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

II. Course Codification: **INGL 3202**

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

IV. Prerequisites: **INGL 3201**  
Grammar, Composition, and Analytical Reading I

V. Course Description: This course is designed to continue improving the students’ ability to use language effectively. The emphasis of the course is on developing formal composition writing skills using the whole language approach, based on in-depth analysis of reading selections. Reading selections will include short stories, essays and novels. Supportive instruction in grammar is provided as needed. Basic research techniques are introduced.

VI. Course Objectives:  

Upon completion of the course the students will:

1. Improve their ability to read, understand, and interpret short stories.

2. Further develop their ability to write well-developed paragraphs and essays.

3. Continue developing their aural-oral proficiency through class discussions, aural-oral reading, and a variety of grammar and other types of exercises.

4. Become aware of the practical applications of well-developed paragraphs and essays in English and other academic areas, and how reading can contribute to enjoyment and increase their knowledge.

5. Improve their ability to analyze short stories using the elements of the short story.
   - Identify and/or express the main idea, central thought, theme, or author’s purpose.
• Distinguish among the different types of evidence that develop the main idea.
  o To separate the general from the specific, the abstract from the concrete, facts from opinions.
  o To make inferences from evidence

• Identify supporting ideas or details.

• Understand the structure of a short story
  o To recognize the order of a selection: chronological, spatial, logical, or any other
  o To understand how transitional devices and connectives establish relationships between sentences and between paragraphs.
  o To analyze the elements of the short story (setting, characters, plot, and how they are used to enhance the author’s purpose.

• Relate situations presented in the reading selections to the students’ real or vicarious experiences.

• Recognize the writer’s tone through the analysis of ideas, language, and poetic devices.

• Develop the ability to evaluate the short story in terms of the achievement of the writer’s purpose, content, style, and values.

VII. Content

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<th>Time Distribution</th>
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<td>Reading Component: 10 hours</td>
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Reading selections from a current text supplemented by educational DVD’s or VHS tapes which include closed captions, materials from the Internet.

Writing Component: 17 hours

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<th>Production of coherent, well-developed paragraphs or compositions using any of the following strategies:</th>
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<td>• Comparison and Contrast</td>
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<td>• Description</td>
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<td>• Division and Classification</td>
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<td>• Narration</td>
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<td>• Illustration</td>
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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. Students will produce logical, coherent, and clear, short compositions by pre-writing (brainstorming, making a list, diagramming, writing, first draft revising, editing, proofreading, 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:

a. Television/DVD (VHS) player
b. Instructional Videos/ Documentaries
c. Movies
d. Computer/LCD Projector/ Laptop
e. Newspapers and Magazines
f. 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%

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


Revised by: Professors Artemio Peñalbert González and Roberto Román Rodríguez
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.**