

**University of Puerto Rico at Aguadilla
Department of English**

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COURSE SYLLABUS

COURSE TITLE **English Composition and Reading I**

COURSE CODE **INGL 3201**

SECTION/HOUR

CREDITS Three (3)

PRE-REQUISITE INGL 3102 or 3104

CO-REQUISITE None

HOURS/WEEK Three (3)

SEMESTER First Semester 2009-2010

TEXTS AND MATERIALS

1. Chaffee, J. (2001). *Thinking critically (Seventh Edition)*. Boston, MA: Houghton Mifflin.
2. Raimes, Ann. (2004). *Grammar troublespots: A guide for student writers (3rd edition)*. Cambridge: Cambridge University Press.
3. Novel: _____
4. *Cambridge Dictionary of American English*. (2000). Cambridge: Cambridge University Press.

COURSE DESCRIPTION

Practice in the writing of compositions and making oral reports upon selected readings, including essays, short stories, poems, drama and novels. Attention will be given as needed to grammar and idiomatic expressions. This course or its equivalent is a requisite for graduation.

OBJECTIVES:

Upon completion of this course, the student will be able to:

- Gain control of grammar points through exposure and practice in reading and writing. (TESOL 1a, 1b) (NCATE 1a)
- Read assigned materials (articles, essays, short stories, poems, and a novel) for information and pleasure in English at an appropriate level. (TESOL 1a, 1b, 2a) (NCATE 1a, 4a)
- Write short writing assignments based on reading assignments and personal experience. (TESOL 1a, 1b, 2a) (NCATE 1a, 4a)
- Follow oral instructions, understand requests for information and services, and understand spoken English in conversational contexts. (TESOL 1a, 1b) (NCATE 1a)

- Carry out oral English communication activities (such as conversations, interviews, oral presentations and responses to requests for information) at an appropriate level. (TESOL 1a, 1b) (NCATE 1a)
- Communicate their ideas orally with appropriate and convincing support. (TESOL 1a, 1b) (NCATE 1a)
- Apply the components of the writing process: planning, writing, and revising to their own writing. (TESOL 1a, 1b) (NCATE 1a)
- Employ Internet and E-mail to communicate with others in English. (TESOL 1a, 1b) (NCATE 1a)
- Use electronic library and multimedia resources to read for information and for pleasure. (TESOL 1a, 1b) (NCATE 1a)
- Use the word processor and computer graphics tools to communicate ideas and information. (TESOL 1a, 1b) (NCATE 1a)
- Make use of peripheral devices such as printers, scanners, and projectors to enhance and improve the appearance of their assignments. (TESOL 1a, 1b) (NCATE 1a)
- Understand and carry out basic library research. (TESOL 1a, 1b) (NCATE 1a)

INSTRUCTIONAL STRATEGIES:

Cooperative/Collaborative Learning
 Writing Tasks
 Individual and Group Oral Reports
 Class and Group Discussions

Pair and Small Group Work
 Lectures
 Library Research
 Internet Research

EVALUATION STRATEGIES AND GRADING SYSTEM

| Strategy | Points | % | Grade | Points |
|---------------------------|------------|------------|-------|--------|
| Partial Tests and Quizzes | 300 | 50% | A | 90-100 |
| Final: Research Project | 100 | 20% | B | 80-89 |
| Writing Assignments | 100 | 20% | C | 70-79 |
| Oral Presentations | 100 | 10% | D | 60-69 |
| | | | F | 00-59 |
| Total | 600 | 100 | | |

SPECIAL NOTES:

Assignments

- You are responsible for all material assigned and/or covered in class. If you are absent, get the class notes from one of your classmates.
- You should turn in all homework on time, in person, in class unless otherwise indicated. The professor will not be responsible for anything left in his/her mailbox.
- Type assignments on standard 8-1/2" x 11" white composition paper using Times Roman 12 point font. Assignments that do not fulfill this requirement will not be accepted.

- Assignments submitted after the due date will lose 10 points for each day it is late.
- Make sure you have the following information in the upper left-hand corner of all your assignments (10 points will be deducted if any part of this information is not provided).
 - Name and last name
 - Course and section
 - Date
 - The assignment's title
- Staple your assignments in the upper left-hand corner. Do not put them in a folder or envelope.

Attendance is mandatory for this course

Inform me of any problem that will interfere with your presence in the class.

Cell Phones and Beepers

Please refrain from using cell phones and beepers in this class. Turn them off, thank you.

Incompletes

If you decide, for a justifiable reason, that you must request an incomplete for this course, you should do so in writing.

Internet and e-mail

You are expected to have and use an e-mail account. Assignments due by e-mail will only be accepted by e-mail. The date they are turned in will be based on their time-stamps (the day/hour they are sent).

Plagiarism

Any student caught plagiarizing will receive an F in the course. Plagiarism is defined as the copying of words and/or ideas from another source (including another student), and claiming them as your own. Consult the professor or the writer's guide when in doubt. The professor reserves the right to decide whether or not to take the case to the administration.

Quizzes

A Short (10 - 15 minute) pop-quiz before class discussion of each reading selection may be administered. These quizzes will test basic comprehension of reading selections. There will be absolutely no opportunity to take this quiz after the 10-15 minute period has finished.

Accommodation

Any student that needs special accommodation should notify the professor so that appropriate arrangements can be made (Ley 51).

