

UNIVERSITY OF PUERTO RICO AT BAYAMON

BAYAMON, PUERTO RICO

ENGLISH DEPARTMENT

SYLLABUS - INGL 3202

Course Title	:	Grammar, Composition, and Reading Analysis II
Codification	:	INGL 3202
Credits	:	3 credits
Contact Hours	:	/week; 45/semester
Pre-requisites	:	INGL 3201
Course Description	:	Study of advanced grammatical techniques. Emphasis on composition based on careful analysis of selected readings.
Textbook	:	To be assigned
Other books	:	The Writer's Workplace with Readings: Essays Sandra Scarry and John Scarry – Harcourt Brace 1997
		Refining Composition Skills: Rhetoric and Grammar, 4th. Edition Regina L Smalley and Mary K. Rueten – Heinle and Heinle 1995
		Focus: Writing Paragraphs and Essays, 2nd. Editioni Martha Campbell – Prentice Hall 1999
		*Blueprints 2 Keith s. Folse, M. Kathleen Mahnke, Elena Vesti Salomon, Lorraine Williams – Houghton Mifflin 2003
		From Sources to Citations (rest of information pending)

Students are encouraged to have their own paperback English-Spanish, English-English dictionaries, and/or English language thesaurus.

Students with Disabilities: All the reasonable accommodation, according to the American with Disability Act (ADA) Law will be coordinated with the Dean of Students and in conformity with particular needs of students.

General Objectives

1. Develop in students the necessary composition skills which allow them to produce communicatively meaningful and effective essays of an expository and academic nature.
2. Continue helping students to develop analytical skills and strategies in reading for comprehension and content. Guide students to interact with and respond to short fictional and non-fictional pieces. Show students how to relate these skills and strategies to their own essay writing.
3. Familiarize students with correct grammatical forms and patterns as well as with their appropriate usages so that these may be applied in their compositions.
4. Familiarize students with the skills, techniques, and process associated with the preparation of a library research paper.
5. Help students develop and use critical thinking skills in composition and in the oral exchange of ideas during in-class discussion. In these discussions guide students to identify, evaluate, and make connections with the values, ideas, and attitudes presented in reading selections.
6. Familiarize students with the use of word processing technology as an effective and valuable resource for writing.

Specific Objectives: The student will

1. a. use the processes of prewriting: choosing and narrowing a topic, brainstorming, organizing, and outlining.
b. apply the processes of drafting, revising, editing, and proofreading.
c. apply critical thinking strategies in class discussions to analyze the writing processes.
d. Apply the writing process to the development of paragraphs or short compositions.
2. a. identify the basic elements in a paragraph that include the following: topic, supporting, and concluding sentences.
b- apply and identify the concept of unity in paragraphs.
c. apply and identify coherence devices and techniques such as transition signals, repetition of key words, synonyms, pronouns, etc.
d. apply and identify chronological order, order of importance, spatial order, and logical division as common logical orders in English rhetoric.
e. apply the techniques associated with the writing of an expository piece with regard to purpose/goals.
f. produce narratives, descriptive and argumentative (opinion) writing.

- g. recognize and uses concrete support in paragraphs when expressing opinions vs. facts and supporting details (examples, illustrative incidents, quotations, and statistics).
 - h. write paragraphs or short compositions following an outline.
 3.
 - a. recognize and distinguish between different types of reading selections.
 - b. apply critical thinking skills in reading general nonfiction items, especially from magazines, newspapers, and professional journals.
 - c. identify the main ideas in paragraphs and selections.
 - d. list the main events of narratives in the correct order.
 - e. distinguish between main and supporting ideas.
 - f. list specific facts that support main ideas.
 - g. make inferences based on facts.
 - h. distinguish between facts, inferences, and opinions.
 - i. use titles to infer the main theme of selections.
 - j. Analyze reading selections to identify rhetorical devices such as paraphrase expressions and synonyms, key and reference words, and transition elements.
 - k. apply context clues to determine the meaning of unknown words and phrases.
 4.
 - a. review the formation, usage, and reasoning behind the use of the simple present, present progressive, future, simple past, and past progressive tenses.
 - b. Review the formation, usage, and reasoning behind the use of the following:
 - frequency adverbs and phrases
 - *there is / there are*
 - *a, an or the* and when to omit them
 - *at, in or on*
 - passive voice
 - basic word order in simple sentences.
 - c. Review and apply the formation and usage of
 - Simple, compound, complex, and compound-complex sentences.
 - Main and subordinate clauses
 - Adverbial, noun, and adjective clauses
 - d. identify and use cognates correctly

5.
 - a. use a word processing program to produce written documents.
 - b. insert, delete, move, change, and correct text on the screen.
 - c. format according to teacher specifications.
 - d. pre-write on the screen (brainstorming, organizing, and outlining). *Optional*
 - e. compose and/or type rough drafts on the screen. *Optional*
 - f. rewrite and edit documents on the screen.
 - g. produce written documents for evaluation.
 - h. produce revised version of documents after initial evaluation by the teacher.

