

**SYLLABUS**

- I. COURSE TITLE : Intermediate English**
- II. COURSE CODE : INGL 3103**
- III. CREDITS : Three**
- IV. HOURS : Three hours per week a total of 45 hours per semester**
- V. PREREQUISITE : A score of 580 or over in the CEEB**
- VI. COURSE DESCRIPTION**

Analysis of selected readings, such as, essays, fiction, poetry, or drama, and writing practice with attention given to organization of the essay type, content, grammar and sentence types, conventions, and idiomatic expressions.

VII. COURSE OBJECTIVES:**A. General Objectives**

1. Throughout this course the students will:
 - a) apply the reading process used in the course based on their textbook;
 - b) follow the writing process throughout the course;
 - c) read and analyze essays of description, definition; narratives; and drama
 - b) share oral and written critical evaluations of the essays read.
 - c) have the opportunity to read, interpret, and enjoy selected drama.
 - d) select a short narrative to work with a group and produce a video of a 21st century version of the narrative.

B. Specific Objectives

1. ***Grammar (15 hours)***

By the end of the course, the students will be able to perform the following tasks with at least 70% or more proficiency.

- a) construct sentences correctly using the grammatical structures examined in the course.
- b) punctuate sentences correctly using commas, semicolons, colons, and using capital letters where necessary.
- c) identify the specific concrete words in a given paragraph.
- d) construct lively original sentences by adding concrete details.

2. **Reading** (15 hours)

The students will be able to:

- a) determine the main ideas and specific supporting details in paragraphs and essays.
- b) derive the meaning from words in context.
- c) expand vocabulary knowledge.
- d) state conclusions from implied facts.
- e) use new vocabulary functionally.
- f) analyze model essays to identify the writing approach of the essayist.
- g) interpret and evaluate the writer's intent, mood, and attitude.
- h) identify conflict and the forces behind it.
- i) anticipate events and predict outcomes.

3. **Drama**

The students will be able to

- a) identify drama related elements such as: setting, characterization, plot, theme, scene, act, symbolism, dialogue and monologue

4. **Writing** [15 hours]

The students will be able to

- a) write sentences using the different styles available
- b) write topic sentences and relevant supporting sentences
- c) write adequate introductory paragraphs
- d) write body paragraphs with appropriate content
- e) write adequate concluding paragraphs

RECOMMENDED STUDY TIME

For every one instructional credit hour in class, students at the University of Puerto Rico in Ponce are recommended to spend at least two hours of out of class time studying, reading, writing, researching, working on individual or group projects, and preparing for tests on their

VIII. COURSE CONTENT

A. Requirements in Structure

1. **Concrete language**

2. **Diction**

- a. slang
- b. clichés
- c. confusing words
- d. selected idioms

3. **Punctuation**

- a. commas
- b. semicolon
- c. colon

4. **Capitalization**

5. Verb tenses

- a. simple past
- b. present and past perfect
- c. present and past
- d. progressive

6. Passive Voice

7. Combining sentences

- a. sentence types
- b. clauses
- c. phrases

8. Any other material according to the needs of the students.

B. Requirements in Reading

The students will be able to analyze and discuss descriptive, narrative, and definition essays. They will be able to read with comprehension, interpret, and analyze the varied selections and a selected drama.

C. Requirements in writing

The students will be able to:

- 1. Write sentences using different writing techniques.
- 2. Write supporting evidence for a given topic.
- 3. Write short guided paragraphs.
- 4. Write paragraphs using the different developmental strategies.
- 5. Write sentences using correct punctuation and grammar.
- 7. Write critical evaluations of selected readings.

IX. LIBRARY INSTRUCTION

Objective	Activities	Strategy
After reading and analyzing essays or a drama obtained from the Library the students will present an oral report to the class	Analysis of the essays, or drama read in an oral presentation	Team work with another student on the material selected and read.

X. TEXTBOOK.

Nadell, J., Langan, J., and Comodromos, E. The Longman Reader. (10th ed.). New York, Longman Publishers.

XI. EVALUATION

Evaluation for this course will be as follows:

1/4	Partial tests, quizzes, short assessments and Attendance.
1/4	One team discussion of an essay assigned by the professor Participation and submission of assignments. Written/oral assignments requiring interpretation and / or analysis of readings.
1/4	Specific writing assignments involving structure elements, such as sentences, and paragraphs following particular instructions (valued according to level of difficulty).
1/4	One original script and video of a drama or narrative OR a Heritage Project.

