



### Course Syllabus

<b>Course:</b> English Composition 1	<b>Requisite:</b> LM-1002
<b>Sigla:</b> LM-1235	<b>Co-requisites:</b> LM-1230 & LM-1234
<b>Credits:</b> 3	<b>Cycle:</b> I 2018
<b>Course investment hours:</b> 3 hours / week in-class work 6 hours / week out-of-class work	<b>Professor:</b> Federico Soto Peralta
<b>Class Schedule:</b> Thursday 8:00-11:00 am <b>Room:</b> 06	<b>Office hours:</b> Thursday 11:00 – 12:00 Thursday 13:00- 13:30

#### I. Description

This course is the first of six required composition courses for students in the BA in English and BA and “Profesorado” in English Teaching programs. It is addressed to second-year students and provides hands-on practice on the basic principles of academic writing in English. In this course, the emphasis will be on the essential elements of a formal academic paragraph to provide a solid basis for the progressive introduction of different genres in future composition and literature courses. Sample paragraphs and reading selections will serve as models for the students to construct original, unified, coherent paragraphs, to enrich their vocabulary, and to strengthen their grammatical skills. Readings will be used to expose students to a variety of authentic texts. The course is based on the principles of the process and genre approaches. In contrast to the approach to writing used in LM- 1001 Integrated English I and LM-1002 Integrated English II, students will be introduced to formal academic writing with longer and better structured paragraphs with special attention to punctuation, mechanics, and outlining. The course will concentrate on writing cause and effect and comparison and contrast paragraphs. Personal accounts or topics **will not be used** to teach students to address a formal audience. Students will continue with paragraph writing in LM-1245 Composition II applying the writing mode of classification and will then do the transition to the essay and the use of sources and MLA.

#### II. General Objective

Write coherent and logical paragraphs through the gradual process of pre-writing, writing, and revising by applying different discourse principles and organizational techniques.

#### III. Specific Objectives

During this course, the students will

- a) Identify the rhetorical mode of a given reading selection.



- b) Define the audience, purpose, and topic of their compositions.
- c) Use pre-writing strategies such as brainstorming, listing, clustering, and free writing to generate ideas.
- d) Organize their ideas through a formal outline.
- e) Write syntactically correct sentences using a variety of grammatical patterns.
- f) Apply grammatical principles related to verb forms, verb tenses, agreement, and word formation to their writing.
- g) Connect ideas in their compositions using appropriate transition words and phrases.
- h) Use vocabulary appropriate to the topic, audience and type of writing task.
- i) Write well-structured one-paragraph compositions using the cause/effect and comparison/contrast rhetorical patterns.
- j) Apply the principles of mechanics (MLA format, spelling, punctuation, capitalization) in their compositions.
- k) Develop proofreading and editing skills.

#### **IV. Contents**

##### **Strategies for getting ideas**

1. Brainstorming
1. Clustering
2. Free writing, quick writing
3. Making lists

##### **Modern Language Association (MLA) format**

1. Heading
2. Margins
3. Title
4. Type of paper, font

##### **Organizing principles**

1. Outlining (writing plans)
  1. Writing an appropriate title
  2. Writing the topic sentence, supporting sentences (relevant vs. irrelevant ideas), and the concluding sentence
  3. Revising ideas
  4. Editing the composition

##### **Rhetorical modes**



1. Cause / Effect
2. Comparison / Contrast

### **Grammar**

Fragments, run-ons, and comma splices

### **Vocabulary**

Conciseness vs. wordiness

### **Punctuation**

Punctuation marks: commas, colons, semicolons

### **Capitalization**

### **Critical thinking skills**

1. Analyzing topics critically
2. Identifying personal bias while expressing ideas
3. Using logical supporting ideas
4. Using logical examples to support opinions
5. Analyzing causes and effects accurately
6. Avoiding generalizations
7. Drawing logical conclusions

## **V. Methodology**

Working individually or in small groups, students will (a) write for fluency, (b) read and analyze authentic/student-written texts, (c) engage in pre-writing, revising, and editing, (d) write compositions, (e) participate in discussions, and (f) do exercises on grammar, mechanics, and writing skills. In-class and out-of-class compositions will be assigned on a regular basis. ***Emphasis will be placed on autonomous learning; therefore, students will be expected to keep track of their own progress by paying attention to the strengths and weaknesses in their writing, based on feedback from the instructor and from peers. Students are expected to do the assigned readings and exercises before coming to class and to have an active participation during class sessions.*** The course packet is required for both class and out-of-class work, and the instructor will indicate where it is available. Students may be required to bring the digital version of a composition for a class practice or presentation.