COURSE CONTENT AND TENTATIVE DISTRIBUTION OF TIME:

| Dates | Topic |
|--------------------------|--|
| Aug. – Sept. (8 hrs.) | Chapter 1: Thinking <ul style="list-style-type: none"> Thinking Skills: Setting goals; Making informed decisions; Analyzing issues, evidence, and arguments in reaching a verdict Grammar Skills: Parts of Speech Reading Selections: Reflections and reactions to reading selections (Interpret, discuss, and criticize). |
| Sept. – Oct. (8 hrs.) | Chapter 2: Thinking critically <ul style="list-style-type: none"> Thinking Skills: Exploring situation with questions; Viewing situations from different perspectives; Supporting diverse perspectives with reasons and evidence; Discussing ideas in an organized way. Grammar Skills: Basic sentence and paragraph structure; Sentence and paragraph building. Reading Selections: Reflections and reactions to reading selections (Interpret, discuss, and criticize) |
| October (8 hrs.) | Chapter 3: Solving problems <ul style="list-style-type: none"> Thinking Skills: Defining a problem in a systematic and detailed fashion; Exploring alternative solutions; Identifying advantages and disadvantages of each solution; Deciding on a course of action. Grammar Skills: Punctuation I Reading Selections: Reflections and reactions to reading selections (Interpret, discuss, and criticize) |
| Oct. – Nov. (8 hrs.) | Chapter 4: Perceiving <ul style="list-style-type: none"> Thinking Skills: Selecting, organizing and interpreting sensations; Identifying the personal factors that influence the perception of events. Grammar Skills: Verb tense system and modal auxiliaries; Subject and verb agreement; Active and passive voice. Reading Selections: Reflections and reactions to reading selections (Interpret, discuss, and criticize). |
| Nov. – Dec. (8 hrs.) | Chapter 5: Believing and knowing <ul style="list-style-type: none"> Thinking Skills: Analyzing a false perception; evaluating the accuracy of beliefs; Analyzing different accounts of a current event. Grammar Skills: : Punctuation II Reading Selection: Reflections and reactions to reading selections (Interpret, discuss, and criticize). |

December
(5 hrs.)

Written and Oral Report presentation on the novel

- Thinking Skills: Using the critical thinking skills described above for the final assignment.
- Grammar Skills: Using the grammar skills describes above for the final assignment.
- Review skills: Elements of fiction & Writing a book report
- Novel: _____

NOTES:

- Portions of this syllabus are subject to modification by the professor. Readings may be substituted by other selections. Further instructional materials such as modules, study guides, and/or films may be added to enrich and assist in learning activities.
- Dates for tests and quizzes will be scheduled and announced by the professor.
- Scheduled time periods and dates for each general topic may vary depending on group needs.

BIBLIOGRAPHY:

The following items are in the Library or in the Professor's Office:

Axelrod, R. B. & Cooper, C. R. (2001). *The St. Martin's guide to writing*, (6th ed.). Boston, MA: Bedford/St. Martin's.

Buchanan, E. B. (2003). *The writer's palette: Developing paragraphs and essays*. Boston, MA: Heinle.

Clark, C. (2000). *Working the web: A students research guide*. New York: Harcourt Brace College Publishers.

Crump, E. & Carbone, N. (1997). *English online: A student's guide to the internet and the World Wide Web*. Boston: Houghton-Mifflin.

Dudeney, G. (2000). *The internet and the language classroom*. Cambridge: Cambridge University Press.

Fulwiler, T. and Hayakawa, A. (1999). *The college writer's reference*. New Jersey: Prentice Hall.

Joy, A. (2000). *Crossing borders: An international reader*. New York: Harcourt Brace College Publishers.

Langan, J. (2002). *English skills with readings*, (5th ed.). New York: McGraw-Hill.

Li, R-C. (2000). *Finding ESL treasures on the Internet*. Arlington, TX: Future Horizons, Inc.

Maasik, S. and Solomon, J. (2000). *Signs of life in the USA: Readings on popular culture for writers*. Boston: Bedford St. Martin's.

Marius, R. and Weiner, H. (1994). *The McGraw Hill college handbook*. 4th ed. New York: McGraw Hill, Inc.

McDonald, S. & Salomone, W. (2004). *The writer's response: A reading-based approach to college writing*, (3rd ed.). Boston, MA: Wadsworth.

Peoples Halio, M. (1999). *Writing on the internet*. New York: Harcourt Brace College Publishers.

Robitaille, J. & Connelly, R. (2002). *Writer's resources: From paragraph to Essay*. Boston, MA: Heinle.

Robitaille, J. & Connelly, R. (2004.) *Writer's resources: From sentence to paragraph*. Boston, MA: Wadsworth.

Roche Rico, B. and Mano, S. (2001). *American mosaic*. New York: Houghton Mifflin Company.

Santiago, R. (1995). *Boricuas: Influential Puerto Rican writings: An anthology*. New York: Ballantine Books

Smalley, R. L., Ruetten, M. K. & Kozyrev, J. R. (2001). *Refining composition skills: Rhetoric and grammar*, (5th ed.). Boston, MA: Heinle.

Sperling, D. (1998). *Dave Sperling's Iinternet guide*. 2nd ed. New York: Prentice Hall.

Sperling, D. (2000). *Internet activity book*. New York: Prentice Hall.

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