Universidad de Costa Rica
Escuela de Lenguas Modernas
Bachillerato en Inglés
Sección de II a IV Año

Course outline

Course name: English Grammar V	Requisites: LM-0355 or LM-1363
Course code: LM-0356	Correquisites: None
Credits: 2	Cycle: VII
In-class work: 3 hours Out-of-class work: 3 hours	Type: B.A. in English
Level: fourth year	Modality: High virtuality

I. Description

  LM-0356 English Grammar V is for advanced level students pursuing the B.A. in English. The main purpose of this course is to help students develop oral and written skills for academic communication while using the appropriate grammatical structures. During class time, instructors will combine grammatical explanations and the analysis of authentic and student–produced texts.

  This course will be taught under a high virtuality modality (*alto virtual*). *Mediación Virtual* will be used as the platform to teach the course as well as the one to post relevant information, documents, or other materials.

II. Objectives

General Objective

At the end of the course, the students will be able to use the learned grammar structures, which are necessary in academic writing and speaking in English.

Specific Objectives
At the end of the course, the students will be able to:

a) use appropriate collocations in an academic context, both orally and in writing,

b) express their points of view on a topic by using hedging and collocations to adopt an epistemic stance,

c) write cohesive academic texts using pronouns, demonstratives, repetition of key terms, topic-related vocabulary, and strategies to improve writing style,

d) vary sentence stress / focus elements by using expletives,

e) correct sentences that contain dangling modifiers to avoid ambiguity.

III. Contents

1. Collocations
    a. Verb + preposition (e.g., *speak about*)
    b. Adjective + preposition (e.g., *interested in*)
    a. Noun + preposition (e.g., *research on*)
    a. Complex prepositions (e.g., *out of, in spite of*)

2. Hedging strategies and epistemic stance in academic written and spoken texts

3. Cohesion
    a. Pronoun reference
    b. Demonstrative pronouns preceded by key words (e.g., *this* vs. *which*)
    a. Repetition vs. redundancy of nouns and verbs

4. Sentence rhythm
    a. The objective of sentence rhythm
    b. End focus
    c. Sentence structure (subject and predicate)
    d. Placement of new and known information in a sentence
    e. Expletives (*if, whether, whether or not, that, or, as*)

5. Dangling modifiers
    a. Elliptical clauses
    b. Infinitives
    b. Gerunds
    c. Participles

IV. Methodology

The instructor will deliver lectures, and the students will discuss and analyze texts. The students will work individually, in pairs, and in groups. They will do exercises and discuss previously assigned readings and authentic texts from different sources in order to develop academic communication skills. In groups, the students will also analyze discourse and rhetorical elements in texts written by them. All the students should have the course materials. Before each class, students must do the exercises assigned by the instructor. It is advisable that students have a monolingual English dictionary.

The course will be taught in a high virtuality modality with synchronous as well as asynchronous sessions, and all graded evaluation activities will be face-to-face (see the timetable for specific dates). Important information, presentations, documents, or other materials will be posted on the site of the course in *Mediación Virtual*. If quizzes or exams are completed at the computer lab, they will be monitored and graded through *Mediación Virtual*.

V. Evaluation

    A. Quizzes (3)* ………….   30%

    B. Project ………………….   10%

    C. Exam 1 …………………   30%

    D. Exam 2 …………………   30%

*The percentage of every quiz is 10%.

Description of the Project: The students will work in small groups (the number of members to be defined by the course instructor) to generate a product based on the topics covered in the course. In the final project, the students will create a text related to the contents of the course and about a current issue. A grading scale and detailed instructions will be provided by the instructor during the semester. The guidelines of the project will be shared on week 9 of the course.

Evaluation notes

- Quizzes and exams will be completed in the classroom or in a computer lab (given availability of the lab).

- Absences on scheduled evaluation days must be justified by presenting the required documents to the instructor who will proceed according to the regulations set forth in article 24 of *Reglamento Académico Estudiantil*.

