

**UNIVERSITY OF PUERTO RICO
ARECIBO
ENGLISH DEPARTMENT**

Syllabus for INGL 3012

I. Course Title: Honors English II

II. Course Code: INGL 3012

III. Contact Hours/Credits: Three hours per week/ three (3) credits

IV. Prerequisites: INGL 3012

V. Course Description: The course emphasizes the development of listening, speaking, reading, and writing skills through the study of the four genres of literature, fiction, nonfiction, poetry, and drama. Fiction and poetry are covered in English 3011, while drama and nonfiction are covered in English 3012.

VI. Objectives:

General:

Students will further develop reading, writing, listening, and speaking skills in English acquired in English 3011. In addition, they will continue to use and develop critical thinking skills by analyzing relevant topics and issues dealt with in select literary texts, and reacting to them in an open forum of ideas. As in English 3011, classroom activities in English 3012 will continue to be directed toward improving students' awareness of the importance of literature as a means of communicating cultural values and promoting awareness and change in society.

Specific:

By the end of the course students will be able to:

A) Drama

1. Reading

Analyze the elements of drama in select plays.

a. Identify salient themes in select plays under discussion.

b. Research the authors' lives to determine the degree in which the historical background of their work may or may not influence their ideas on given topics.

c. Use computer technology to search for information on authors, dramas, and critical expositions about these.

d. Review critical commentaries and discuss their theoretical value or use.

2. Writing

e. Internalize grammar basics (subject-verb agreement, pronoun agreement, sentence combining).

f. Use the correct structure of the paragraph (overall organization, well-defined topic sentences, effective support, transitional phrases, relevant conclusions, unity and coherence).

g. Write an essay including proper formulation of the thesis, supporting points and conclusion.

h. Acquire an ability to paraphrase prose and poetry.

i. Identify the importance of synthesis and apply it to various genres.

j. Write a review of a film, novel or other genre.

k. Cite documentation of bibliographical/reference sources (traditional or

electronic) following the MLA style and incorporate these into essays or paragraphs correctly.

3. Listening/Speaking

- a. Present personal points of view to class for consideration and debate.
- b. React to comments made by other students and/or the professor on topics being discussed:

4. Critical thinking

- c. Identify and compare logical fallacies
- d. Develop an ability to understand and think critically about literary texts as culturally situated artifacts that serve various cultural, social and political purposes.
- e. Form opinions and create arguments as part of an ongoing debate on topics related to class work.
- f. Draw patterns or relationships between the works discussed in class and their connection to “real” life.

B) Nonfiction (specific skills will be treated as with drama above)

- a. Distinguish nonfiction from other genres and consider its place in literature.
- b. Analyze essays, biographical resources and the news media (printed, electronic and the World Wide Web).
- c. Research topics of current importance, to review data, come to conclusions, and present reports

VII. Course Outline and Time Distribution:

1. General introduction to the course. Includes discussion of syllabus and general class guidelines (1.5 hours)
 2. Review of troublesome grammar skills, mainly consistent verb tense and parallel constructions. (3 hours)
 3. Introduction to the essay and its elements. This includes the reading of essays, general discussion of central themes and structure as well as responding to these in writing. (12 hours)
 4. Introduction to Logical fallacies and discussion of fallacies. (3 hours)
 5. From paragraph to paraphrase (3 hours)
 6. From essay to summary (3 hours)
 7. Writing the film review. Includes a discussion of different types of reviews and an analysis of what each type includes. (4.5 hours)
 8. Introduction to drama and its elements. Selected plays will stress one or another element as well as general comprehension (13.5 hours)
 9. Overview of work done or remaining to be completed. Last chance to hand in or revise essays. Class evaluation. (1.5 hours)
- Total 45.0 hours**

VIII. Instructional Strategies:

The following strategies may be used to enhance student-teacher interaction and the teaching-learning process:

1. Lectures
2. Workshops
3. Oral reports
4. Power point presentations
5. Library research
6. Collaborative projects

IX. Instructional Resources:

1. Multimedia and audiovisual resources
2. Handouts
3. Online resources
4. Library

X. Evaluation Strategies:

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|---------------------------------|-----|
| 1. Examinations | 30% |
| 2. Quizzes/oral reports | 10% |
| 3. Writing Projects | 50% |
| 4. Attendance and participation | 10% |

***Any changes to the above evaluation criteria will take place only after consultation with students.

NOTE: The specific needs of students sheltered under Law 51 will be taken into consideration.

XI. Basic Grading Scale

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

XII. Bibliography

1. Landy, Alice S and Wm Rodney Allen. *The Heath Introduction to Literature* 6th edition, Houghton Mifflin, 2000.
2. Muller, Gilbert H, ed. *The McGraw Hill Reader: Issues across disciplines*. 7th ed. Boston: McGraw-Hill, 2000.

3. Schwiebert, John E. Reading and Writing from Literature. Second Edition. Boston: Houghton Mifflin Company, 2001.
4. Preston, Bill. A Sense of Wonder: Reading and Writing Through Literature. New York : Longman, 2003
5. <http://www.literature.org/>
6. <http://www.kenyonreview.org/>

XIII. LAW 51

Students that receive vocational rehabilitation services should get in contact with the professor at the beginning of the semester to make sure that all academic and technical needs are addressed in accordance with the Oficina de Asuntos para Personas con Impedimento. Other students that require special accommodations should also notify the professor in charge.