

**UNIVERSIDAD DE COSTA RICA
 ESCUELA DE LENGUAS MODERNAS
 B. A. in English and B. A. and *Profesorado* in English Teaching
 SECCION DE II A IV
 I-2017**

COURSE OUTLINE

English Composition II	Requisites: LM-1230, LM-1234, LM-1235
LM-1245	Co-requisites: LM-1240 & LM-1244
Credits: 3	Cycle: IV
Hours: 3 hours / week in-class work 6 hours / week out-of-class work	Type: Mixed - Plan de Estudios B.A. in English and B.A. and <i>Profesorado</i> in English Teaching
Level: Second year	

I. DESCRIPTION

LM-1245 is a required second-year course for the degree of *Bachillerato en Inglés and Bachillerato en la Enseñanza del Inglés*. It is designed to help students develop effective writing skills and to introduce them to the principles of essay writing. Sample paragraphs, essays, and articles will serve as models for the students to analyze rhetorical patterns and to enrich their vocabulary.

II. GENERAL OBJECTIVE

By the end of the semester, the students will be able to produce well-constructed paragraphs and cohesive, logically developed short essays.

III. SPECIFIC OBJECTIVES

By the end of the semester students will be able to

- A. define the audience, purpose and topic of their composition.
- B. organize ideas in outline form to narrow a topic.
- C. organize paragraphs and five-paragraph essays using definition, classification, comparison and contrast, and cause-effect writing modes.
- D. write appropriate topic sentences, relevant developers, and concluding sentences.
- E. write five-paragraph essays with appropriate thesis statements and relevant and cohesive introductory, body, and concluding paragraphs.
- F. use logical transitions to achieve coherence and cohesion.
- G. write syntactically correct sentences, using a variety of grammatical patterns.
- H. apply punctuation rules regarding periods, commas, colons, question marks, and quotation marks to their writing.
- I. apply basic documentation principles (MLA).
- J. develop good proofreading and editing skills in order to find and correct mistakes in a composition.

IV. CONTENT

A. Composition Principles

1. The paragraph review
 - a. Topic sentence
 - b. Developing sentences (relevance, coherence, cohesion)
 - c. Concluding sentence
2. The Essay
 - a. Expanding a paragraph into an essay
 - b. Thesis statement
 - c. Introductory paragraph
 - d. Body paragraph-paragraph relationships
 - e. Concluding paragraph
3. Outline format

B. Rhetorical Patterns

1. The classification paragraph /The definition paragraph
2. The classification essay
3. The cause-effect essay
4. The comparison and contrast essay

C. A Review on Mechanics and Sentence Structure

1. Run-on sentences (comma, semicolon), Comma splices, and Fragments
2. Parallelism
3. Effective expression: conciseness, concreteness, figurative and literal language

D. Punctuation Marks

1. Quotation marks
2. Ellipsis
3. Italics
4. Underlining

E. Documentation principles

1. Introduction to manuals of style
2. The MLA Style

V. METHODOLOGY

Working individually or in small groups, the students will write for fluency, read and analyze authentic/student-written texts; engage in pre-writing, revising, and editing; write compositions/short essays; participate in discussions; and do exercises in mechanics, and writing skills. Emphasis will be placed at the beginning to become an autonomous learner; therefore, students will be expected to keep track of their own progress by paying attention to their strengths and weaknesses in their writing. Students are expected to do the assigned readings and the final practice section in the course packet before coming to class, to look for information when required, and to have an active participation during class sessions.

VI. EVALUATION

Quizzes (minimum 2)	10%
Out-of-class classification/definition paragraph	10%
In-class classification/definition essay	10%
Midterm exam (in-class essay)	20%
Out-of-class cause/effect essay	10%
In-class comparison/contrast essay	15%
Final exam (out-of-class essay)	25%

NOTES ON EVALUATION:

- A. Students will be responsible for the chapters and/ or topics to be discussed in class. Students will also be provided with, or asked to bring to class, articles on current events and other topics of interest to be discussed and analyzed in and out of class. **Students are expected to take an active part in the discussion of the chapters and of the topics, and to defend their points of view both orally and in the written form.**
- B. No student will be exempted from any assignment.
- C. It is a must to submit any draft notes or drafts that are evidence of the work done prior to the final version. When required, sources must be submitted along with the final version with the highlighted parts of the cited material.
- D. Every out-of-class assignment must be typed and double-spaced, using Arial Font 12 and 1" (2.54 cm) margins.
- E. In-class compositions (400 words) should be clearly handwritten on standard, lined 8 ½ x 11" paper. Use a pad of lined paper.
- F. Compositions and exams not claimed by the students after six months will be discarded (*acuerdo de la sesión 8-2009, artículo 6, 27 de marzo del 2009, Comisión Universitaria de Selección y Eliminación de Documentos (CUSED)*).
- G. All compositions must follow the MLA style format.
- H. The instructor will provide written instructions to students for both in-class and out-of-class compositions to explain each writing task.
- I. Every composition will be signed by the student before handing it in to the instructor; otherwise, no claims will be accepted.
- J. 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.
- K. 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.
- L. Plagiarism will not be tolerated as this constitutes a serious academic offense. Plagiarized work will be given a zero, an account of the student's fault will be kept in his/her records, and the School Director will be immediately notified for the corresponding sanction. For more details see, *Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica (Articles 4 to 20)*.
- M. According to *A Pocket Style Manual*, "to borrow another writer's language or ideas without proper acknowledgement is a form of dishonesty known as plagiarism" (Hacker 109). Please note that **any source that you use must be cited appropriately, including**

Internet postings. Plagiarism cannot be tolerated in academic settings and has very unfortunate consequences at the university and professional levels.

