

**UNIVERSIDAD DE COSTA RICA  
ESCUELA DE LENGUAS MODERNAS  
SECCIÓN II a IV  
ACON I-17**

**Proposed Course Outline**

Course name: Rhetoric III	Pre-requirement: LM-1362
Course number: LM-1472	Academic Cycle: VII
Hours: 9 Class Work: 3 Out-of-Class Work: 6	Type: Mixed - Plan de Estudios B.A. in English and B.A. and <i>Profesorado</i> in English Teaching
Level: 4th year	Credits: 3
	Course Online Delivery Modality: Low

**I. Course Description**

This is a fourth-year writing course designed to develop the skills to write about literature. Its fundamental purpose is to train students to not only enjoy, understand, and appreciate literature in English, but also to be able to write logically, coherently, and proficiently about it, with a command of rhetorical strategies, correct grammar, and punctuation, as well as of appropriate strategies for literary analysis.

**II. General Objectives**

- A. Enhance understanding and appreciation of literary works.
- B. Foment critical reading abilities and literary analytical skills.
- C. Improve ability to articulate and develop ideas in clear, cohesive, standard written English.

**III. Specific Objectives**

By the end of the term, students will be able to:

- A. Reinforce ability to analyze basic elements of poetry, drama and fiction.
- B. Generate and evaluate multiple critical responses to works of literature.
- C. Identify themes with logical implications derived from assigned literary works.
- D. Articulate original positions in clear, argumentative thesis statements.
- E. Develop ideas on the basis of standard, cohesive, sentence format outlines.
- F. Defend positions through the use of ample, varied support from primary texts.
- G. Proofread, edit, and assess their own written production, as well as that of peers.

**IV. Contents**

- A. Writing about poetry
  - 1. Basic elements of poetry (review)
  - 2. Techniques
  - 3. Writing experience

## B. Writing about drama

1. Basic elements of drama (review)
2. Techniques
3. Writing experience

## C. Writing about fiction

1. Basic elements of fiction (review)
2. Techniques
3. Writing experience

## V. Methodology

The instructor will review literary terms and rhetorical strategies and develop the required writing skills for fourth-year level literary analysis. Extensive out-of-class work is required for both reading and writing assignments. Students are expected to participate actively in discussions and work sessions, which will include individual and group work. Peer evaluation is an important part of the course and will take place during class.

## VI. Evaluation

Evaluation is continuous in the sense that the instructor will observe students' preparation and participation on a daily basis. Students are responsible for all information and material discussed in class or assigned as readings. The instructor will determine the final grade on the following basis:

<b>Papers (4 essays, 4-5 pages each).....</b>	<b>70%</b>
<b>Graded Workshops.....</b>	<b>20%</b>
<b>Quizzes .....</b>	<b>10%</b>

### Notes on evaluation:

- Students must submit all papers in order to complete the course.
- Instructors will not accept late papers under any circumstance.
- The DEADLINE for the submission of papers is the first hour of class on the due date.
- Instructors will not grade any papers that do not adhere to MLA format.
- Plagiarism will be severely punished as established by the student code of conduct of UCR
- ***Todo / toda estudiante en todo curso queda sujeto / sujeta a los reglamentos de evaluación de la Universidad de Costa Rica.***

