

**UNIVERSITY OF COSTA RICA
 ESCUELA DE LENGUAS MODERNAS
 SECCION DE II A IV
 QUIROS / VEGA I-17**

COURSE OUTLINE

English Rhetoric I	Requisites: LM-1240, LM-1244 (Grammar II), LM-1245
LM-1352	Co-requisites: LM-1351 & LM-1353
Credits: 3	Academic Cycle: V
Hours: 3 hours a week in-class work 6 hours a week out-of-class work	Type: B.A. in English and English Teaching
Level: Third Year	

I. DESCRIPTION

This is a required major course that introduces students to the writing of different types of academic genres. Students will develop skills in essay, summary, and essay-test writing through in-class and out-of-class tasks. They will also apply proper documentation techniques using the Modern Language Association (*MLA*) format. Students will also improve both their writing accuracy and fluency through multiple drafts and exhaustive revision and editing.

II. GENERAL OBJECTIVE

Students will use the process approach to write formal, well-organized, coherent, and unified writing samples – including summaries, expository essays, and essay tests –while acknowledging the sources consulted using the *MLA*-documentation style.

III. SPECIFIC OBJECTIVES

By the end of the course, students will

- a. Synthesize information from larger pieces of academic texts accurately.
- b. Differentiate between summary, response essay, problem-solution essay and essay test.
- c. Write problem-solution essays, response essays, summaries, and essay test effectively.
- d. Organize ideas into a coherent essay using a formal outline.
- e. Write clear and concrete thesis statements.
- f. Develop effective introductory paragraphs.
- g. Write logically-sequenced body paragraphs using a variety of writing modes.
- h. Use appropriate transitions within and between paragraphs.
- i. Develop effective concluding paragraphs.
- j. Adequately use primary and secondary sources to support their own ideas throughout the essay.
- k. Quote, paraphrase, and cite materials in correct *MLA* format.
- l. Revise, edit, and proofread all compositions to meet academic writing standards.
- m. Demonstrate a proficient level of vocabulary usage, grammatical accuracy, and punctuation skills, and show progress in comparison with previous courses.

IV. CONTENTS

A. The Process of Writing

- Review of pre-writing techniques: brainstorming, clustering, listing, free-writing, and others
- The importance of multiple drafting, revising, editing, and proofreading
- The final version: format requirement

B. Grammar focus review

- Fragments, comma splices, and run-ons
- Parallelism: logical and structural
- Agreement: subject-verb agreement, singular-plural agreement
- Coordinating conjunctions: for, and, not, but, or, yet, so (FANBOYS)
- Subordinators: although, even though, because, though, while, since, whether, whereas, etc.
- Connecting words and phrases: due to, thus, nonetheless, etc.
- Sentence variety: complex constructions, emphasis

C. Vocabulary

- Collocations or word partners: concept, importance, common collocations
- Formal style: levels of formality, jargon, slang, idioms, euphemisms, stereotyped language, and non-sexist language

D. MLA Documentation Style

- Evaluation of sources
- Primary and secondary sources
- In-text citations (books, book chapters, magazine/newspaper/journal articles, online sources, encyclopedia entries, among others)
- The Works Cited page

E. Summary writing

- Principles
- Techniques
- Language focus
- Avoiding plagiarism

F. Rhetorical Organization: Problem-solution and response essays

- Formal outlines
- Thesis statements
- Introductions
- Paragraph development: structure and evidence
- Conclusions
- Transitions within and between paragraphs

G. The Essay Test

- Types of test questions
- Writing the examination answer
- Suggestions for taking essay-tests

- Pitfalls to avoid

V. METHODOLOGY

The student will read all assigned articles and textbook chapters at home. . Class time will be devoted to discussing these materials and exercises in preparation for the writing tasks. Audiovisual media may be used to illustrate both common errors and writing samples. Some writing tasks will be developed in class (summaries and essay tests). The student will write essays both at home and in class. Group work will include the analysis and discussion of assigned readings, development of ideas for essays, revision of homework, and peer editing of compositions. Students are expected to participate actively in all classrooms activities. In order to achieve the course objectives, the students must revise, edit and proofread all compositions at home. Corrective reading of compositions at home is essential in order to achieve the course objectives.

