

Nombre: Escritura Académica para Elaborar Reportes de Investigación (en Inglés)	Requisitos: ninguno
Código: NF-0301	Co-requisitos: ninguno
Créditos: 2	Ciclo: Etapa Nivelación
Trabajo en clase: 6 horas semanales a. Sincrónico: 1 hora b. Asincrónico: 5 horas	Clasificación: Propio
	Modalidad: Virtual

Proposed Course Syllabus

I. Description

The Academic Writing Workshop is offered by the MA Program in Teaching English as a Foreign Language as a resource for students before their first semester courses. The workshop will be conducted virtually through synchronous sessions lasting 50 minutes, each requiring five weekly hours of out-of-class work. Some of the weekly sessions may be taught asynchronously. If so, asynchronous sessions will be announced in advance.

This is a required course for students who must enroll in the leveling stage because their academic writing skills in the admission essay were slightly below the required level, with a score between 7.0 and 7.75. The main goal of the class is to provide key resources that can help students to expand their graduate-level writing skills, increase their awareness of issues affecting the quality of texts, and apply writing strategies for dealing with those issues. Workshop tasks include the analysis of available writing samples to identify improvement needs, practice on specific strategies, and the rewriting of texts in need of improvement. Students are expected to apply the knowledge and strategies learned to propose revisions of their own previously written academic texts. The course will be fully hosted on UCR's platform *Mediación Virtual*, and synchronous sessions will be held on Zoom or any other platform designated by the Master's program.

II. General objective

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

Show their command of academic writing in English by writing an essay demonstrating the correct application of its principles.

III. Specific objectives:

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

1. identify features of writing resulting in unnecessary indirectness or lack of clarity in sentences in academic texts;
2. produce clear, concise, and strong sentences in academic texts by eliminating unnecessary indirectness and vague expressions;
3. identify non-coherent elements of academic outlines and paragraphs;
4. write fully coherent outlines and paragraphs by eliminating incoherent sections and making necessary modifications;
5. identify flaws in text cohesion caused by inappropriate use of cohesion strategies;
6. improve text cohesion by fixing problems and appropriately using cohesion strategies;
7. identify the correct and incorrect use of transition devices in academic texts;
8. connect sentences and paragraphs with appropriate transition devices and correct punctuation;
9. write logically equivalent transformations of sentence sequences by using alternative transition devices and syntax;
10. assess the quality of paraphrases based on academic text excerpts through the criteria of lexical variation, syntactic variation, and semantic completeness;
11. write effective paraphrases meeting the criteria of lexical variation, syntactic variation, and semantic completeness;
12. write an effective academic essay fulfilling the criteria of clarity, necessary degree of directness, coherence, cohesion, appropriate logical connections, and appropriate use of direct quotations and paraphrases.

IV. Contents

TOPIC	SPECIFIC CONTENTS - SKILLS
Directness vs. indirectness in academic writing	Identifying main claims, evaluating directness and clarity of main claims, identifying elements resulting in indirectness or lack of clarity, discussing the effects of indirectness / lack of clarity
Directness vs. indirectness in academic writing	Features of writing resulting in indirectness / lack of clarity: a. Topic delay through expletives <i>it is+adj+to+verb; there is/there are + noun + adjectival clause</i> b. Vagueness caused by too-general words (things, issues, related to, etc.), vague

	<p>determiners/determiners used as fillers (some, several, etc.)</p> <p>c. Confusing synonyms to avoid repetition (linked to clear cohesion)</p> <p>d. Redundancy (via similar word pairs linked by <i>and</i>, <i>or</i>)</p> <p>e. Unnecessary adjectival clauses</p> <p>f. Unnecessary passive constructions</p> <p>g. Lengthy or excessive subordination</p>
Directness vs. indirectness in academic writing	Techniques for improving directness/clarity resulting from features a – g
Unity and coherence	Evaluating outlines for coherence, identifying non-coherent elements of outlines; evaluating paragraphs for coherence, identifying non-coherent elements of paragraphs; raising awareness of the effects of lack of coherence
Unity and coherence	Improving coherence in outlines and paragraphs
Cohesion strategies	Purposeful repetition of words, pronouns, summary sentences
Transitions	Evaluating use of transitions; linking sentences correctly with appropriate transitions; creating equivalent logical relationships with different syntax
Paraphrasing	Assessing paraphrases; producing effective paraphrases
APA documentation	How much to quote directly vs. how much to paraphrase Assessing use of direct quotations vs. use of paraphrases. How much to include of the writer's own production/discussion.
Punctuation	Fixing common errors: comma splices, commas after subordinators.

V. Methodology

Academic Writing for Research Reports is a 100% virtual course hosted in UCR's platform *Mediación Virtual*. Communication between students and the instructor will take place both synchronously and asynchronously on this learning platform and via institutional email.