## VII. Bibliography

- Beckson, Karl, and Arthur Ganz. *Literary Terms: A Dictionary*. 3<sup>rd</sup> ed., Nooday, 1989.
- Beum, Robert and Sire, James W. *Papers on Literature: Models and Methods*. Holt, Rinehart and Winston, Inc, 1970.
- Childers, Joseph, and Gary Hentzi, eds. *The Columbia Dictionary of Modern Literary and Cultural Criticism*. Columbia UP, 1995.
- Cohen, B. Bernard. *Writing about Literature*. Scott, Foresman and Company, 1973.
- Dombeck, Kristin and Scott Herndon. *Critical Passages: Teaching the Transition to College Composition*. Teachers College Press, 2004.
- Durang, Christopher. *Naomi in the Living Room and Other Plays*. Dramatists Play Service, 1998.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 8th ed., The Modern Language Association of America, 2016.
- Graff, Gerald, and Jane Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. Norton, 2006.
- Hodge, Francis, and Michael Mc Lain. *Play Directing: Analysis, Communication and Style*. 3rd ed, Prentice-Hall, 1981.
- Keene, Michael, and Katherine Adams. *Easy Access: The Reference Handbook for Writers* 4<sup>th</sup> ed., Mc Graw-Hill, 2006.
- Lohafer, Susan, and Jo Ellyn Clarey. *Short Story Theory at a Crossroads*. Louisiana UP, 1989.
- Maimon, Elaine P., Janice Peritz, and Kathleen Yancey. *A Writer's Resource: A Handbook for Writing and Research, (Spiral)*. McGraw-Hill, 2007
- Merritt, Travis, R. *Style and Substance. Reading and Writing Prose*
- Roberts, Edgar V. *Writing about Literature*. Pearson Education, 2010.
- Shapard, Robert, and James Thomas, eds. *Sudden Fiction: American Short-Short Stories*. Gibbs, 1986.
- Vendler, Helen. *The Art of Shakespeare's Sonnets*. Harvard University Press, 1997.

Weigle, Sara C. *Assessing Writing*. Cambridge University Press, 2002.

### VIII. Timetable I-2017\*

Week	Dates	Activities
1	March 13-17	Introduction to the course A Troubleshooting Guide for Writers
2	March 20-24	Reading and writing about prose 1. Fiction theory 2. Literary and critical terms: fiction-related set 3. Literary works: "A Sudden Story," "The Personal Touch," "The Vertical Fields," "Class Notes," "Things I did to Make it Possible"
3	March 27-31	Reading: Academic language Audio: Joseph Roach's Shakespeare Anniversary Lecture Series "Little Red Riding Hood," "Subtotals," "The Princess and the Tinbox," "Un cuento chirrisco"
4	April 3-7	Frequent Mistakes and Editing Tips Group assignments: 1. Addison and Steele's No.275 or No. 281 from <i>The Spectator</i> 2. Gómez-Peña's <i>Codex Espangliensis</i> , excerpts 3. Alexie's "The Trial of Thomas Builds the Fire" 4. Le Guin's "She Unnames Them" 5. Spiegelman's <i>Maus</i> , excerpts
	April 10-14	Easter
5	April 17-21	<b>Assignment: ESSAY 1 about Les Guérrilleres</b> Reading and writing about drama Literary and critical terms: drama-related set Readings: <i>A Midsummer Night's Dream</i> and <i>Hamlet</i>
6	April 24-28	Readings: Making Thinking Move "The Homecoming" and "Naomi in the Living Room"
7	May 1-5	Holiday One-on-one conferences: feedback of Essay 1 and questions about Essay 2
8	May 8-12	Reading: King Lear Group assignments: 1. "Medea" by Chris Durang 2. Hombres en escabeche, sketches 3. The Vagina Monologues, sketches 4. F.O.B., sketches 5. Los Vendidos, sketches
9	May 15-19	<b>Assignment: ESSAY 2 about Susan Glaspell's Trifles</b> Reading and writing about poetry Literary and critical terms: poetry-related set Readings: "The Latest Decalogue," "Jabberwocky," "Easter Communion"
10	May 22-26	Readings: Helen Vendler's <i>The Art of Shakespeare's</i>

		Sonnets Sonnets 20, 73, 40, 130, 13, 33, 34, 126, 43
11	May 29-June 2	One-on-one conferences: feedback of Essay 2 and questions about Essay 3
12	June 5-9	Group assignments: 1. George Herbert's "Easter Wings" 2. Emily Dickinson's poems 3. e.e. cumming's "pity this busy monster" 4. Sonnet to a Negro 5. Pantoun for a Chinese Woman
13	June 12-16	<b>ESSAY 3 about William Blake's Songs of Innocence and Experience</b> Peer review 1
14	June 19-23	Peer review 2 and one on one conferences to discuss the proposal of Essay IV
15	June 26-30	Revision and editing of Essay 1 or Essay 2 to turn in as Essay 4
16	July 3-7	<b>ESSAY IV</b>
17	July 10-14	Results
18	July 17-21	Ex. Ampliación/Suficiencia

\* This time table is tentative and subject to change as deemed appropriate by the instructor of the course.