

**UNIVERSITY OF PUERTO RICO
ARECIBO
ENGLISH DEPARTMENT**

Syllabus for INGL 3104

I. Course Title: Intermediate English II

II. Course Code: INGL 3104

III. Contact Hours/Credits: Three (3) Credits

IV. Prerequisites: English 3103

V. Course Description: English 3104 continues to use the same skills as 3103, but adds analysis of literary texts. It may include a critical research paper.

VI. Objectives:

A. General Objectives:

By the end of this course students will

1. Appreciate and judge the aesthetic qualities of literature
2. Recognize and analyze the key elements of fiction
3. Apply critical thinking and reading comprehension skills to the readings assigned in class
4. Compose critical papers on literary topics (reader responses, summaries, reviews and/or critical analysis)
5. Acquire and use a broader and richer vocabulary
6. Discuss a range of topics that will enable them to develop effective communication skills.
7. Understand and Identify plagiarism and its consequences

VII. Course:

Course Outline

PART I: Introduction to Course: Understanding Fiction (15.0 contact hours)

- A. Introduction to The Elements of Fiction
- B. Writing About Short Fiction
- C. Writing Reader Responses
- D. Writing Summaries: Basic Guidelines
- E. Guidelines for Keeping a Reader's Journal

PART II. Critical Reading/Analysis/Discussion of reading material
(24 contact hours)

PART III. Grammar and/or vocabulary development: certain grammar points like subject-verb agreement, parallel construction and pronoun agreement may be reviewed. Vocabulary exercises will be used to broaden range.
(6 contact hours)

TOTAL 45 hours contact hours

VIII. Instructional Strategies:

Any of the following teaching strategies may be used at the professor's discretion:

1. Conferences or lectures
2. Seminars or workshops by external resources
3. Workshop activities
4. Small group work
5. Portfolios or journals
6. Oral Reports
7. Power Point Presentations
8. Reader-Response compositions
9. Library and/or Electronic Catalog Research
10. Internet research
11. Films, Video Presentations or Audio Recordings
12. Others (these may include, but not necessarily limited to, Creative Writing Projects)

IX. Resources:

Due to the nature of this course, a specific textbook will be assigned. Each student should also bring a dictionary to class at all times. A journal notebook for composing a Reader's Journal may be required as well as an email account. Students will also use library and multimedia resources, the Internet, audiovisual material and any other additional material prepared by the professor.

X. Evaluation Strategies:

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| 1. Partial Tests: (optional)* | 20% |
| 2. Writing | 40% |
| 3. Quizzes/Assignments* | 10% |
| 4. Journal Writings (optional)* | 10% |
| 5. Final Essay Project OR Final Test | 20% |

Note: Quizzes may be announced or unannounced. Assignments include Reader Responses, Short Compositions, Film and/or Drama Reviews. 60% of Evaluation Criteria is based on Writing Tasks.

****If not used, may go to either quizzes, partial tests, or added to the writing component.***

NOTE: The specific needs of students sheltered under Law 51 will be taken into consideration.

XI. Basic Grading Scale

100% – 90%	A
89% – 80%	B
79% – 70%	C
69% – 60%	D
59% and lower	F

XII. Bibliography

Bloom, Harold. *How to Read and Why*. New York: Scribner, 2000.*

Bloom, Harold. *The Western Canon: The Books and School of Ages*. New York: Harcourt, 1994.*

Botting, Fred. *Gothic*. London: Routledge, 1996.*

Costa, Clara. *Reading and Thinking about essays and short stories*. Thompson, 2007.

Griffith, Kelly. *Writing Essays About Literature*. 6th ed. Boston: Thomson/Heinle, 2002.
Houghton Mifflin Co., 2001.

Langan, John. *College Writing Skills*. New York: McGraw-Hill, 2008.

Morner, Kathleen and Ralph Rausch, eds. *From Absurd to Zeitgeist: The Compact Guide to Literary Terms*. Chicago: NTC Publishing Group, 1997.*

Schwiebert, John E. *Reading and Writing from Literature*. 2nd edition.

Selden, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. Lexington: University Press of Kentucky, 1993.

An English dictionary (paper or online version)

Roget's Thesaurus

Spanish/English-English/Spanish Dictionary

XIII. Law 51

Students that receive vocational rehabilitation services should get in contact with the professor at the beginning of the semester to make sure that all academic and technical needs are addressed in accordance with the "Oficina de Asuntos para Personas con Impedimento". Other students that require special accommodations should also notify the professor in charge.