Grade scale:

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

1. Class attendance is compulsory and attendance will be taken each class meeting. A formal excuse will be expected per absence. Undue tardiness is discouraged. More than 10 minutes late is equal to ½ an absence. According to an amendment to certification # 33, more than six (6) absences to the Monday, Wednesday, and Friday courses, or more than four absences to the Tuesday and Thursday courses will disqualify students from receiving **full economic aid**. For courses that meet once a week, the maximum number of absences is two (2).
2. Students can make appointments to discuss course work during office hours.
3. **All assignments should be submitted on due dates and students should follow these requirements:**
 - include an appropriate cover sheet, including class section, student name, roll book number and date
 - type double spaced or write on a loose leaf sheet using black or dark blue ink skipping one line in between

Special Accommodations

According to the American with Disabilities Act of 1990 (Amended in 2008) and other related state and federal laws, students with disabilities that require special accommodations should let their professor know within the first two weeks of class in order to make the necessary arrangements. The Application for Special Accommodations is available in the Deanship of Students Affairs (Office 204) or through the electronic address estudiantiles@uprp.edu. For more information, the students can contact extensions 2502, 2503, or 3060.

Dr. Carmen Celeste Morales

Office Hours - Monday – Wednesday – Friday 7:30 am – 8:30 am

Tuesday – Thursday 10:30 am – 12:00 PM

Make an appointment before appearing at the office. This is to make sure you will be taken care of appropriately. There may be another student with the professor or she may have a committee meeting previously assigned.

Request an appointment via e-mail. carmen.morales1@upr.edu Please ask to sign the attendance list when you visit the office.

INSTITUTIONAL AND ENGLISH DEPARTMENT MISSION AND VISION

Institutional Vision

The University of Puerto Rico in Ponce aspires to be the institution, which most effectively promotes the development of its students' potentials so that they may make significant contributions to the well-being of Puerto Rico.

Institutional Mission

The University of Puerto Rico in Ponce is a teaching institution dedicated to the intellectual, humanistic, scientific, cultural, and ethical growth of its students. It is devoted to the integral development of citizens and professionals capable of contributing to a global society as critical, creative, and honest leaders committed to continuous learning and community service. It fosters equal access, academic rigor, enriching educational activities, and quality support services which contribute to the formation of graduates with a profile of academic excellence. In all its undertakings, the University of Puerto Rico in Ponce promotes a democratic environment supportive of academic freedom, excellence, integrity, respect, tolerance, creativity, and research.

English Department Vision

The English Department of the University of Puerto Rico in Ponce is focused in the formation of proficient and competent graduates in linguistics, academic, and cultural areas within the context of communicative English as a second language for the purpose of developing professionals capable of responding to the challenges of society.

English Department Mission

The English Department of the University of Puerto Rico in Ponce has as its fundamental mission to prepare future professionals with the capability to use English as a means of communication and become useful members of society.

**INSTITUTIONAL AND ENGLISH DEPARTMENT
GOALS ALIGNMENT**

INSTITUTIONAL GOALS	DEPARTMENT GOALS
<p>1. To develop professionals who possess the knowledge, skills, and dispositions necessary to contribute responsibly to their social, cultural, and environmental surroundings.</p>	<p>1. To develop the basic skills in the four language arts (reading, writing, speaking, and listening) 2. To develop critical thinking skills 3. To create awareness on the importance of mastering English 7. To provide students with the mechanisms for self-learning</p>
<p>2. To offer and develop baccalaureate, associate, and transfer programs and other enriching educational experiences in response to the needs of society.</p>	<p>3. To create awareness on the importance of mastering English 4. To develop human appreciation and ethical values 5. To prepare students in transfer programs with the necessary courses to transfer to other local or foreign institutions 6. To provide a competent curriculum</p>
<p>3. To cultivate knowledge through creative activities, research, and dissemination</p>	<p>2. To develop critical thinking skills 4. To develop human appreciation and ethical values 6. To provide a competent curriculum 7. To provide students with the mechanisms for self-learning</p>
<p>4. To provide professional development opportunities to faculty and administrative personnel in order that they may contribute to the enhancement of institutional quality.</p>	<p>4. To develop human appreciation and ethical values</p>