COURSE SYLLABUS

I. Title: Grammar, Composition, and Analytical Reading I

II. Codification: INGL 3201

III. Number of Credits/hours: 3 credits/3 contact hours per week/ 45 hrs per semester
3 hours per professor

IV. Prerequisites: Basic English I & II/INGL 3101-2
Intermediate English I & II/ 3103-4

V. Course Description: This course is designed to teach students strategies in writing composition using the whole language approach, based on the careful, critical analysis of selected readings. Readings will include essays, short stories and poems. Supportive instruction in grammar is provided as needed.

VI. Course Objectives

Upon completion of the course, students will:

1. Write grammatically correct, concise, and concrete sentences with a higher degree of accuracy.

2. Write unified, coherent well-developed paragraphs and short essays using the process approach to writing.

3. Correct writings, offering brief explanation of grammar principles, content, and organization of ideas using self-assessment and peer correction.

4. Read essays and other non-fictional selections with greater comprehension using various reading strategies, such as: identifying main idea, details; inferring, guessing meaning from context, identifying order of events, and others.

5. Continue developing their listening and speaking skills in a natural, spontaneous manner.
VII. Content

Oral and Listening Component: 10 hours

Discussing reading selections, including personal reactions and reactions and opinions. Discussing topics in small groups. Reading orally passages, compositions and other exercises. Presenting short oral reports.

Reading Component: 10 hours

Identifying and/or expressing the main idea, theme or author’s purpose of essays and non-fictional reading selections. Identifying supporting ideas or details. Relating situations presented in the reading selections to their real life experiences. Drawing logical inferences from author’s use of details and examples.

Writing Component: 17 hours

Write coherent, well-developed paragraphs or compositions developed by any of the following strategies:

a. Comparison and contrast
b. Description
c. Division and classification
d. Narration
e. Illustration
f. Explaining a Process
g. Defining a term
h. Agreeing and Disagreeing
i. Other strategies based on student’s needs.

Evaluation Component: 8 hours

Evaluation/Assessment activities/Oral presentations

VIII. Instructional Strategies

A. Class activities will include writing unified, coherent, and well developed paragraphs and short essays (introduction, body, conclusion) using effectively the process approach to writing.
B. Student will produce logical, coherent, and clear, short compositions by re-writing brainstorming, making a list, diagramming, writing, first draft revising, editing proof-reading and publishing.

C. Students will construct and formulate main idea or central thought statements. They will supply specific details or supporting ideas to expand the main idea. They will use correct punctuation, capitalization, spelling, conjunctions, subject/verb agreement, forms and adjectives, and other grammatical structures of mechanics of writing.

D. Students are encouraged to view, read and discuss information about Western and Eastern culture, tradition and values in order to understand their own culture.

E. Students will analyze cultural, social, and linguistic situations and present possible problem solving solutions.

IX. Learning Resources

The teacher and students will choose from among the following resources to enhance the teaching and learning process:

- Television/DVD (VHS) player
- Instructional Videos/ Documentaries
- Movies
- Computer/LCD Projector/ Laptop
- Newspapers and Magazines
- Other resources as needed.

X. Evaluation:

Individual teachers may set evaluation criteria at their own discretion. The Following is suggested model:

A. Exams 35%
B. Quizzes 15%
C. Oral Reports 20%
D. Assignments 15%
E. Class Work 15%

________ 100%

Additional supplementary material as provided by the professor
XI. Grading System

100 - 90    A
89 – 80      B
79 – 70      C
69-  60      D
59-   0       F

XII. Bibliography

A. Suggested Text


B. References


C. Online Resources for students:

Essays (n.d.). Retrieved October, 2005, from

http://www2.actden.com/WRIT_DEN/tips/essay/index.htm

Essay Writing Center (n.d.). Retrieved October, 2005, from

http://essayinfo.com


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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.**