

### Course outline

<b>Course name: English Grammar V</b>	<b>Requisites: LM-0355 o LM-1363</b>
<b>Course code: LM-0356</b>	<b>Correquisites: None</b>
<b>Credits: 2</b>	<b>Cycle: VII</b>
<b>In-class work: 3 hours Out-of-class work: 3 hours</b>	<b>Type: B.A. in English</b>
<b>Level: fourth year</b>	<b>Modality: Face to face 100%</b>

#### 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 100% face-to-face. *Mediación Virtual* will be used as a repository for 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*)
  - c. Noun + preposition (e.g., *research on*)
  - d. 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*)
  - c. 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
  - c. Gerunds
  - d. 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 institutional platform *Mediación Virtual* will be used as a repository to share additional material with students. All evaluations will be printed and administered in class.

## V. Evaluation

A. Quizzes (3 minimum) ...	30%
B. Project .....	10%
C. Exam 1 .....	30%
D. Exam 2 .....	30%

**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.

### Evaluation notes

- Quizzes and exams will be printed and completed in the classroom.
- 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, E. (2020). *Teaching academic L2 writing* (2nd ed.). Routledge.
- Kolln, M., & Gray, L. (2013). *Rhetorical grammar, grammatical choices, rhetorical effects* (7<sup>th</sup> 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

Week	Activities
1 March 9 - 13	Course introduction Corpus for writing Collocations <ul style="list-style-type: none"> <li>• Verb + preposition (e.g., <i> speak about</i>)</li> <li>• Adjective + preposition (e.g., <i> interested in</i>)</li> <li>• Noun + preposition (e.g., <i> research on</i>)</li> <li>• Complex prepositions (e.g., <i> out of, in spite of</i>)</li> <li>• Skeletal phrases</li> </ul>
2 March 16 - 20	Collocations <ul style="list-style-type: none"> <li>• Verb + preposition (e.g., <i> speak about</i>)</li> <li>• Adjective + preposition (e.g., <i> interested in</i>)</li> <li>• Noun + preposition (e.g., <i> research on</i>)</li> <li>• Complex prepositions (e.g., <i> out of, in spite of</i>)</li> <li>• Skeletal phrases</li> </ul>
3 March 23 – 27	Hedging strategies and epistemic stance
March 30 – April 3	<b>Holy Week</b>
4 April 6 - 10	Hedging strategies and epistemic stance <b>Quiz 1: corpus use, collocations, skeletal phrases (In class)</b>
5 April 13 - 17	Hedging strategies and epistemic stance
6 April 20 – 24	Hedging strategies and epistemic stance <b>University Week</b>
7 April 27 – May 1	Review for exam I <b>Project is assigned.</b> <b>Holiday: May 1</b>
8 May 4 - 8	Cohesion <ul style="list-style-type: none"> <li>• Pronoun reference</li> <li>• Demonstrative pronouns preceded by key words (e.g., <i> this vs. which</i>)</li> <li>• Repetition vs. redundancy of nouns and verbs</li> </ul> <b>Holiday: Inauguration Day May 8</b>
9 May 11 - 15	<b>Exam I (In-class)</b>

10 May 18 - 22	<p>Cohesion</p> <ul style="list-style-type: none"> <li>• Pronoun reference</li> <li>• Demonstrative pronouns preceded by key words (e.g., <i>this</i> vs. <i>which</i>)</li> <li>• Repetition vs. redundancy of nouns and verbs</li> </ul>
11 May 25 - 29	<p>Sentence rhythm</p> <ul style="list-style-type: none"> <li>• The objective of sentence rhythm</li> <li>• End focus</li> <li>• Sentence structure (subject and predicate)</li> <li>• Placement of new and known information in a sentence</li> <li>• Expletives (<i>if, whether, whether or not, that, or, as</i>)</li> </ul> <p><b>Quiz 2: cohesion (In class)</b></p>
12 June 1 - 5	<p>Sentence rhythm</p> <ul style="list-style-type: none"> <li>• The objective of sentence rhythm</li> <li>• End focus</li> <li>• Sentence structure (subject and predicate)</li> <li>• Placement of new and known information in a sentence</li> <li>• Expletives (<i>if, whether, whether or not, that, or, as</i>)</li> </ul>
13 June 8 - 12	<p>Dangling modifiers</p> <ul style="list-style-type: none"> <li>• Elliptical clauses</li> <li>• Infinitives</li> <li>• Gerunds</li> <li>• Participles</li> </ul> <p><b>Quiz 3: Sentence rhythm (In class)</b></p>
14 June 15 - 19	<p>Dangling modifiers</p> <ul style="list-style-type: none"> <li>• Elliptical clauses</li> <li>• Infinitives</li> <li>• Gerunds</li> <li>• Participles</li> </ul> <p><b>Students hand in project. (Upload to <i>Mediación Virtual</i>)</b></p>
15 June 22 - 26	Review for exam II
16 June 29 – July 3	<b>Exam II (In class)</b>
<b>Tuesday, July 7</b>	Final grades
<b>Monday, July 20</b>	<p><i>Ampliación</i> test (from 9:00 a.m. to 12:00 p.m.)</p> <p>Room to be announced</p>