**VI. Evaluation** (include detailed evaluation and a short description for each of the tasks/and or assignments)

**A. Components and percentages**

3 in-class compositions	30% (10% each)
2 out-of-class compositions	15% (7,5 % each)
Quizzes	20%
Exam # 1 (in-class composition)	15%
Exam # 2 (in-class composition)	20%

**Description of evaluations**

**In-class compositions**

Throughout the course, the students will complete a set writing assignments that include topic sentences, outlines, and compositions which will be assessed according to the rubric attached below. In these assignments, the students must put into practice the writing strategies, patterns and format studied in class. These assignments must be carried out in class. If a student misses any of these evaluations, the percentage will not be granted. The only way to make up any of these evaluations is by presenting any of the justifications stated in the University's Evaluation Guidelines.

**Out-of-class compositions**

This part of the evaluation consists of take-home assignments that the students must complete according to the guidelines provided by the professor. The purpose of these assignments is to assess the student's capacity to develop ideas clearly and concisely by means of written production as well as their capacity to put into practice writing strategies, patterns and format studied in class. Assignments handed in after the due date will not be accepted.

**Quizzes**

Short tests will include theoretical and practical elements studied in class. Each short test is scheduled in the class chronogram. The test's contents will be announced one week ahead of the administration of the quiz.

**Exams**

Exams are in-class compositions that assess the student's capacity to produce written texts that include all the elements studied during the course (title, outline, topic sentence, supporting ideas, details) and the requested



format. The topics for the exams will be announced one week before the exams so that the students have the chance to search and read information from reliable sources. Notes or flashcards as well as electronics will not be allowed during the test.

### **Guidelines for the submission of compositions**

- a. In-class compositions must be clearly handwritten on standard, lined 8 ½ x 11” paper.
- b. Every out-of-class assignment must be typed and double-spaced, using Arial Font 12 and 1” (2.54 cm) margins.
- c. The approximate length of a composition is 175-200 words.
- d. All compositions must follow the MLA style format (see course packet).
- e. Students must follow the written instructions provided for each in-class and out-of-class composition.
- f. Every out-of-class composition will be signed by the student before handing it in to the instructor.
- g. All compositions must be handed in on time. In occasional unforeseen circumstances, out-of-class compositions may be accepted no later than 10 minutes after the class starts. All other circumstances will be considered based on the corresponding University regulations.
- h. Unless instructed to do so, students **must not consult sources** to write their compositions.
- i. When topic-related readings are provided by the instructor, the students may use them only in the following ways: a) to explore possible areas of a topic that the student will analyze in the composition using her/his own original critical thinking, b) to study new vocabulary related to the topic, and c) to correctly use this vocabulary in the composition. These readings are NOT to be summarized in whole or in part to be presented in place of an original composition.
- j. Plagiarism **will not be tolerated** as this constitutes a serious academic offense. (See notes in the Additional Information Section.)

### **VII. General Guidelines**

#### ***REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL***

*ARTICULO 4. Son faltas muy graves:*

*g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.*

*j) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.*



k) Presentar como propia una obra intelectual elaborada por otra u otras personas, para cumplir con los requisitos de cursos, trabajos finales de graduación o actividades académicas similares.

ARTICULO 5. Son faltas graves:

c) Copiar de otro estudiante tareas, informes de laboratorio, trabajos de investigación o de cualquier otro tipo de actividad académica.

ARTICULO 9. Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.

b) Las graves con suspensión de quince días lectivos a seis meses calendario.

ARTÍCULO 22. Debe observarse el siguiente procedimiento, en relación con la calificación, entrega e impugnación de los resultados de cualquier prueba de evaluación, salvo disposición expresa en contrario:

a. El profesor debe entregar a los alumnos las evaluaciones calificadas y todo documento o material sujeto a evaluación, a más tardar diez días hábiles después de haberse efectuado las evaluaciones y haber recibido los documentos.

## VIII. Bibliography

Henry, D.J. (2014). *Writing For Life: Paragraphs and Essays*. New Jersey: Pearson Education.

### Additional resources

Axelrod, Rise B. y Charles R. Cooper. (2002). *Reading Critically, Writing Well: A Reader and Guide*. 6<sup>th</sup> ed. Boston: Bedford/St. Martin's.

