



Syllabus for INGL-3201

Title	Grammar, Composition, and Reading
Course Code	INGL-3201
Contact Hours	Three hours per week/ (3) credits
Pre- Requisites	Basic English 3101-3102 or Intermediate English 3103-3104 or Honor English 3011-3012

Course Description

Readings selected from literary genres such as essays, short stories, poems, dramas, or novels will be covered through class discussions and oral reports. The composition of an argumentative essay related to researched topic will be required. Attention will be given as needed to grammar during the editing stage.

Learning Objectives

A. At the end of the course the students will:

1. Read, analyze, interpret, and evaluate different literary genres on class related topics.
2. Present oral reports on class related topics.
3. Review and apply the steps in the writing process.
4. Review, detect, and correct plagiarism.
5. Review quoting.
6. Review the parts of the argumentative essay.
7. Research information and write a well-developed argumentative essay that shows careful application of the writing process, reflection, critical thinking, and analysis of issues addressed in reading selections.
8. Acquire vocabulary that will enable them to speak, read, and write more fluently in English.
9. Edit grammatical errors and revise unrelated supporting evidence in the argumentative essay they write.

Course Outline and Time Distribution

- A. Introduction to course **(3hrs.)**
- B. Review reading comprehension skills. **(3 hrs.)**
 1. Main idea
 2. Inferences
 3. Drawing conclusions
 4. Vocabulary in context
 5. Details
- C. Analyze and discuss readings selections from different literary genres to develop higher critical thinking levels. **(9 hrs.)**
 1. Essay
 2. Short story
 3. Novel
 4. Poetry
 5. Drama
 6. **Reading Exams: (2 or more) (3 hrs.)**

- D. Review the writing process. **(3 hrs.)**
 - 1. Prewriting (Free writing, brainstorming, clustering, wh-words)
 - 2. Planning (Outlining)
 - 3. Drafting
 - 4. Revising (Unrelated evidence of major and minor details)
 - 5. Editing (Grammatical errors)
- E. Review, detect, and correct plagiarized material **(3 hrs.)**
 - 1. **Exam:** Detecting and correcting plagiarism **(3 hrs.)**
- F. Review quoting **(3 hrs.)**
- G. Review research process (online and printed sources) **(3 hrs.)**
 - 1. Coordinate library orientation (At the professor's discretion)
- H. Review the argumentative essay. **(6 hrs)**
 - 1. Introductory paragraph (Hook, bridge, thesis statement)
 - 2. Body paragraph (Topic sentences, major details, minor details)
 - 3. Counterargument and refutation paragraph
 - 4. Concluding paragraph
 - 5. **Writing Exam:** (5 to 7 argumentative essay given IN CLASS applying all the steps in the writing process) **(6 hrs.)**

TOTAL: 45 Hours

Instructional Techniques

- A. The following strategies may be used to teach the course:
 - 1. Lectures
 - 2. Collaborative activities
 - 3. Oral presentations
 - 4. Debates
 - 5. Movies
 - 6. Group and/or individual writing
 - 7. Group and/or individual presentations (power point presentations)
 - 8. Use of electronic means to hand-in work (E-mail, electronic portfolios, FLIPGRID, chats, blogs, forums)
 - 9. Others

Learning Resources and Minimum Required Installations and Facilities:

In addition to an assigned textbook, students will use library and multimedia resources, the internet, audiovisual material and any other additional material prepared by the professor

Evaluation Techniques

- 1. Reading Exams (2 or more) – (Reading comprehension & critical thinking guided questions)- 40%
- 2. Oral Reports - 15%
- 3. Exam: Detecting and Correcting Plagiarism- 10 %
- 4. Exam: Argumentative Essay - 20%
- *5. Class activities: journal/portfolio/quizzes/attendance, participation, other- 10%

* If the professor decides not to consider this criterion, the percentage will be distributed as follows: 5% will be added to *Oral Reports* and the remaining 5% will be added to the *Argumentative Essay* exam.

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.

Institutional Policy Against Sex, Gender, and Sexual Orientation Discrimination (Cert. 36 2018-2019 JU):

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, may turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or formal complaint.

Grading Scale

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

Bibliography

G. Royce Adams, W. Viewpoints, 5th Edition. Boston: Houghton Mifflin Company, 2000.

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Nadell, Judith, John Langan and Comodromos, Eliza. The Longman Reader 7th ed. New York: Pearson, Longman, 2005.

Reinkin, James and Andrew Hart. Strategies for Successful Writing, Second Edition. New Jersey: Prentice Hall.

Torres, L.M. Impedimentos Visuales: Naturalezas y Necesidades. San Juan: Editorial Isla Negra. 1998.

Torres, L.M. Movilidad: Necesidad Básica de Personas con Impedimentos. San Juan: Editorial Isla Negra. 1999.

www.ume.maine.edu/-wcenter/

Syllabus INGL-3201 was modified by Prof. Priscilla Morales in August 2019 in accordance with Cert. 112 2014-2015. Changes to the syllabus must be consulted with the Course Coordinator and the Director of the Department.