

**COURSE OUTLINE**

English Composition 1	Requisites: LM-1002
LM-1235	
Credits: 3	Type: Plan de Estudios B.A. in English and B.A. and Profesorado in English Teaching
Hours: 3 hours / week in-class work 6 hours / week out-of-class work	Academic Cycle: III
Level: Second year	

**I. DESCRIPTION**

This course is the first of six required composition courses for students in the BA in English and BA and “Profesorado” in English Teaching undergraduate programs. It provides hands-on practice on the basic principles of academic writing in English. In this course, the emphasis will be on the essential elements of a formal academic paragraph to provide a solid basis for the progressive introduction of different genres in future composition and literature courses. Sample paragraphs and reading selections will serve as models for the students to construct original, unified, coherent paragraphs, to enrich their vocabulary, and to strengthen their grammatical skills. Readings will be used to expose students to a variety of authentic texts. The course is based on the principles of the process and genre approaches.

**II. GENERAL OBJECTIVE**

Write coherent and logical paragraphs through the gradual process of pre-writing, writing, and revising by applying different discourse principles and organizational techniques.

**III. SPECIFIC OBJECTIVES**

During this course, the students will

- A. identify the rhetorical mode of a given reading selection.
- B. define the audience, purpose, and topic of their compositions.
- C. use pre-writing strategies such as brainstorming, listing, clustering, and free writing to generate ideas.
- D. organize their ideas through a formal outline.
- E. write syntactically correct sentences using a variety of grammatical patterns.
- F. apply grammatical principles related to verb forms, verb tenses, agreement, and word formation to their writing.
- G. connect ideas in their compositions using appropriate transition words and phrases.
- H. use vocabulary appropriate to the topic, audience and type of writing task.
- I. write well-structured one-paragraph compositions using the cause/effect and comparison/contrast rhetorical patterns.

- J. apply the principles of mechanics (MLA format, spelling, punctuation, capitalization) in their compositions.
- K. develop proofreading and editing skills.

#### **IV. CONTENT**

##### **A. Strategies for getting ideas**

1. Brainstorming
2. Clustering
3. Free writing, quick writing
4. Making lists

##### **B. Modern Language Association (MLA) format**

1. Heading
2. Margins
3. Title
4. Type of paper, font

##### **C. Organizing principles**

1. Outlining (writing plans)
2. Writing an appropriate title
3. Writing the topic sentence, supporting sentences (relevant vs. irrelevant ideas), and the concluding sentence
4. Revising ideas
5. Editing the composition

##### **D. Rhetorical modes**

1. Cause / Effect
2. Comparison / Contrast

##### **E. Grammar**

Fragments, run-ons, and comma splices

##### **F. Vocabulary**

Conciseness vs. wordiness

##### **G. Punctuation**

Punctuation marks: commas, colons, semicolons

##### **H. Capitalization**

##### **I. Critical thinking skills**

1. Analyzing topics critically
2. Identifying personal bias while expressing ideas
3. Using logical supporting ideas
4. Using logical examples to support opinions
5. Analyzing causes and effects accurately
6. Avoiding generalizations
7. Drawing logical conclusions

## V. METHODOLOGY

Working individually or in small groups, students will (a) write for fluency,(b) read and analyze authentic/student-written texts, (c) engage in pre-writing, revising, and editing, (d) write compositions, (e) participate in discussions, and (f) do exercises on grammar, mechanics, and writing skills. In-class and out-of-class compositions will be assigned on a regular basis. ***Emphasis will be placed on autonomous learning; therefore, students will be expected to keep track of their own progress by paying attention to the strengths and weaknesses in their writing, based on feedback from the instructor and from peers. Students are expected to do the assigned readings and exercises before coming to class and to have an active participation during class sessions.*** The course packet is required for both class and out-of-class work, and the instructor will indicate where it is available. Students may be required to bring the digital version of a composition for a class practice or presentation.

## VI. EVALUATION

### A. Components and percentages

2 in-class compositions	20% (10% each)
2 out-of-class compositions	30% (15% each)
Quizzes (minimum three)	10%
Exam # 1 (in-class composition)	20%
Exam # 2 (in-class composition)	20%

### NOTES ON EVALUATION:

#### Guidelines for the submission of compositions

- a. In-class compositions must be clearly handwritten on standard, lined 8 ½ x 11” paper.
- b. Every out-of-class assignment must be typed and double-spaced, using Arial Font 12 and 1” (2.54 cm) margins.
- c. The approximate length of a composition is 175-200 words.
- d. All compositions must follow the MLA style format (see course packet).
- e. Students must follow the written instructions provided for each in-class and out-of-class composition.
- f. Every out-of-class composition will be signed by the student before handing it in to the instructor.
- g. All compositions must be handed in on time. In occasional unforeseen circumstances, out-of-class compositions may be accepted no later than 10 minutes after the class starts. All other circumstances will be considered based on the corresponding University regulations.

