

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: Face to face 100%

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:

- use appropriate collocations in an academic context, both orally and in writing,
- express their points of view on a topic by using hedging and collocations to adopt an epistemic stance,
- 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	15%
C. Exam 1	25%
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 an academic text related to the contents of the course and about a current issue. A Q&A session on the content and the process of the project will be held on the due date. 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* (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

Week	Activities
1 August 10-14	Course introduction Corpus for writing Collocations • Verb + preposition (e.g., <i>speak about</i>) • Adjective + preposition (e.g., <i>interested in</i>) • Noun + preposition (e.g., <i>research on</i>) • Complex prepositions (e.g., <i>out of, in spite of</i>) • Skeletal phrases
2 August 17-21	Collocations • Verb + preposition (e.g., <i>speak about</i>) • Adjective + preposition (e.g., <i>interested in</i>) • Noun + preposition (e.g., <i>research on</i>) • Complex prepositions (e.g., <i>out of, in spite of</i>) • Skeletal phrases
3 August 24-28	Hedging strategies and epistemic stance
4 August 31- September 4	Hedging strategies and epistemic stance Quiz 1: corpus use, collocations, skeletal phrases (In class) Holiday: August 31: Afro-Costa Rican Culture Day
5 September 7-11	Hedging strategies and epistemic stance
6 September 14-18	Hedging strategies and epistemic stance Holiday: September 15: Independence Day
7 September 21-25	Review for exam I Project is assigned.
8 September 28- October 2	Cohesion • Pronoun reference • Demonstrative pronouns preceded by key words (e.g., <i>this</i> vs. <i>which</i>) • Repetition vs. redundancy of nouns and verbs
9 October 5-9	Exam I: corpus use, collocations, skeletal phrases, hedging strategies and epistemic stance (In class)

10 October 12-16	Cohesion • Pronoun reference • Demonstrative pronouns preceded by key words (e.g., <i>this</i> vs. <i>which</i>) • Repetition vs. redundancy of nouns and verbs
11 October 19-23	Sentence rhythm • The objective of sentence rhythm • End focus • Sentence structure (subject and predicate) • Placement of new and known information in a sentence • Expletives (<i>if, whether, whether or not, that, or, as</i>) Quiz 2: cohesion (In class)
12 October 26-30	Sentence rhythm • The objective of sentence rhythm • End focus • Sentence structure (subject and predicate) • Placement of new and known information in a sentence • Expletives (<i>if, whether, whether or not, that, or, as</i>)
13 November 2-6	Dangling modifiers • Elliptical clauses • Infinitives • Gerunds • Participles Quiz 3: Sentence rhythm (In class)
14 November 9-13	Dangling modifiers • Elliptical clauses • Infinitives • Gerunds • Participles Students hand in project. (Upload to <i>Mediación Virtual</i>) Students participate in Q&A session on the project (In class)
15 November 16-20	Review for exam II
16 November 23-27	Exam II: cohesion, sentence rhythm, dangling modifiers (In class)
Wednesday, December 2	Final grades
Thursday, December 10	<i>Ampliación</i> test (from 9:00 a.m. to 12:00 p.m.) Room to be announced