Hacker, Diana. (2009). *A Writer's Reference*. 6<sup>th</sup> ed. Boston: Bedford/St. Martin's.

Keith S., F., Muchmore Vokoun, A., and Solomon, Elena V. (2010). *Great Writing 2: Great Paragraphs*. 3<sup>rd</sup> ed. Boston: Heinle Cengage Learning.

Modern Language Association. (2016). *MLA Handbook for Writers of Research Papers*. 8<sup>th</sup> ed. Nueva York: MLA.

O'Donnell, Teresa y Judith L. Paiva. (1993). *Independent Writing*. 2<sup>nd</sup> ed. Boston: Heinle Cengage Learning.

Oshima, Alice y Ann Hogue. (1999). *Writing Academic English*. 2<sup>nd</sup> ed. Nueva York: Longman.

Diccionarios monolingüe y bilingüe

Diccionario de sinónimos

Cualquier otro material suministrado por la profesora del curso



**Web sites**

OWL Writing Lab: Grammar, Punctuation, and Spelling [<https://owl.english.purdue.edu/>]

English-Zone.com [<http://english-zone.com/>]

GrammarBook.com [<http://www.grammarbook.com/>]

English Grammar [<https://www.englishgrammar.org/>]

**IX. Timeline**

<b>WEEK</b>	<b>DESCRIPTION OF THE ACTIVITIES</b>
<b>Week 1</b> March 15	Introduction to the course (explain program and chronogram) Getting Ready to write: the importance of reading, the writing process and prewriting techniques Basic concepts
<b>Week 2</b> March 22	Assignment: Preparing to learn about writing Thinking through the Writing Process Understanding the Paragraph Assign The Comma Understanding the Paragraph The Comma Evaluation Scale Understanding Teacher's Feedback Format for compositions  Assignment: The Cause-Effect Paragraph Study Four Basic Uses of Colons and Semicolons
<b>Holy Week</b> March 26-30	
<b>Week 3</b> April 5	The Cause-Effect Paragraph Punctuation: colon and semicolon.



	<p><b>Assignment: Bring Out-of-Class Composition 1: Cause-effect</b></p> <p><b>Comma splices and Run-ons</b></p> <p><b>Capitalization</b></p>
<p><b>Week 4</b>          April 12</p>	<p><b>Out-of-class composition 1 due (cause-effect)</b></p> <p>Capitalization</p> <p>Comma splices and run-ons</p>
<p><b>Week 5</b>          April 19</p>	<p>Feedback on out-of-class 1</p> <p><b>Quiz 1</b></p> <p><b>Assignment: Fragments</b></p>
<p><b>Week 6</b>          April 26</p>	<p><b>Semana U</b></p> <p>Fragments</p>
<p><b>Week 7</b>          May 3</p>	<p><b>In class composition 1 (cause-effect)</b></p>
<p><b>Week 8</b>          May 10</p>	<p>Feedback on in class 1</p>
<p><b>Week 9</b>          May 17</p>	<p><b>Exam 1</b> Contents: Write an in-class composition (175-200 words) and a formal outline.</p> <p>Study: Topic sentence, controlling idea, outlining, the cause-effect paragraph and punctuation.</p> <p><b>Assignment: The Comparison and Contrast Paragraph</b></p>
<p><b>Week 10</b>          May 24</p>	<p>Feedback on Midterm Exam</p> <p>The Comparison and Contrast Paragraph</p> <p><b>Quiz 2</b></p> <p><b>Assignment: Sentence Variety and Sentence Clarity</b></p>
<p><b>Week 11</b>          May 31</p>	<p>The Comparison and Contrast Paragraph continued</p> <p>Sentence Variety and Sentence Clarity</p>



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	<b>Assignment: Bring Out-of-Class Composition 2 (Comparison-Contrast)</b> <b>Parallelism</b>
<b>Week 12</b> June 7	<b>Out-of class Composition 2 due (comparison/contrast)</b> Parallelism
<b>Week 13</b> June 14	Feedback on out-of-class 2 <b>In-class composition 2 (Comparison-contrast)</b>
<b>Week 14</b> June 21	<b>Quiz 3</b>
<b>Week 15</b> June 28	Feedback on in-class 2
<b>Week 16</b> July 5	<b>Exam 2</b> Contents: Write an in-class composition (175-200 words) and a formal outline applying the comparison and contrast technique.
<b>FINAL GRADES: July 12<sup>th</sup></b> Final grades will be posted on the bulletin board next to the School of Modern Languages.	
<i>Ampliación</i> and Proficiency exams: July 19 <sup>th</sup> , 8 a.m. to 11 a.m. You are required to write TWO paragraphs (150 words) and their formal outlines.	



