



Academic Year 2015-2016

Syllabus 3201

- I. COURSE TITLE: Composition and Reading I
- II. COURSE CODE: INGL 3201
- III. CREDITS : Three
- IV. HOURS : Three hours per week
- V. PREREQUISITES: INGL 3101 and 3102 or 3103 and 3104 or 3 to 5 in the
 Advanced Placement Test.

VI. COURSE DESCRIPTION:

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

VII. COURSE OBJECTIVES:

A. General

As the professor complies with the regulations of the inclusion law #51, the students will

1. Receive an education in the least restrictive environment according to their special needs and abilities and the availability of resources.
2. Be treated with respect according to their individual differences.

3. Study and analyze different types of paragraphs, such as illustration, narration, description, process, comparison/contrast, classification, description, and persuasion through the reading of paragraphs, poems and short stories.

B. Specific

1. Reading: 15 Hours

After the students' exposure to the reading of various texts, they will be able to fulfill the following objectives with at least a 75% of accuracy.

- 1.1 Identify or produce the main idea of given selections.
- 1.2 Get meaning of vocabulary items through context with structural and lexical signals.
- 1.3 Draw conclusions from implied facts.
- 1.4 Distinguish between supportive and irrelevant details in reading materials.
- 1.5 Analyze paragraphs in order to identify its type, topic sentence, conclusion, purpose, strategies, and techniques used by the writer.
- 1.6 Distinguish between acceptable and non-acceptable topic sentences.
- 1.7 Revise paragraphs for greater coherence by arranging the sentences in logical order.

1. Writing: 15 Hours

After receiving an input and examples of the appropriate written models, the students will be able to develop these skills with a 75% accuracy.

- 2.1 Narrow topics in order to construct topic sentences.
- 2.2 Rewrite topic sentences to make them more specific.
- 2.3 Provide concluding sentences for paragraphs.
- 2.4 List given supporting details for paragraphs in outline form.
- 2.5 Organize and develop ideas for paragraphs in outline form.
- 2.6 Write controlled paragraphs following the concepts of unity, completeness, order, and coherence.

2. Grammatical Elements 15 hours. They will be designed according to students' needs

VII EVALUATION

1/3 Quizzes, class participation, written work and attendance 1/3

Partial test

1/3 Final test

SUGGESTION FOR RECOMMENDED STUDY TIME

For every one instructional credit hour in class, University of Puerto Rico in Ponce students are recommended to spend at least two hours out-of-class studying, reading, writing, researching, working on projects, providing community service or learning service, and preparing for tests

Grade scale:

90-100 A

80-89 B

79-70 C

69-60 D

59-0 F

VIII. TEXTBOOK AND MATERIALS

Textbook Sundance choice for the University of Puerto Rico selected readings

English Spanish Dictionary and Thesaurus Dictionary

Any other material prepared and/or selected by the professor Word
2002 (XP): Library Instruction

Websites:

- 1) <http://www.english.udel.edu/wc/handouts/writing-paragraphs.html>
- 2) <http://www.okc.cc.ok.us/Svanschuv\er-Susan/Susan/narration.html>
- 3) <http://www.utoronto.ca/writing/parag.html>

IX LIBRARY INSTRUCTION

<i>Objectives</i>	<i>Activities</i>	<i>Strategy</i>
Students will be able to consult and evaluate different sources of correct paragraph writing formats.	Hand in a written analysis of assigned paragraph.	Students will work individually with the collaboration of the reference section.

Bibliography:

1. Donald, R. Moore, J., Morrow, B., Wargetz, L., Warner, KJ. Writing clear paragraphs. 6th ed.
2. Meyers, Alan. Composing with confidence. Glenview, Illinois: Scott, Foresman and Co.
3. Robitaille, J. & Connelly, R. (2002). Writer's resources: from paragraphs to essays. Thomson-Heinle: Australia.

Other important information:

—Attendance to all class sessions and participation in all classroom activities are essential to successfully complete this course.

--You must purchase the required text and bring it to class. Remember that photocopying a book with the intention of not buying it is a federal crime and **will not be sponsored**, under any excuse or pretense, in this course.

—Learn your professor's office hours in order to discuss any situation related to your work in class.

—All paperwork handed in must include **your name, roll book number, and class section**.

—Use ink and print leaving one space between lines.

—Three times late to class is equivalent to one absence.

—Tests may be administered after class hour. —**No make ups for quizzes, tests, or written work.** — Quizzes may be unannounced. Cellular phones and computers must be turned off during class and tests.

SPECIAL NOTE: **LAW 51**

Those students with special needs and/or receiving service from the Office of Vocational Rehabilitation should see the professor at the beginning of the semester to determine if any special arrangements need to be made.

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.

TENTATIVE SCHEDULE OF WORK English 3201

Week I

1. Objectives of the course
2. Diagnostic Test (Paragraph reading and writing)
3. Background to the Writing Process TEXTBOOK

Week II

1. Contrast fact and opinions / Handout
2. Practice brainstorming techniques TEXTBOOK pages 22 to 28
3. Write adequate topic sentences

Week III

1. Introduction to the Paragraph
2. Assign> *Mousetrap*
3. Write paragraphs in groups reacting to the assigned story
4. Discussion of the errors committed in the paragraphs
5. Assign questions for the historical background of the story *Cranes*.
Look up current status of political relationship between North and South Korea.

Weeks IV

1. Using **ing** and **ed** participles to describe
2. Handout to correct coherence in a text
3. Assign and discuss PART ONE of the short story *Cranes*
4. Read PART TWO of *Cranes* in pairs and write two paragraphs reacting to the story.

Week V

1. Concept of unity in paragraphs.
2. Topic sentences for narrative paragraphs
3. Narrative transitional words and/or phrases to show chronological order.
4. TEXTBOOK: "A Partial Remembrance of a Puerto Rican Childhood"

Week VI

1. Students will be required to do brainstorming and outlining in order to write a narrative paragraph.
2. Students will write a narrative paragraph.

Week VII

1. TEXTBOOK: "The Garbage Man."
2. Students will be required to do brainstorming and outlining in order to write a Descriptive paragraph
3. Students will write a descriptive paragraph.

Week VIII

1. Parallel structure TEXTBOOK and handouts
2. **Test I**

Week IX

1. Subject verb agreement TEXTBOOK
2. Handouts

Week X

1. Brief background to poetry.
2. Students will read and paraphrase the poem *War is Kind* by Stephen Crane.
2. Students will be required to write an expository paragraph reacting to the poem read.

Week XI

1. Students will read and paraphrase the poem *A Newspaper* by Stephen Crane.
2. Students will be required to write an expository paragraph reacting to the aforementioned poem.

Week XII

1. Discussion of grammatical errors
2. TEXTBOOK *Why Schools Don't Educate*
WRITE A LETTER TO THE SECRETARY OF EDUCATION

Week XIII

1. Students will be required to write discuss questions reacting to the aforementioned essay.
2. Students will write expository paragraphs.

Week XIV

1. Grammar According to needs of students
2. Give average to students

Week XV

1. TEXTBOOK: Oral Reports on: *The Ways We Lie* ***[Instructions will be posted via Moodle]***

Week XVI

1. Finish reports on *The Ways We Lie*

Week XVI

1. Review for the Final Test.

Revised by Professor Frances Torres June 2015