglas, pp.623-627.

“Public School No. 18: Paterson, New Jersey”- Maria Mazziotti Gillan,pp. 644-645.

“On the Subway”- Sharon Olds, pp.650-651.

“Elena” – Pat Mora, page 658.

“Lost Sister” – Cathy Song,pp.659-660.

February 17 – March 12

Theme Two: Individualism and Community

- “The Lottery” – Shirley Jackson, pp. 773-779.
- “The Guest”- Albert Camus, pp. 823-832.
- “Dead Men’s Path” – Chinua Achebe, pp. 832-834.
- “The Declaration of Independence” – Thomas Jefferson, pp. 837-840.
- “What is the Grass?”- Walt Whitman, pp. 850-851.
- “Ozymandias”. – Percy Bysshe Shelley, page 851.

March 15 – April 5

Theme Three: The Initiation or Rites of Passage Theme Introduction to Rites of Passage

- “Coming of Age in New Guinea”- Provided by professor.
- “The Road Not Taken” – Robert Frost, pp. 695-696.
http://agutie.homestead.com/Files/roadnot_1.html>
- “Nothing Gold Can Stay”- Robert Frost www.online-literature.com/frost/748/
- “Indian Camp” – Ernest Hemingway. <nbu.bg/webs/amb/American/4/hemingway/camp/htm>
- “Eveline” – James Joyce, pp.812-815.
- “The Lesson”- Toni Cade Bambara, pp. 598-604.
- “Initiation” – Sylvia Plath, provided by professor.
- “Do Not Go Gentle into That Good Night” – Dylan Thomas. www.poemhunter.com>

April 7– May 14

Novel or Drama: Possibilities

The Brief Wondrous Life of Oscar Wao- Juno Diaz

The Giver – Lois Lowry

Othello- William Shakespeare

The Glory Field- Walter Dean Myers

*Various 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.

INSTRUCTIONAL STRATEGIES:

Cooperative Learning	Drawings
Pair Work	Role-playing
Panel and Group Work	Films
Journal Writing	Oral Reports
Reaction Paper	
Class Discussion	
Library Research	
Internet Research	

Textbook:

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

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 presentations	75 pts. 13
A written test or essay on each thematic content.	200 pts. 35
A journal.	100 pts. 17.3
Final Exam = Novel	100 pts. <u>17.3</u>
	100%

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:

Allison, Libby and Kristine L. Blair. Cultural Attractions / Cultural Distractions: Critical Literacy in Contemporary Contexts. New Jersey: Prentice Hall, 2000.

Axelrod, Rise B. and Charles R. Cooper. Axelrod & Cooper's Concise Guide to Writing. MA: Bedford / St. Martins, 2006. (On Reserve).

Brown, James Dean and Theodore S. Rodgers. Doing Second Language Research. New York: Oxford University Press, 2002. [418.007R6918d2002].

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

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: The Modern Language Association of America 2003.

Halliway, M.A.K. An Introduction to Functional Grammar. New York: Oxford University Press, Inc., 2004. [425.H188i2004].

Hinkel, Eli and Sandra Fotos. New Perspectives on Grammar Teaching in Second Language Classrooms. New Jersey: Lawrence Erlbaum Associates, Publishers, 2002. [418.0071N532592002].

Kennedy, X.J. The Longman Dictionary of Literary Terms. CA: The Writing Company, 2005.

MLA Formatting and Study Guide. OWL. July 2007.
[<http://owl/english.perdue.edu/owl/resource/557/or/>]

"The Circle of Life". [hrsbstaff.ednet.ns.ca/waymas/sociology/A%20Term%201%20culture/rituals.htm_65k.]

"Rites of Passages [[faculty.mdc.edu/jmchnair/Joepages/rites_of_passage\(1\).htm_17k.](http://faculty.mdc.edu/jmchnair/Joepages/rites_of_passage(1).htm_17k.)]

Wagner-Martin, Linda. A Historical Guide to Ernest Hemingway. New York: Oxford University Press, 2000. [813.52H4882h2000].

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Prof. Gladys Cruz