- Instructors have 10 working days to check and hand back all evaluations according to the *Reglamento Académico Estudiantil*.

- Every student is subjected to the rules included in the *Reglamento de Régimen Académico Estudiantil* de la Universidad de Costa Rica.

VI. References

Caplan, N. (2019). *Grammar choices for graduate and professional writers* (2nd ed.).

    University of Michigan Press.

Hinkel, Eli. (2020). *Teaching academic L2 writing* (2nd ed.). Routledge.

Kolln, M., & Gray, L. (2013). *Rhetorical grammar: Grammatical choices, rhetorical effects*

    (7th ed.). Pearson.

Wallwork, A. (2013). *English for academic research: Writing exercises*. Springer.

Additional references

Wallwork, A. (2016). *English for academic research: Grammar, usage and style.*

    Springer.

VII. Tentative timetable

Important: The room assigned is 211 at the *Letras* building.

Week	Activities
1 **March 10 to 14** (Virtual synchronous session)	Course introduction Corpus for writing Collocations • Verb + preposition (e.g., *speak about*) • Adjective + preposition (e.g., *interested in*) • Noun + preposition (e.g., *research on*) • Complex prepositions (e.g., *out of, in spite of*) Skeletal phrases
2 **March 17 to 21** (Virtual synchronous session)	Collocations • Verb + preposition (e.g., *speak about*) • Adjective + preposition (e.g., *interested in*) • Noun + preposition (e.g., *research on*) • Complex prepositions (e.g., *out of, in spite of*) Skeletal phrases
3 **March 24 to 28** (Virtual asynchronous session)	Hedging strategies and epistemic stance
4 **March 31 to April 4** (Virtual synchronous session)	Hedging strategies and epistemic stance
5 **April 7 to 11** (Face-to-face session)	Review **Quiz 1: corpus use, collocations, skeletal phrases** ***Friday, April 11 holiday***
April 14 to 18	**Holy week**
6 **April 21 to 25** (Virtual asynchronous session)	Hedging strategies and epistemic stance **University Week for UCR**
7 **April 28 to May 2** (Virtual synchronous session)	Review for exam 1 ***Thursday, May 1 holiday***

8 **May 5 to 9** (Face-to-face session)	**Exam 1**
9 **May 12 to 16** (Virtual synchronous session)	Cohesion • Pronoun reference • Demonstrative pronouns preceded by key words (e.g., *this* vs. *which*) • Repetition vs. redundancy of nouns and verbs **Term project is assigned.**
10 **May 19 to 23** (Virtual asynchronous session)	Cohesion • Pronoun reference • Demonstrative pronouns preceded by key words (e.g., *this* vs. *which*) • Repetition vs. redundancy of nouns and verbs
11 **May 26 to 30** (Face-to-face session)	Sentence rhythm • The objective of sentence rhythm • End focus • Sentence structure (subject and predicate) • Placement of new and known information in a sentence • Expletives (*if, whether, whether or not, that, or, as*) **Quiz 2: Cohesion**
12 **June 2 to 6** (Virtual asynchronous session)	Sentence rhythm • The objective of sentence rhythm • End focus • Sentence structure (subject and predicate) • Placement of new and known information in a sentence • Expletives (*if, whether, whether or not, that, or, as*)
13 **June 9 to 13** (Face-to-face session)	Dangling modifiers • Elliptical clauses • Infinitives • Gerunds • Participles **Quiz 3: Sentence rhythm**
14 **June 16 to 20** (Virtual synchronous session)	Dangling modifiers • Elliptical clauses • Infinitives • Gerunds • Participles **Students present their projects during the virtual session.**

15 **June 23 to 27** (Virtual asynchronous session)	Review for exam 2
16 **June 30 to July 4** (Face-to-face session)	**Exam 2**
July 9 (Virtual appointments with each student)	**Final grades**
Thursday, July 17	*Ampliación* test (from 10:00 a.m. to 12:00 p.m., face-to-face)