UNIVERSIDAD DE PUERTO RICO
RECINTO UNIVERSITARIO DE MAYAGÜEZ
DECANATO DE ASUNTOS ACADÉMICOS

SOLICITUD DE CREACIÓN, CODIFICACIÓN UNIFORME Y REGISTRO DE CURSOS

1 **Unidad:** UPRM	1 **Colegio:** Artes y Ciencias
1 **Departamento/** **Programa:** Inglés / Literature Sector	1 **Profesor (es)** **Proponente(s):** Drs. Nandita Batra, Nickolas Haydock, Jose Irizarry, Maria Quintero
2 **Fecha de Solicitud:** October 3, 2025	3 **Fecha de Vigencia** **del Curso:** As soon as it is approved
4 **Título Completo en Español:** LA ENSEÑANZA DE LA LITERATURA A NIVEL POSTSECUNDARIO	
5 **(Título Abreviado a 26 Espacios):** ENSENANZA LITE POSTSEC	
4 **Título Completo en Inglés:** TEACHING LITERATURE AT THE POST-SECONDARY LEVEL	
5 **(Título Abreviado a 26 Espacios):** TEACHING LIT POSTSEC	
6 **Materia Principal del Curso (en clave alfa):** INGL	
7 **Justificación para la Creación del Curso:** This course would be part of a certificate that would combine strategies and content in the teaching of literature. Many students in the English Department at UPRM wish to become teachers or professors of literature but lack the preparation to begin teaching. This course would give them the knowledge to be able to choose and discuss the interpretation of literary texts at the post-secondary level.	
8 **Nivel del Curso (marque con una X):** __ __ __ _X_ __ (1 2 3 4 5) **Subgraduado** — __ __ __ __ (6 7 8 9) **Graduado**	
9**Ubicación del curso, sea requisito, electivo o de continuación, en la secuencia curricular autorizada:** **(S=Semestres V=Verano) Período: __X__S1 __X__S2 ____V**	
A partir del año de estudio de acuerdo con la secuencia: **___1ro _X__2do ___3ro ___4to ___5to ___6to ___Otro ___ N/A**	
10 **Codificación Alfanumérica:** INGL 43XX	11 **Cantidad de Créditos: 3**
12 **Tipo de Curso: _____Requisito ___X___Electivo _____División de Educación Continua**	
13 **Tipo de créditos: __X__ Fijo ____Variable**	**Si es Variable, ¿puede repetirse con crédito? ___Si ___No**
	Si contesta si, indique la cantidad máxima que se puede repetir: _____

14 Distribución de Horas Contacto Semanales dedicadas a la enseñanza:		
__1__Conferencia	**_____Laboratorio**	**_____Investigación**
__1__Discusión	**_____Taller**	**_____Tesis o Disertación**
__1__Seminario	**_____Internado**	**_____Estudio Independiente**
_____Práctica Supervisada		
15 Total de Horas Contacto: __45__		
16 Equivalencia en Horas de Crédito para la carga académica del Profesor: ___3___		
17 Descripción del Curso en Español (que no se exceda de 1,000 caracteres): Selección de textos literarios de nivel apropiado para la educación postsecundaria. Diseño de prontuario. Preparación para guiar a estudiantes en la interpretación de textos literarios. Facilitación de la transición del rol de estudiante al rol de instructor/maestro/educador. Avalúo de la escritura.		
17 Descripción del Curso en Inglés (que no se exceda de 1,000 caracteres): Selection of level-appropriate literary texts for post-secondary teaching purposes. Design of a syllabus. Preparation to guide students in interpreting literary texts. Facilitation of the transition from the role of student to the role of teacher. Assessment of writing.		
18 Prerrequisitos* 6 credits in: INGL3046, INGL3276, INGL3277, INGL3278, INGL3279, INGL3305, INGL3306, INGL3310, INGL3312, INGL3317, INGL3318, INGL3321, INGL3322, INGL3323, INGL3325, INGL3326, INGL3351, INGL3352, INGL4000, INGL4009, INGL4017, INGL4025, INGL4027, INGL4045, INGL4095, INGL4097, INGL4316, INGL4317, INGL4318	**18Correquisitos***	
***Especifique la Codificación Alfanumérica Correcta**		
19 Requisitos especiales: _____ **_____**		
20 Modalidad en la que el Curso se ofrecerá (Puede marcar más de una opción): **__X__Curso Presencial** **____Curso Híbrido** **____Curso a Distancia**		
21 Cargos por laboratorio: ____ Sí __X__No		
22 Posibilidad de Equivalencia (en la unidad o en otras unidades del sistema): **___ Sí __X__No** **Cursos:_____** **Unidad(es) que lo(s) ofrece(n): _____**		
23 Equipo, materiales e instalaciones mínimas requeridas:		
24 Cantidad de Estudiantes por sección: __5__ Cupo Mínimo _18___ Cupo Máximo		