6.
 - a. use e-mail to communicate with the teacher and classmates.
 - b. use e-mail to communicate with other students of ESL/EFL in and outside of Puerto Rico. *Optional*
 - c. use the Internet to locate and retrieve information related to course themes and assignments.

 - d. use campus computer networking and computerized databases to locate and retrieve information from the library.

Methodology

The methodologies (teaching/learning techniques) to be used include lectures and student centered activities. Reading and/or writing workshops, teamwork, and pair work activities where students will collaborate and help each other to understand reading material and revise written work will be included, as will individual student centered techniques such as individual skill building class activities and individual writing projects.

Evaluation Criteria

The weigh assigned to the evaluated tasks may vary according to the teachers. The grading curve is the same for all sections.

Evaluation (sample weight of tasks)

Compositions (paragraphs, journal entries)	300 points
Exams (midterm and final) or Projects (Reflective Reading Journal and Critiques)	300 points
Daily work (class participation, quizzes, assignments, Student responsibilities, etc.)	100 points

Grade Scale

A	630 – 700 points
B	560 – 629 points
C	490 – 559 points
D	460 – 489 points
F	0 – 459 points

References:

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Internet Resources

<http://www.eslcafe.com>

Tentative Class Schedule:

<u>Week</u>		<u>Source</u>
Week One :	Ice breaking Course Introduction	
Week Two:	Review Workshop	Free writing activity
Week Three:	Exploring the Essay Types Elements Introduction, body, thesis, topic, hook, sentence connectors, conclusion	Great Essays Unit One
Week Four:	Cause & Effect Group Essay	Great Essays . Unit 4 Unit 4
Week Five:	Cause & Effect Writing Essay in class (individual)	Student topic Brainstorming Thesis statement
Week Six:	Argumentative Essay	Great Essays – Unit 5
Week Seven:	Brainstorming and Writing Argumentative Essay in class (individual)	Great Essays – Unit 5 Student topic Brainstorming
	Group discussion Pages 1-50 Individual assignments	A Lesson Before Dying
Week Eight:	Group discussion Pages 51-100 Individual assignments	A Lesson Before Dying
Week Nine:	Group discussion Pages 100-150	A Lesson Before Dying
Week Ten:	Group Reaction Paper Pages 151-256 Reaction paper (Group)	Student topic A Lesson Before Dying

Week Eleven - Fifteen: Research Project
 Themes to be discussed & accepted by professor
 This is a group project
 An individual portfolio will be handed in the last day
 A complete detailed schedule will be provided as well as a detailed explanation of the portfolio content
 Internet – Lab. Visits

Evaluation Criteria

Two Essays -----	100 pts. each -----	200
One Reaction paper -----	100 pts. -----	100
Written presentation (Research -----	100 pts. -----	100
Oral presentation -----	100 pts. -----	100
Attendance -----	100 pts. -----	100
Individual assignments, Book homework, (class participation, quizzes -----		<u>100</u>
Student responsibilities)		700

Grading Scale

700 – 630	A
629 – 560	B
559 – 490	C
489 – 460	D
459 - 0	F

Attendance Grade Scale

0 – 1	(justified)	100
2 – 4		75
5 – 6		50
7 over		0

Note: All work must be handed in on the date scheduled.
 All work must be turned in following these requirements
 White paper 8-1/2 x 11
 Blue or black ink
 Double spaced
 Letter size Roman XIV (computerized)

Materials that must be brought to class every day.

Notebook
Textbook
Dictionaries (English; Spanish-English, Thesaurus (optional))
Computer Disk (3-1/2 floppy formatted for IBM-maintain it in a carrying case to protect it.)
Lined loose-leaf paper (Standard size 8-1/2 x 11)
Computer/Typing Paper (Standard size 8-1/2 x 11)
Blue-ink pen

Other materials you will need

Legal sized manila envelope
Materials for reflexive journal (to be announced in class).

Assignments

Assignments must be complete and handed in at the beginning of the class session. If handed in at the end or towards the end of the class, the assignment will be considered late or may not be accepted at all. Therefore, do not leave the copying of final drafts or assignments on the computer for the last minute. Remember, computer or electricity problems can easily occur.

If you send in an assignment via e-mail (after prior authorization from your professor) make sure you also bring in a hard copy to class in case. Also, make backups of all the work you do on the computer to ensure that documents are not lost.

All assignments must be done on the computer or ink (textbook exercise).

Attendance

Absences are registered by hours and not days. For example one absence to class session is equivalent to one and a half (1/2) hours. Absences to two sessions equal three (3) hours.

Two latenesses of 20 minutes to 50 minutes will be considered one absence.
If you are more than 50 minutes late, it will be considered a full absence of 1 1/2 hours.

Cell phones and pagers (beepers)

All cell phones and beepers must be turned off during class. Under no circumstances should students leave the room to respond to a call. (If there is a special situation, let your professor know about it **before** class and make sure you have his/her authorization).

Revolving door syndrome

Once you are in class, you should not be going in and out. If you have a medical problem, let our professor know about it and bring in a medical certification of your condition.