

11. Create an electronic portfolio and/or blog that will include their argumentative essay, Cinquain and Haiku poems, and a video recording of their dramatized skit, among other other projects.
12. Use technology to develop research skills using on-line resources at the library and other data bases to acquire knowledge.
13. Take pride in the literary contributions, find common ground, and demonstrate respect for the different points of view presented by Puerto Rican diaspora writers.
14. Develop a clear awareness of the many advantages learning to listen, speak, read and write in English provides so that the necessary intrinsic motivation that will drive them to practice English on a daily basis throughout their lifetime will evolve and make them self-taught successful language learners.

Course Outline and Time Distribution

Introduction to the Course- (1.5 hours)

1. Syllabus
2. Course Outline
3. Orientation about Learning Communities

Unit 1: Review of reading comprehension skills- (6.0 hours)

1. Vocabulary in context clues
2. Main idea
3. Details
4. Inferences
5. Drawing conclusions
6. READING COMPREHENSION EXAM- (1.5 hours)

Unit 2: Review of the argumentative essay- (7.5 hours)

1. Introductory paragraph
 - a. Opening (Hook)
 - b. Bridge (Connecting information)
 - c. Thesis statement
2. Body paragraphs
 - a. Topic sentence
 - b. Major details
 - c. Minor details
3. Concluding paragraph
 - a. Lead
 - b. Summary
 - c. Final thought
4. Reading comprehension and structural analysis of argumentative essays
5. ARGUMENTATIVE ESSAY EXAM (3.0 hours)
5. Revising
 - a. Coherence (Transitional words)
 - b. Unity
 - c. Sufficient supporting evidence
6. Editing

Unit 3- Poetry- (9.0 hours)

1. Concepts and terminology
2. Use of figurative language
3. Poetic Devices
 - a. Cinquains
 - b. Haikus
4. Reading comprehension and discussion of poems written by diaspora writers
5. WRITING AND READING OF CINQUAIN AND HAIKU POEMS IN ELECTRONIC PORTFOLIO- (3.0 hours)

Unit 4- Drama- (9.0 hours)

1. Concepts and characteristics of plays and skits
2. Terminology
3. Reading comprehension of a theatrical skit or literary play
4. WRITE AND SHOW A VIDEO RECORDED PERFORMANCE OF A SKIT – (4.5 hours)

Total 45.0 hours

Instructional Techniques

The following strategies may be used to teach the course:

1. Lectures and/or workshops
2. Collaborative activities or projects
3. Video recordings and/or video conferences
4. Group and/or individual oral presentations
5. Group and/or individual writings
6. Guest speakers
7. Electronic portfolio
8. Chats and/or blogs
8. Internet
9. E-mail
10. Library electronic search engines for research
11. Extra-curriculum activities and/or field trips
12. Community service assignments
13. Others

Learning Resources and Minimum Required Installations and Facilities

The course content will be enriched by using the online library resources for the research assignments. The classes will be offered in computerized classrooms that provide access to the internet, audiovisual materials, and other required online modalities.

During the first week of class the students will receive an orientation of the rules, course content found in the outline in the syllabus, and the method of learning communities. They will also be reminded of the required course materials and computerized equipment. Textbooks with online templates and other supplementary materials that are prepared by the professor can also be used.

Evaluation Techniques

1. Reading Comprehension Exam- 15%
 - Main Idea
 - Inferences
 - Finding details
 - Context clues
 - Drawing conclusions
2. Participation/attendance/quizzes/online textbook platform (optional)- 10%
3. Laboratory- 15%
4. Argumentative Essay Exam- (3 Body Paragraphs)- 20%
5. Cinquain/Haiku Poems- 10%
6. Video Recorded Dramatized Skit- 10%
7. Electronic portfolio / blog 20%

*There will be integrated assignments. The purpose of these assignments is to find meaningful connections between issues, activities, and writings examined in the learning community. Together we will assess and develop elements of interdisciplinary understanding between INGL-3102 and ESPA-3102. The activities will be planned according to the development of the learning community, students' feedback and interests, and evolving themes of both classes throughout the semester. The grades of these assignments will have the same weight in both courses, and will be included in the final grade in accordance with the evaluation criteria set by the instructors.

Reasonable Accommodation

Students who are sheltered under Law 51 or receive vocational rehabilitation services that require reasonable accommodations must inform the professor at the beginning of the semester by bringing an official letter that is sent from the office that deals with the matters of persons with impediments at the university in order to offer the necessary accommodations in accordance to the specifications that are delineated in said document.

Academic Integrity

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 12-2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person's answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Grading Scale

100% – 90% A

89% – 80% B

79% – 70% C

69% – 60% D

59% and lower F

Bibliography

Folse, K., Muchmore, A., & Vestri, E. (2004). *Great Essays*. 2nd Ed. Boston: Houghton Mifflin.

Langan, J. (2005). *College Writing Skills*. 6th Ed. Boston: McGraw Hill.

Simms, M. (2009). *The Write Stuff: Thinking Through Essays* 2nd Edition. Longman

Torres, L.M. (1998). *Impedimentos Visuales: Naturalezas y Necesidades*. Editorial Isla Negra.

Torres, L.M. (1999). *Movilidad: Necesidad Básica de Personas con Impedimentos*.

*Revised by Prof. P. Morales in accordance with Cert. 112 2014-2015 and adapted to a Learning Community Method on January 2016.