- h. Unless instructed to do so, students **must not consult sources** to write their compositions.
- i. When topic-related readings are provided by the instructor, the students may use them only in the following ways: a) to explore possible areas of a topic that the student will analyze in the composition using her/his own original critical thinking, b) to study new vocabulary related to the topic, and c) to correctly use this vocabulary in the composition. These readings are NOT to be summarized in whole or in part to be presented in place of an original composition.
- j. Plagiarism **will not be tolerated** as this constitutes a serious academic offense. (See notes in the Additional Information Section.)
- k. *Todo / toda estudiante en todo curso queda sujeto / sujeta a los reglamentos de evaluación de la Universidad de Costa Rica.***

## VII. BIBLIOGRAPHY

Henry, D.J.(2014). *Writing For Life: Paragraphs and Essays*. New Jersey: Pearson Education.

### ***REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL***

*ARTICULO 4. Son faltas muy graves:*

- g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.*
- j) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.*
- k) Presentar como propia una obra intelectual elaborada por otra u otras personas, para cumplir con los requisitos de cursos, trabajos finales de graduación o actividades académicas similares.*

*ARTICULO 5. Son faltas graves:*

- c) Copiar de otro estudiante tareas, informes de laboratorio, trabajos de investigación o de cualquier otro tipo de actividad académica.*

*ARTICULO 9. Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:*

- a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.*
- b) Las graves con suspensión de quince días lectivos a seis meses calendario.*

*ARTÍCULO 22. Debe observarse el siguiente procedimiento, en relación con la calificación, entrega e*

*impugnación de los resultados de cualquier prueba de evaluación, salvo disposición expresa en contrario:*

- a. El profesor debe entregar a los alumnos las evaluaciones calificadas y todo documento o material sujeto a evaluación, a más tardar diez días hábiles después de haberse efectuado las evaluaciones y haber recibido los documentos.*

### Tentative Course Schedule

WEEK	DESCRIPTION OF THE ACTIVITIES
<b>Week 1</b> March 13 - 17	Introduction to the course (explain program and chronogram) Getting Ready to write: the importance of reading, the writing process and prewriting techniques  <b>Assignment:</b> Preparing to learn about writing Thinking through the Writing Process Understanding the Paragraph The Comma
<b>Week 2</b> March 20 - 24	Understanding the Paragraph The Comma Evaluation Scale Understanding Teacher's Feedback Format for compositions  <b>Assignment:</b> The Cause-Effect Paragraph Four Basic Uses of Colons and Semicolons
<b>Week 3</b> March 27- 31	The Cause-Effect Paragraph Punctuation: colon and semicolon.  <b>Assignment:</b> Comma splices, Run-ons, and Parallelism
<b>Week 4</b> April 3 - 7	The Cause-Effect Paragraph continued Parallelism Comma splices and run-ons  <b>Assignment:</b> <b>Out of class # 1 assigned: Cause-effect</b>
<b>April 10 – 14</b>	<b>Holy Week</b>
<b>Week 5</b> April 17 - 21	<b>Out of class composition #1 due</b>  <b>Assignment:</b> Fragments <b>Quiz #1</b>
<b>Week 6</b> April 24 – 28 <b>Homecoming Week</b>	Feedback on out-of-class 1 Fragments Feedback on quiz 1
<b>Week 7</b> <b>May 1: Holiday -</b> May 5	<b>In class composition #1: Cause-effect</b>
<b>Week 8</b> May 8 - 12	Feedback in class composition #1  Study for exam #1: Topic sentence, controlling idea, outlining, the cause-effect paragraph and punctuation.

<p><b>Week 9</b> May 15 - 19</p>	<p><b>Exam #1:</b> Contents: Write an in-class composition (175-200 words) and a formal outline. <b>Assignment:</b> The Comparison and Contrast Paragraph</p>
<p><b>Week 10</b> May 22 - 26</p>	<p>Feedback on Midterm Exam The Comparison and Contrast Paragraph <b>Assignment:</b> Sentence Variety and Sentence Clarity</p>
<p><b>Week 11</b> May 29 – June 2</p>	<p>The Comparison and Contrast Paragraph continued Sentence Variety and Sentence Clarity <b>Quiz #2</b> <b>Assignment:</b> <b>Out of class #2 assigned: Comparison-contrast Capitalization</b></p>
<p><b>Week 12</b> June 5 – 9</p>	<p><b>Out of class Composition #2 due</b> Capitalization</p>
<p><b>Week 13</b> June 12 - 16</p>	<p>Feedback on out-of-class 2 <b>Quiz #3</b></p>
<p><b>Week 14</b> June 19 – 23</p>	<p><b>In-class composition #2: Comparison-contrast</b></p>
<p><b>Week 15</b> June 26 - 30</p>	<p><b>Feedback in-class composition # 2</b></p>
<p><b>Week 16</b> July 3 - 7</p>	<p><b>Exam 2:</b> Contents: Write an in-class composition (175-200 words) and a formal outline applying the comparison and contrast technique</p>

Final grades will be posted on the bulletin board next to the School of Modern Languages.

*Ampliación* and Proficiency exams: July 19, 2017, 8 - 12

You are required to write **TWO paragraphs** (150 words) and their formal outlines.

Room to be announced.