The class will meet on Zoom or another platform designated by the program for weekly synchronous sessions. The students are required to **maintain their cameras**

turned on according to UCR regulations and to the nature of this graduate program, where they are expected to participate actively during class discussions, presentations, and all group and online activities to better support skills development. In addition to participation, the students are expected to demonstrate effective monitoring of their oral and written production to further improve their competencies in English as a Foreign Language.

Working individually and in teams, the students will carry out text analysis tasks, participate in interactive presentations about issues in academic writing, do exercises focused on specific writing issues, and analyze their own previous written production to propose revisions considering the material learned in the workshop.

VI. Evaluation

Homework (exercise handouts, peer feedback) ----- 50%

Essay evaluation (group evaluation of admission essays) ----- 20%

Final essay (rewrite based on admission essay evaluation) ----- 30%

Note: the final grade will be calculated following the rounding stipulations in UCR's *Reglamento de Régimen Académico Estudiantil* (Students' Academic Regulations); for example, grades between 7.75 and 8.24 correspond to a final grade of 8.00, grades between 8.25 and 8.74 to a final grade of 8.50, grades of 8.75 and up to 9.24 to 9.00, and so on.

VII. Important Notes on Evaluation and Class Norms

1. All oral and written assignments in the Master's program will be graded based on 70% content and 30% correct language use (MA Committee agreement).
2. Guidelines and rubrics will be provided.
3. All work must be word processed and conform to guidelines and instructions.
4. Assigned readings must be completed before class. The corresponding articles/book chapters will be available digitally on *Mediación Virtual*. Should students be interested in purchasing the main books used as sources for their personal use, they may do so directly from the publishers or other commercial retailers.
5. Students are expected to participate actively and provide classmates with respectful, critical feedback on their work when required.
6. As a courtesy to all, please silence your cell phones and be very attentive during class sessions.
7. APA format, 7th edition, is required for the final essay and other assignments where pertinent (e.g., headings, in-text citations, references). See the official APA 7th edition guidelines at this link: <https://apastyle.apa.org/style-grammar-guidelines>
You may also use the Purdue University Online Writing Lab website:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

8. Students are expected to follow the codes of honor and academic ethics as set forth in the University regulations. Honesty, trust, and personal responsibility are fundamental attributes of this University community. Academic dishonesty will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of knowledge. Plagiarism, cheating, forgery, and/or collusion will be punished as severely as university regulations allow.
9. AI is to be used only as a supplementary resource and not as a substitute for students' original production. Abuse of AI generated material will be considered plagiarism. Students may use editing applications that identify errors in grammar, vocabulary, and spelling or make suggestions to improve conciseness, e.g., Word's correction tool or Grammarly. Generative AI may only be used when indicated by the instructor in the specific instructions of a course assignment. When AI use is authorized for an assignment, students must highlight the specific sections where it was used and for which purpose. (Norms adopted by the MA Committee, Session 50-2023)
10. UCR regulations are available online: <https://www.cu.ucr.ac.cr/normativa/estudiantil.html>
[Código de Ética de la Universidad de Costa Rica](#)
[Régimen académico estudiantil, Reglamento de Hostigamiento Sexual, Reglamento de la Universidad de Costa Rica en contra del Orden y disciplina de los estudiantes de la Universidad de Costa Rica, Reglamento de](#)
11. No late assignments are allowed, except as indicated in article 24 RRAE and in PPEILE regulations below.

Reglamento de Régimen Académico Estudiantil

ARTÍCULO 24. Cuando la persona estudiante se vea imposibilitada, por razones justificadas, para efectuar una evaluación en la fecha fijada, **puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios.**

Son justificaciones, según lo que establece el artículo 14 bis de este reglamento, **la muerte de parientes hasta de segundo grado, de una persona con la que haya tenido una relación parental análoga o una relación afectiva, alguna circunstancia que afecte su salud integral, u otra situación de fuerza mayor o caso fortuito.** Esta solicitud debe presentarla ante la persona docente que imparte el curso, adjuntando el documento probatorio idóneo y las razones por las cuales no pudo efectuar la prueba, con el fin de que la persona docente determine, dentro de un plazo de tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si esta procede, la persona docente deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que a la persona estudiante se le aprobó la reposición. En caso de rechazo, esta decisión podrá ser apelada ante la persona que dirige la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en el *Estatuto Orgánico de la Universidad de Costa Rica*.

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Lineamientos en caso de entrega tardía de asignaciones

(Aprobado por la Comisión del Posgrado en Enseñanza del Inglés)

En caso que una persona estudiante no envíe una asignación en la fecha indicada, se le podrá otorgar hasta un máximo de 5 días hábiles para su entrega, descontándole un 10% del valor de la nota obtenida por cada día hábil de atraso. Una vez cumplido este plazo, la persona docente no recibirá ninguna entrega parcial o total. Sin embargo, la persona estudiante quedaría exenta de esta penalización si existe una situación que justifique el atraso, según lo establecido en el artículo 24 del Reglamento de Régimen Académico Estudiantil. Cualquiera sea el caso, es obligación de la persona estudiante informarle a su docente, por los medios institucionales oficiales, de la causa de la demora y aportar los documentos probatorios pertinentes.

