UNIVERSITY OF PUERTO RICO AT HUMACAO
ENGLISH DEPARTMENT

COURSE SYLLABUS

I. Title: Intermediate English I

II. Codification: INGL. 3103

III. Number of Credit/Hours:
Three credits/ Three contact hours per week/ Forty-five contact hours per semester
Three hours per professor

IV. Prerequisites:
Score 581 or higher in the CEEB or successfully demonstrate proficiency with English and have the authorization of the Director of the English Department.

V. Course Description:
Oral and written communication based on readings and analysis of selections with attention on grammar and idiomatic expressions.

VI. Course Objectives:
Upon completion of the course, students will be able to:

A. Demonstrate writing skills by producing well organized and developed essays, reaction papers and critiques

B. Compare, contrast and/or argument points of view reflected in class discussions, readings and research.

C. Use the internet, library and media resources to research information that will support or influence their perception of current local and world issues.

D. Apply language skills to effectively communicate orally in English.

VII. Course Content:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics of the short essay</td>
<td>5</td>
</tr>
<tr>
<td>Creative writing/critical analysis and thesis support</td>
<td>10</td>
</tr>
<tr>
<td>Class discussions/debates/oral reports</td>
<td>10 hours</td>
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<tr>
<td>Types of essays</td>
<td>10 hours</td>
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</tbody>
</table>

Comparison and contrasts
Narrative
Descriptive

| Evaluation/Assessment/Activities/Oral reports | 8.5 hours |
| Entry Assessment Cycle: Essay/Rubric            | 1.5 hours |

Total 45 hours

VIII. Instructional Strategies:

A. Class activities will include the discussion of selective readings, essays and media information, critical thinking analysis and topic debates.

B. Development of writing skills, using the standard essay format, that includes thesis statement, support, coherence and sentence skills.

C. Research selected topics from the internet, library and media to complement writing and class discussions.

D. Discriminate between different types of essays and other expository writings. Be able to write critiques and reaction papers.

IX. Learning Resources:

The teacher and students will choose from among the following resources:

- Instructional Videos/Documentaries
- Newspapers, Magazines and Journals
- Computer/LCD Projector/LapTop
- Movies
- Other resources as needed
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X. Evaluation:

Individual teachers may set evaluation criteria at their own discretion. The following is a model:

A. Exams/Oral Reports 35%
B. Essay Writing 20%
C. Discussion / Debates 15%
D. Assignments 15%
E. Class Work 15%

Total 100%

XI. Grading System:

A = 100 – 90 pts
B = 89-80 pts.
C = 79-70 pts.
D = 69-50 pts.
F = 49- 0 pts

XII. Bibliography:

A. Suggested Text


B. References


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C. Online Resources:

http://esl.about.com/od/teachingintermediatelevel

http://www.learnenglish.de/Teachers/English Teacher.htm

http://www.internet 4classrooms.com/esl.htm

http://www.btinternet.com/~ted.power/literacy.html

http://www.cal.org/ericill/faq/rgos/eslint.html

http://members.tripod.com/~Iklivingston/essay/links.html

http://www.writefix.com/argument/

Revised by Dr. Aida Cáceres Hernández
February, 2006

UPR-Humacao complies with ADA (Americans with Disabilities Act) and Law 51 (Integrated Educational Resources for Persons with Disabilities) to guarantee equal access to education and services. Students with disabilities should inform the professor of the course about special needs and/or reasonable accommodations for the course on the student information card filled out during the first week of classes. He/she should also visit the Services for Students with Disabilities Office. Strict confidentiality will be maintained.