VI. EVALUATION

1. Summary	15%
2. Essays	
a. Problem/Solution	
Out-of-class	15%
b. Response Paper	
i. In class	15%
ii. Out-of-class	15%
3. Essay Test	20%
4. Quizzes/Assignments (3 minimum).....	20%

NOTES ON EVALUATION:

- Students will write 6 original pieces of writing.
- Quiz contents and dates will be announced as pertinent.
- **No late work will be accepted.** Assignments must be submitted no later than 15 minutes after the beginning of the class. Only under very special circumstances, at the professor's discretion, will late assignments be accepted. In this case, from 10% to 50% may be taken off of the assignment's grade.
- Students will be required to submit an electronic version of their out-of-class papers, along with the printed version, via e-mail. However, the electronic version does not replace the printed version. The printed version is the only valid document to be evaluated and taken into account for the previous point on late assignments.
- Papers that do not follow the established MLA format regarding font size, margins, spacing, headings, or any other MLA standard, **will not be accepted**.
- 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
- ***Todo / toda estudiante en todo curso queda sujeto / sujeta a los reglamentos de evaluación de la Universidad de Costa Rica.***

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 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.

REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL

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

Baordman, Cynthia A. and Jia Frydenberg. *Writing to Communicate 2: Paragraphs and Essays, Third Edition*. New York: Pearson Education, 2008.

Broukal, Milada. *Weaving It Together: Connecting Reading and Writing*. 2nd ed. Boston: Thomson & Heinle, 2004.

Cambridge Advanced Learners' Dictionary. Cambridge UP, 2000 or newer. (www.dictionary.cambridge.org)

Donald R., Betty, Richmond Morrow, and Lillian Griffith Wargetz. "The Essay Test." *Writing Clear Essays*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1992.

MLA Handbook for Writers of Research Paper (Seventh edition). New York: The Modern Language Association of America, 2009.

"How to Avoid Offensive Language." Available at http://www.randomhouse.com/words/language/avoid_guide.html

- Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd ed. New York: Cambridge University Press, 1998.
- Radaskiewicz, Ann Marie. "Chapter 3: Four Rules for Clear Sentences." *Eleven Essentials of Effective Writing*. Boston: Houghton Mifflin, 2000.
- Reid, Joy M. *The Process of Composition*. (Third Edition). New York: Longman. 2000.
- . "Chapter 7: Organizing Logical Units." *Eleven Essentials of Effective Writing*. Boston: Houghton Mifflin, 2000.
- . "Chapter 8: Interesting Openings." *Eleven Essentials of Effective Writing*. Boston: Houghton Mifflin, 2000.
- . "Chapter 9: Effective Closings." *Eleven Essentials of Effective Writing*. Boston: Houghton Mifflin, 2000.
- Reinking, James A., Andrew W. Hart, and Robert von der Osten. "The Essay Examination." *Strategies for Successful Writing*. Englewood Cliffs, New Jersey: Prentice Hall, 1993.
- Swales, John M. and Christine B. Feak. "Unit 5: Writing Summaries." *Academic Writing for Graduate Students*. 2nd ed. Ann Arbor: The University of Michigan Press, 2004.
- Zemack, Dorothy E and Lisa Rumisek. *College Writing: From Paragraph to Essay*. Oxford: Macmillan Publishers Limited, 2003.