N. One of the main objectives of this course is the correct use of sources and quotations applying the MLA format, so no student can claim ignorance about what plagiarism is.

O. ***Todo / toda estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.***

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.

VII. BIBLIOGRAPHY

Folse, K. and Pugh, Tison. *Great Writing 5*. Boston: Cengage Learning. 2015. Print.

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

MLA Handbook for Writers of Research Papers. 8th ed. New York: The MLA Press, 2006. Print.

VIII. OTHER RESOURCES

- A good English-English dictionary (e.g. Cambridge, Longman, Webster's)
- A good English-Spanish dictionary (e.g. Larousse, The American Heritage, Webster's)
- A good Collocations Dictionary (e.g. Oxford, BBI Dictionary of English word combinations) and a thesaurus
- A pad of standard 8.5 X 11 lined white paper
- Different articles provided by the instructor or by the students will be used in class through the development of the course.

IX. TENTATIVE TIMETABLE (I-2017)¹

WEEK	DESCRIPTION OF THE ACTIVITIES	EVALUATIONS
Week 1 March 13-17	<ul style="list-style-type: none"> ✓ Introduction of the course ✓ Paragraph/Essay format requirements & outline format ✓ Assign: the classification paragraph and the definition paragraph comma splices, run-on sentences and fragments Review 	
Week 2 March 20-24	<ul style="list-style-type: none"> ✓ Explanation of grading criteria ✓ The classification paragraph ✓ The definition paragraph ✓ Comma splices, run-on sentences and fragments review ✓ Assign: The Apostrophe 	
Week 3 March 27-31	<ul style="list-style-type: none"> ✓ The apostrophe ✓ Commas, semicolons and colons review ✓ Assign: Understanding the Essay, Effective titles, introductions and conclusions. 	Hand in out-of-class # 1 Classification or definition paragraph
Week 4 April 4-7	<ul style="list-style-type: none"> ✓ Out-of-class #1: feedback ✓ Understanding the Essay ✓ Effective titles, introductions and conclusions. ✓ Assign: Develop you point in a classification essay, Develop your point in a definition essay 	
Holy Week April 10-14	<ul style="list-style-type: none"> ✓ 	

¹ This timetable is tentative and subject to changes as deemed appropriate by the instructor.

Week 5 April 17-21	<ul style="list-style-type: none"> ✓ The essay continued: classification or definition essay ✓ Assign: Develop your point in a cause-effect essay parallelism review, Quotation marks, Transitions, Italics or underlining. ✓ 	Quiz # 1 (Fragments, comma splices and run-on sentences, the apostrophe)
Week 6 April 24-28 Semana U	<ul style="list-style-type: none"> ✓ Develop your point in a cause-effect essay ✓ Parallelism review, Quotation marks, Transitions, Italics or Underlining 	
Week 7 May 1-5 (Holiday)		In-class # 1 Classification/definition essay
Week 8 May 8-12	Feedback In-class 1	
Week 9 May 15-19	<ul style="list-style-type: none"> ✓ Assign: research strategies and resources 	MIDTERM EXAM (in-class) Classification/definition essay
Week 10 May 22-26	<ul style="list-style-type: none"> ✓ Midterm exam feedback ✓ Research strategies and resources-MLA documentation style ✓ Quotation Marks 	
Week 11 May 29-June 2	<ul style="list-style-type: none"> ✓ Research strategies and resources continued ✓ Assign: Develop your point in a comparison and contrast essay: Part 1 	Hand in out-class # 2 Cause/effect essay
Week 12 June 5-9	<ul style="list-style-type: none"> ✓ Develop your point in a comparison and contrast essay: Part 2 	Quiz # 2 (parallelism, quotation marks, transitions, underlining)
Week 13 June 12-16	<ul style="list-style-type: none"> ✓ Out of class#3: feedback ✓ Revising for effective expression 	In-class # 2 Comparison/contrast essay
Week 14 June 19-23	<ul style="list-style-type: none"> ✓ In-class essay: feedback 	
Week 15 June 26-30	<ul style="list-style-type: none"> ✓ Outline and sources due 	

Week 16 July 3-7		FINAL EXAM (Out-of-class essay) Comparison/contrast
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Final grades: July 12-14

Ampliación-Suficiencia: Thursday, July 20th, 7 a.m., room to be announced