



English Department

Dean of Academic Affairs
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SYLLABUS ENGLISH 3221

- I. COURSE TITLE : Introduction to Literature
- II. COURSE CODE : INGL 3221
- III. CREDITS PER SEMESTER : 3
- IV. CONTACT HOURS : Forty five hours per semester
- V. PREVIOUS REQUIREMENTS : English 3101-02, or 3103-04, or to obtain a grade from three to five on the Advanced Placement English test, or its equivalent

VI. COURSE DESCRIPTION

Analysis and appreciation of drama, essay, and the novel through reading, oral, and writing practice of topics developed in class, taking into consideration the literary genres previously mentioned.

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.

B. Specific

By the end of this semester, each student is expected to read essays, novels, and short stories with a better understanding, thus interpreting them with at least 75% of accuracy.

1. **Essays:** On a close reading of various essays, the students will: [13 hours]
 - 1.1. point out important situations and ideas enclosed in the reading selection
summarize the author's central thesis in each essay
 - 1.2. explain the central statement
 - 1.3. detect and analyze supporting statements
 - 1.4. identify transitional devices according to form, structure and topics
 - 1.5. classify essays according to form, structure and topics
 - 1.6. express their opinions and views on the different topics in each essay
 - 1.7. compare and contrast essays read
 - 1.8. compare and contrast authors of the selections read and their experiences with those
of the authors
 - 1.9. analyze essays related to disabilities and prejudice to enhance the awareness of the
students on these issues
2. **Short stories:** On reading and analyzing various short stories, the students will: [22 hours]
 - 2.1. identify each of its elements
 - 2.2. use the varied terminology such as: tone, irony etc. when discussing a short
story
 - 2.3. compare and contrast different sets of values portrayed in the stories
 - 2.4. distinguish different types of characters portrayed in the readings
 - 2.5. detect and explain the use of the different techniques used by the authors in
various short stories
 - 2.6. point out and interpret stories in relation to real life situations
 - 2.7. analyze and interpret stories in relation to real life situation
 - 2.8. contrast different styles of authors in their stories

3. **Novel:** On reading a selected novel the students should [2 hours]
- 3.1. discuss cause and effect as a motive for the author's writing of the novel
 - 3.2. analyze the different techniques used by the author
 - 3.3. explain the main plot of the novel
 - 3.4. establish a comparison (if any) between the author's life and the novel
 - 3.5. determine how the different elements of fiction are used and developed in the novel
 - 3.6. point out sub-themes by giving supporting details as evidence
 - 3.7. draw conclusions from implied or given facts throughout the novel
 - 3.8. express their point of view concerning the characters involved in the novel
 - 3.9. present a group oral and written analysis, following an outline of requirements and content guide given by the professor

4. **Writing** [8 hours]

Throughout the semester, the students will be able to:

- 4.1. write well-organized essays in which they express their opinions and conclusions about the themes analyzed
- 4.2. write well-organized essays following the different patterns with a correct structure to harmonize the subject, writer and reader

VIII. TEXTBOOK

Kennedy, X. J., Gioia, Dana. Backpack Literature: An Introduction to Fiction, Poetry, Drama and Writing (4th Edition). ISBN: 0205151663. Longman

IX. REFERENCES

1. Barnard, B., & Winn, D.F.F. (2006). Access literature: An introduction to fiction, poetry and drama. United States. Thomson-Wadsworth.
2. Mermin, D., & Tucker, H. (2002). Victorian Literature 1830-1900. Australia. Thomson-Wadsworth.
3. Other references as included in the DATABASE at the library.

X CRITERIA FOR STUDENTS' EVALUATION

The grade will be made up of three parts:

1/3 Daily work which consists of

1. Class participation (interpretation of assigned readings)
2. At least four written essays and paragraphs
3. Quizzes on reading comprehension, vocabulary and interpretation
4. Oral reports
5. Homework (Oral /written report on the novel, the essays and short stories)
6. Attendance

1/3 Three partial exams (essays, short stories and novel) *They may be administered after class hours.

1/3 Research to substitute the final test

40 points for the report

60 points for the written version.

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, and working on projects, providing community service or community service learning, and preparing for tests.

Grade scale:

100-90 A

89-80 B

79-70 C

69-60 D

59-0 F

XI. LIBRARY USE RELATED TO THE COURSE

<i>Objectives</i>	<i>Activities</i>	<i>Strategies</i>
1. Given an assigned biographical information, the student will use the Reference Section to get and/or Internet acquainted with the different sources available.	1.1 Select the books, reader's guide encyclopedia or other book according to nationality, period of time life or classification of author assigned. 1.2 Locate background information related to the topic. 1.3 Depict the most relevant information about the author, his life, and his style.	1.1 Contact the librarian in the DATABASE Section of the library or search the Web. 1.2 Work individually and also with the help of the librarian.
2. Given an assignment to find relevant literary information, the student needs to get acquainted with a variety of sources related to literature.	2.1 Find and take notes about literary information pertaining to their class readings.	2.1 Contact DATABASE or Web specialist at the library or an orientation in order to help each student use the different sources available in the library.
3. Before reading any literary selection assigned to discuss in class, each student should be prepared with the necessary data about the author, the period of time, and the background information available in different sources in the library.	3.1 Find relevant information from the Reference Room, Periodical Room, web and present it in class as part of the lesson development.	3.1 Work individually with the help of the librarian
4. Given an assigned reading from the textbook to present an oral report to the class, he/she must enrich the other students with background information.	4.1 Find further information in the library or web and present an oral report in the classroom.	4.1 Find information individually and then present the complete work orally in the classroom with written evidence.

5. Given an assigned reading of the novel, each student will search information available at the DATABASE on the novel's author.	5.1 Take notes on the most important facts on the life and style of the novel's author	5.1 Summarize relevant facts
6. Familiarize the students with the historical background on the novel assigned	6.1 Students will analyze the novel using the guide questions	6.1 Discussion questions will be posted in Moodle
7. Make use of the computer Lab. To search for articles related to topics discussed in class. Use different search engines to read information such as Mozilla Firefox, Google etc.	7.1 Use sources available in the library and other valid resources from their PC's.	7.1 Work individually or with the help of the computer technician.

XII. TECHNOLOGICAL EQUIPMENT FOR ORAL PRESENTATIONS

1. MTC classroom if available
2. Lap Tops

XIII. POINTS TO REMEMBER

- 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 assigned work must be completed during the class period. Students must include: **name, roll book number, and class section. They must write in ink and skip 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 must be turned off during class sessions 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.