[25] **Sistema de Calificación:**

__X__Letra (A, B, C, D o F) **____ Aprobado (S), No Aprobado (NS)**

____ Aprobado (P), No Aprobado (NP) **____Aprobado (PS: Aprobado Sobresaliente; PN: Aprobado Bueno), No Aprobado (NP)**

____Aprobado (P), Fracasado (F) **____Otro (Especifique)_____**

[26] **Curso a Inactivar sujeto a la creación del nuevo curso:**

__X__No Aplica **_____Si; especifique el curso a inactivar: _____**

SOLICITUD DE CREACIÓN, CODIFICACIÓN UNIFORME Y REGISTRO DE CURSOS

[27] **APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DEPARTAMENTO**	**NOMBRE Y FIRMA**	**FECHA**
Director de Departamento		
[28]**APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA FACULTAD**	**NOMBRE Y FIRMA**	**FECHA**
Decano de la Facultad		
[29] **APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL SENADO ACADÉMICO**	**NOMBRE Y FIRMA**	**FECHA**
Presidente del Comité de Cursos		

PARA USO DEL DECANATO DE ASUNTOS ACADÉMICOS

[30] **Codificación: _____** **Fecha de Codificación_____**

Funcionario que procesó la solicitud: **Fecha de envío al Departamento y Facultad:**

_____ **_____**

University of Puerto Rico
Mayagüez Campus
College of Arts and Sciences
Department of English
Bachelor of Arts Program

IN-PERSON COURSE SYLLABUS

INGL 43XX COURSE SYLLABUS

GENERAL INFORMATION:

COURSE TITLE:	**Teaching Literature at the Post-Secondary Level**
ALPHANUMERIC CODIFICATION:	INGL 43XX
CONTACT HOURS / CREDITS	45 hours / Three credits
PREREQUISITES, COREQUISITES AND OTHER REQUIREMENTS:	6 Credits in: INGL 3046, INGL 3276, INGL 3277, INGL 3278, INGL 3279, INGL 3305, INGL 3306, INGL 3310, INGL 3312, INGL 3317, INGL 3318, INGL 3321, INGL 3322, INGL 3323, INGL 3325, INGL 3326, INGL 3351, INGL 3352, INGL 4000, INGL 4009, INGL 4017, INGL 4025, INGL 4027, INGL 4045, INGL 4095, INGL 4097, INGL 4316, INGL 4317, INGL 4318

COURSE DESCRIPTION:

ENGLISH: Selection of level-appropriate literary texts for post-secondary teaching purposes. Design of a syllabus. Preparation to guide students in interpreting literary texts. Facilitation of the transition from the role of student to the role of teacher. Assessment of writing. **«In-Person Course»**

SPANISH: Selección de textos literarios de nivel apropiado para la educación postsecundaria. Diseño de prontuario. Preparación para guiar a estudiantes en la interpretación de textos literarios. Facilitación de la transición del rol de estudiante al rol de instructor/maestro/educador. Avalúo de la escritura. **«Curso presencial»**

LEARNING OBJECTIVES:

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

a. Evaluate the criteria for the selection of appropriate literary texts.
b. Compare the various criteria needed to teach the interpretation of literary texts
c. Review the role of historical context in the teaching of literature
d. Compare the various criteria needed to teach the genres of literature: drama, novel, poetry, and short story
e. Evaluate the issues related to teaching literature that could be ethically ambiguous

f. Explore the role of Literature in English to ESL students.
g. Develop assessment techniques in evaluating students' writing about literature.
h. Develop a research project that evaluates various strategies in the teaching of literature

SUGGESTED TEXTBOOK: To Be Determined

COURSE OUTLINE AND TIME DISTRIBUTION:

CONFERENCE TOPIC	TIME DISTRIBUTION (HOURS)
I. Teaching Historical Context in Literature	4
II. Teaching Social Issues in Literature	7
III. Teaching the Novel	4
IV. Teaching Poetry	4
V. Teaching Drama	4
VI. Teaching the Short Story	4
VII. Teaching Form	4
VIII. Teaching Ethics and Ethical Ambiguity in Literature	5
IX. Teaching Assessment of Students' Essays on Literature	4
X. Mock Teaching Demonstration	3
XI. Assessment(s)	2
TOTAL CONTACT HOURS	**45**

INSTRUCTIONAL STRATEGIES:

☒ Lectures	☒ Project Based Learning
☒ Discussion	☒ Seminars or Workshops
☐ Cooperative Learning	☐ Problem Based Learning (PBL)
☐ Case Studies	☐ Flipped Classroom
☐ Lectures with Guest Speakers	

MINIMUM OR REQUIRED RESOURCES AVAILABLE:

RESOURCE	IN-PERSON
Classroom or laboratory	Institution
Account in the institutional learning management platform (e.g. Moodle or Blackboard)	Institution
Institutional email account	Institution

Computer with high-speed internet access or mobile device with data service	Student
Programs or applications: word processor, spreadsheets, presentation editor	Student
Webcam or mobile with camera and microphone	Student
Integrated or external speakers	Student
Whiteboard	Institution
Digital projector	Institution

ASSESSMENT TECHNIQUES:

Suggested Assessment Technique	Relative Weight
☒ Exams	20%
☒ Assignments	30%
☐ Short quizzes	xx%
☐ Laboratory	xx%
☒ Oral presentations	10%
☒ Written reports	5%
☒ Projects	20%
☐ Portfolio	xx%
☐ Peer evaluation	xx%
☒ Critical thinking assignments	10%
☒ Informed participation in class	5%
☐ Attendance	xx%
☐ Other (Explain)	xx%
Total:	**100%**

Standard scale: 90 to 100 A; 80 < 90 B; 70 < 80 C; 60 < 70 D; < 60 F

REASONABLE MODIFICATION (REASONABLE ACCOMMODATION):

The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable post-secondary education. In accordance with its policy toward students with disabilities, based on federal and state legislation, every qualified student with disabilities is entitled to equal participation in those services, programs, and activities that are physically, mentally or sensorially natured and have thus substantially affected one or more major life activities, such as their area of post-secondary studies. They have the right to receive reasonable accommodation or modifications. If you require accommodation or reasonable modification in the course, you must inform the professor without the need to disclose your condition or diagnosis. Simultaneously, you should promptly request the Office of Services for Students with Disabilities (OSEI) of the unit or campus for your need for modification or reasonable accommodation.

The University of Puerto Rico at Mayagüez (RUM) recognizes that each student has an inherited right to request reasonable accommodation according to Law 51: Law for Integral Educational Services for People with Disabilities. Every student has the right to receive reasonable accommodation if he/she presents the necessary evidence to be evaluated by the Office of Services to Students with Disabilities (OSEI-RUM), and the related information can be found at the following link: https://www.uprm.edu/cms/index.php/page/85. If your case is approved by OSEI-RUM, you will receive reasonable accommodation in your courses and evaluation, and you must contact each professor for course registered. For additional information contact OSEI-RUM at the Office of the Dean of Students, DE 12, via telephone 787-832-4040 extensions 6734 or 6735, email: oseirum@uprm.edu, at the virtual office: https://meet.google.com/yvd-nrqo-mor, or join by telephone: (US)+1 475-558-0169 PIN: 814 895 818#.

ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Section 6.2 of the UPR General Student Regulations (Certification No.13, 2009-2010, Board of Trustees) provides that academic dishonesty includes, but is not limited to: "fraudulent actions, obtaining grades or academic degrees by false or fraudulent simulations, copying all or part of another's academic work, copying all or part of another's answer to questions on an examination, taking or having another take any oral or written test or examination on behalf of another, and aiding or facilitating another person to engaging such conduct." Any of these actions will be subject to disciplinary sanctions in accordance with the disciplinary procedure provided in the UPR General Student Regulations in force. To ensure the integrity and security of user data, all hybrid, distance-learning and online courses shall be offered through the institutional learning management platform or through tools required by the course, which uses secure connection and authentication protocols. The system authenticates the user identity using the username and password assigned through the student institutional account. The user is responsible for keeping secure, protecting, and not sharing their password with others.

POLICY AND PROCEDURES FOR MANAGING SEX AND GENDER-BASED DISCRIMINATION AT THE UNIVERSITY OF PUERTO RICO:

The Policy and procedures for managing Sex and Gender-Based Discrimination at the University of Puerto Rico, Certification No. 107 (2021-2022) of the Governing Board, certifies that the University of Puerto Rico, as an institution of higher learning and a workplace, safeguards the rights and offers a safe space for those who interact therein, whether they be students, employees, contractors, or visitors. It seeks to promote an environment that respects diversity and the rights of the university community. This policy provides a protocol for handling situations related to the following prohibited conduct in the workplace or in the academic setting: discrimination based on sex, gender, pregnancy, sexual harassment, sexual violence, domestic violence, dating, violence, and stalking.

CONTINGENCY PLAN IN CASE OF AN EMERGENCY OR INTERRUPTION OF CLASSES

In the event of an emergency or interruption of classes, the professor will contact the students through the institutional email or other available means to coordinate the continuity of the course.

The contingency plan must preserve the modality in which the course was created and programmed in the course offering.

Certification 23-29 of the Academic Senate establishes that an In-Person course may have up to 25% of the hours at a distance and if necessary, this option may be used.

GRADING SYSTEM

☒ Quantifiable (letters, A, B, C, D, F) ☐ Not Quantifiable (Pass, Fail)

BIBLIOGRAPHY:

Ahlberg, Sofia. *Teaching Literature in Times of Crisis*. Routledge, 2021.

Choo, Suzanne S. *Teaching Ethics through Literature: The Significance of Ethical Criticism in a Global Age*. Routledge, 2021.

Collier, Patrick. *Teaching Literature in the Real World: A Practical Guide*. Bloomsbury Academic, 2021.

Down, Lorna, et al. *Caribbean Writers on Teaching Literature*. University of the West Indies Press, 2020.

McCann, Thomas M., and John V. Knapp. *Teaching Literature in High School: Principles into Purposeful Practice*. Rowman & Littlefield, 2022.

Miller, John, and Julie Wilhelm, editors. *Teaching Literature in the Online Classroom*. Modern Language Association of America, 2022.

Electronic references:

Hansen, Angela L., and Anete Vásquez. *Teaching Literature-Based Instructional Units : From Planning to Assessment*. Routledge, 2022, https://doi.org/10.4324/9781003157410.

Lara, Ana-Mauríne, and Drea Brown, editors. *Teaching Black: The Craft of Teaching on Black Life and Literature*. University of Pittsburgh Press, 2021, https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=3091658.

Seymour, Matthew, et al. *Teaching Literature Using Dialogic Literary Argumentation*. Routledge, 2020, https://www.taylorfrancis.com/books/9780429286612.

Note: All references older than 5 years are considered classic.