## X. Rubrics

I-2018

*Writing Task: The Topic Sentence*

*Student's name:* \_\_\_\_\_

*Total points: 15*

*Points obt.:* \_\_\_\_\_

*Score:*

Grading Criteria	Outstanding	Average	Poor	Observations
The topic sentence is a complete sentence (subject and verb included).	3	2	1	
The topic sentence is not too broad not too specific.	3	2	1	
The topic sentence makes a single point (communicates a single idea).	3	2	1	
The topic sentence shows correct use of grammar and vocabulary (appropriate to the students' level).	3	2	1	
The topic sentence shows correct punctuation (appropriate to the students' level).	3	2	1	



ANALYTIC RATING SCALE for Writing Task (Paragraph)

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

TOTAL POINTS:

100

POINTS OBTAINED:

GRADE:

**Objective:** *At this level, the English learner is expected to write paragraphs at a low-intermediate level (by developing coherence and unity, organizing ideas correctly, using proper grammar structures, and employing appropriate vocabulary and mechanics) based on topics previously studied in class*

Content (25)	
Complete and well developed ideas proper for the topic with no mistakes.	21- 25
Clear ideas appropriate for the context with occasional mistakes.	16- 20
Unclear ideas that are separated from the general topic with frequent mistakes.	11- 15
Undeveloped ideas that are disconnected from the main topic full of mistakes.	6- 10
Incoherent ideas with serious mistakes that alter communication.	1-5
Language Use (Grammar) (25)	
Highly effective mastering of grammar structures: agreement, tense, number, word order, articles, pronouns, prepositions, passive voice.	21- 25
Effective mastering of grammar structures: agreement, tense, number, word order, articles, pronouns, prepositions, passive voice.	16- 20
Moderately effective mastering of grammar structures: agreement, tense, number, word order, articles, pronouns, preposition, passive voice s.	11- 15
Minimally effective mastering of grammar structures: agreement, tense, number, word order, articles, pronouns, prepositions, passive voice.	6- 10
Ineffective mastering of grammar structures: agreement, tense, number, word order, articles, pronouns, prepositions, passive voice.	1-5



Mechanics (Punctuation) (20)	
Presence of no mistakes which shows outstanding mastering of spelling, punctuation, capitalization and indentation with no mistakes.	17- 20
Presence of occasional mistakes which shows adequate mastering of spelling, punctuation, capitalization and indentation with.	13- 16
Presence of constant mistakes which shows regular mastering of spelling, punctuation, capitalization and indentation.	9- 12
Presence of frequent mistakes which shows poor mastering of spelling, punctuation, capitalization and indentation.	5-8
Presence of serious mistakes which shows no mastery of conventions that make the message incomprehensible.	1-4
Organization (20)	
Appropriate title; clear, well-focused topic sentence; coherent, logically developed paragraph; clear controlling idea; necessary transitions; effective, powerful conclusion appropriately ties main points together; proper outline; few or no errors.	17- 20
Title may lack originality; a focused topic sentence; generally coherent, good support, and logical development; controlling idea generally clear; some unnecessary or inappropriate transitions; conclusion may lack a powerful effect; proper outline; minor errors.	13- 16
Title may be inappropriate; topic sentence may lack some focus; some errors in logical development and support; controlling idea somewhat clear; several unnecessary or inappropriate transitions; conclusion may lack a powerful effect; generally appropriate outline; some errors.	9- 12
Inadequate title; some portion of the composition incorrectly developed but provides basic evidence of a topic sentence, controlling idea, and a plan; inconsistencies in sequence of ideas; inappropriate and/or very few transitions; ineffective conclusion; acceptable outline but improvement is needed; several errors.	5-8
Title is missing/does not follow requirements; paragraph incoherent and difficult to follow; coherence and unity principles not observed; outline missing, incorrect, or incomplete; the composition needs rewriting.	1-4
Vocabulary (10)	



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Outstanding choice of words according to the topic.	9- 10
Effective choice of words with minimal lexical limitations but often appropriate for the topic.	7-8
Moderately effective choice of words with some lexical limitations but often appropriate for the topic	5-6
Minimally effective choice of words with consistent wrong lexicon choice that interfere with communication of ideas.	3-4
Ineffective choice of words limitations with so extreme limitations that make message incomprehensible.	