VIII. TENTATIVE COURSE TIMETABLE¹

Week ² Dates		Topics	Homework	Evaluations
1	March 13-17	- Introduction to the course - Introduction to MLA basics - Paraphrasing-Summarizing-Quoting (p1)	- <i>Practice Paraphrasing-Summarizing (7)</i> - <i>Paraphrases-Summaries (8)</i> - <i>In-text citations (89-95)</i> - <i>Review Academic Summary (12-18)</i> - <i>Reporting verbs (19)</i>	
2	March 20-24	- Review in-text citation and MLA Work Cited Page - Introduce the Academic Summary (12) -Steps to summarize article (draft) -Start writing in-class summary practice (article) (steps 1,2,3,4)	- <i>Summarize "Body-Image Blues" (17)</i> - <i>Read Diagram of the Academic Essay (37-44)</i> - <i>Design essay map (62)</i> - <i>Outlining (21-24)</i>	
3	March 27-31	- Continue writing the in-class summary practice (article) (steps 5,6,7) - Introduce the Academic Essay and outlining	- <i>It-sentences, there-Sentences, Style (27-36)</i> - <i>Read The Problem-Solution Essay (45-49)</i>	
4	April 3-7	-Write in-class summary -Introduce problem-solution essay -Watch video on a problem -Choose topic for problem-solution essay (to be approved within the week)	- <i>Approve topic for problem-solution essay on line</i> - <i>Problem-Solution outline patterns (49-52)</i> - <i>Prepare outline for out-of-class 1- problem/solution</i>	In-class summary
HOLY WEEK April 9-16				
5	April 17-21	- Solve quiz 1 - Check outline for out-of-class 1- problem/solution -Four possible patterns for outlining your problem-solution essay-review	- <i>Read Rogerian Approach (58)</i> - <i>Read "Persuading the audience" (58)</i> - <i>out-of-class 1 problem/solution essay 3 paragraph draft</i>	Quiz 1
6	April 24-28	-Feedback on in-class summary -Hand in out-of-class problem-solution essay n. 1 draft (3 paragraphs) In-class writing practice (work on the problem-solution out-of-class essay) -Avoiding fallacies	- <i>Logical fallacies (24)</i> - <i>Read Writing a Reaction or Response Paper (62-70)</i> -Take home quiz 2	
7	May 1-5	-Hand in take home quiz 2 between 7:00 and 7:15pm -Drafts are delivered	- <i>Out-of-class problem-solution essay 1</i> - <i>Read assigned short</i>	Quiz 2

¹ This course timetable is tentative and subject to change as deemed appropriate by the professor.

² Asynchronous week in gray color.

		-Introduce the basics of response paper (photos, prewriting, outlining)	story -	
8	May 8-12	-Review characteristics of the response-to-literature essay	Prepare outline for out-of-class 2-Response paper A based on short story	Hand in out-of-class problem/solution essay 1
9	May 15-19	-Check outline of out-of-class response essay 1 -Review response essay about poems	-Write 2 paragraph draft for reaction essay	
10	May 22-26	- Feedback on problem-solution out-of-class - Hand in reaction essay draft (2 paragraphs)	-Read <i>Writing a Response Paper</i> (72-75)	
11	May 29 June 2	-Drafts (reaction essay) are delivered -In-class essay practice about an assigned poem		
12	June 5-9	-In-class essay practice about an assigned poem	-Choose topic for your in-class response essay on a poem - Read <i>The Essay Test</i> (76-83)	-Hand in Reaction Paper 1 out-of-class 2 on a short story
13	June 12-16	-Write in-class response essay on a poem		-In-class 2 reaction paper-B on a poem
14	June 19-23	- Introduce theory of essay test -Instructions for quiz 3- -Feedback on reaction essay on a short story (out-of-class)	-Read <i>Writing essays for exams</i> (83-88) -Reading for Essay Test in-class practice -take home quiz 3	
15	June 26-30	-Essay test in-class practice -Hand in quiz 3 between 7:00 and 7:15 PM -Feedback on reaction essay on a poem (in-class)		Quiz 3
16	July 3-7	-Write in class essay test		In-class essay test
17	July 10-14			FINAL GRADES
18	July 17-21	Make-up and proficiency test (date to be confirmed)	Classroom and time to be announced	