12. LINEAMIENTOS ACADÉMICOS Y ADMINISTRATIVOS PARA LA DOCENCIA CON COMPONENTE VIRTUAL

Modificación y adición a la Resolución Vicerrectoría de Docencia VD-12784-2023

La Vicerrectoría de Docencia establece las siguientes modificaciones en los Lineamientos Académicos y Administrativos para la Docencia en Ambientes Virtuales de Aprendizaje (Resolución VD-12784-2023):

1. El inciso a del Artículo 41. Desarrollo de clases virtuales sincrónicas debe leerse de la siguiente manera:

“Con el fin de facilitar la identificación y la participación activa de las personas matriculadas en el curso, las personas docentes deben invitar a que las personas estudiantes activen voluntariamente su audio y/o video durante el transcurso de la lección.

La persona docente podrá establecer la activación obligatoria del audio y/o el video cuando, a su criterio, ello sea requerido para cumplir con los objetivos de aprendizaje.

La privacidad y los derechos de imagen de todas las personas que participan en clases virtuales deben respetarse a cabalidad. Por este motivo, los videos, audios o capturas de pantalla correspondientes a clases virtuales, sincrónicas o asincrónicas, que incluyan la imagen, voz o datos personales de las personas participantes, requerirán el consentimiento expreso de dichas personas para su publicación en entornos virtuales u otras plataformas.

Las grabaciones de clases divulgadas con propósitos didácticos deberán estar disponibles en plataformas institucionales como la aplicación Stream de Microsoft, la plataforma Mediación Virtual o algún repositorio institucional.

En el caso de que una persona sea menor de edad, se requerirá el consentimiento expreso de sus responsables legales, en concordancia con la Ley de Protección de la Imagen, Voz y Datos Personales de las Personas Menores de Edad en Costa Rica”. (págs. 3-4) [emphasis ours]

VIII. Bibliography

Bennet, K., & Muresan, L. (2016). Rhetorical incompatibilities in academic writing: English versus the romance cultures. *SYNERGY*, 12(1). 95-118.

Ferris, D. (2014). *Language power: Tutorials for writers*. Bedford/St. Martin's.

- Hinkel, E. (1997). Indirectness in L1 and L2 academic writing. *Journal of Pragmatics*, 27(3), 361-386.
- Kaplan, R. B. (1966). Cultural thought patterns in inter-cultural education. *Language learning*, 16(1-2), 1-20.
- Montaño-Harmon, M. R. (1991). Discourse features of written Mexican Spanish: Current research in contrastive rhetoric and its implications. *Hispania*, 74(2), 417-425.
- Saborío, I. P. (2007). Modes of discourse: A cross-cultural study of essays written in English and Spanish by EFL students in Costa Rica (Part 1). *Letras*, 1(41), 93-103.
- Swales, J., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). The University of Michigan Press.

IX. Tentative timetable*

Week	Topics and activities	Reading assignments
1 March 12	Introduction to the Course Directness vs. indirectness in academic writing	“Wordy sentences” (Ferris, 2014)
2 March 19	Directness vs. indirectness in academic writing	
3 March 26	Clarity vs. vagueness	“Coherence and Cohesion” (Ferris, 2014)
April 2: Easter Week (no class)		
4 April 9	Unity and coherence	“Style, Flow” (Swales & Feak, 2012)
5 April 16	Cohesion	
6 April 23 Semana U (class as usual)	Use of transitions Sentence transformations	“Paraphrasing” and “Careful Use of Synonyms” (Swales & Feak, 2012)
7 April 30	Assessing paraphrases	
8 May 7	Assessing paraphrases Writing quality paraphrases	
9 May 14	Writing quality paraphrases	APA Style and Grammar Guidelines: Headings, Sample Research Papers, Basic Principles of Citations, Quotations, In-text Citation Style, In-text Citation Checklist
10 May 21	Direct quotations vs. paraphrases In-text citations	
11 May 28	The writer’s voice: cited material vs. own production	“Academic Voice” (University of Arizona Writing Center, n.d.)
12 June 4	Fixing common errors (punctuation) APA formatting	
13 June 11	Criteria for essay evaluation	
14 June 18	Essay evaluation	
15 June 25	Feedback on essay evaluation	

16 July 2	Final essay	
Finals week July 9	Final grades and feedback on final essay	

*This timetable is tentative and subject to change as deemed necessary by the instructor depending on the group's progress and other factors.