



UNIVERSIDAD DE COSTARICA  
FACULTAD DE LETRAS  
ESCUELA DE LENGUAS MODERNAS  
RECINTO DE GOLFITO  
BACHILLERATO EN INGLÉS

RGo Recinto de  
Golfito

Course Syllabus

<b>Course:</b> Rhetoric I	<b>Requisites:</b> LM-1240, LM-1244, LM-1245 <b>Co-requisites:</b> LM-1351, LM-1353
<b>Code:</b> LM-1352	<b>Cycle:</b> I <b>Year:</b> 2018
<b>Credits:</b> 3	<b>Professor:</b> M.A. Viviana M. Fallas Gabuardi <b>email:</b> vivi.gabuardi@hotmail.com
<b>Hours:</b> 3 hours / week in-class work 6 hours / week out-of-class	<b>Office hours:</b> Wednesday from 5: 00 pm to 9:00 pm and Thursday from 5:00 pm to 8:30 pm
<b>Level:</b> Third year	<b>Classroom:</b> 4
<b>Course Schedule:</b> Wednesday from 8:00 am to 11:00 am	

**I. Course description:**

This is a required course that introduces students to the writing of different types of academic genres. Students will develop skills in essay, summary, and essay-test writing through in-class and out-of-class tasks. They will also apply proper documentation techniques, using the Modern Language Association (*MLA*) format. The course emphasizes the improvement of both writing accuracy and fluency through multiple drafts and exhaustive revision and editing.

**II. General objective**

Students will use the process approach to write formal, well-organized, coherent, and unified writing samples – including summaries, expository essays, and essay tests –while acknowledging the sources consulted using the *MLA*-documentation style.

**III. Specific objectives:**

By the end of the course, students will

- A) Synthesize information accurately from larger pieces of academic texts.
- B) Differentiate between essay and essay-test writing.
- C) Correctly use the problem/solution and response paper rhetorical modes to write expository essays which include specific and relevant ideas.

- D) Organize ideas into a coherent essay using a formal outline.
- E) Write clear and concrete thesis statements.
- F) Develop effective introductory paragraphs.
- G) Write logically-sequenced body paragraphs using a variety of writing modes.
- H) Use appropriate transitions within and between paragraphs.
- I) Produce effective concluding paragraphs.
- J) Develop a topic by means of an appropriate essay test.
- K) Adequately use primary and secondary sources to support their own ideas throughout the essay.
- L) Quote, paraphrase, and cite materials in correct MLA format.
- M) Revise, edit, and proofread all compositions to meet academic writing standards.
- N) Demonstrate a proficient level of vocabulary usage, grammatical accuracy, and punctuation skills.

### **III. Contents:**

#### A) MLA Documentation Style

1. Evaluation of sources
2. Primary and secondary sources
3. In-text citations (books, book chapters, magazine/ newspaper/journal articles, online sources, encyclopedia entries, among others)
4. The Works Cited page

#### B) Summary writing

1. Principles
2. Techniques
3. Language focus
4. Avoiding plagiarism

#### C) Rhetorical Organization

1. Formal outlines
2. Thesis statements

3. Introductions
4. Paragraph development: structure and evidence
5. Conclusions
6. Rhetorical modes: problem-solution, response paper
7. Transitions within and between paragraphs

D) The Process of Writing

1. Review of pre-writing techniques: brainstorming, clustering, listing, free-writing, and others
2. The importance of multiple drafting, revising, editing, and proofreading
3. The final version: format requirements

E) Grammar focus review

1. Fragments, comma splices, and run-ons
2. Parallelism: logical and structural
3. Agreement: subject-verb agreement, singular-plural agreement
4. Coordinating conjunctions: for, and, not, but, or, yet, so (FANBOYS)
5. Subordinators: although, even though, because, though, while, since, whether, whereas, etc.
6. Connecting words and phrases: due to, thus, nonetheless, etc.
7. Sentence variety: complex constructions, emphasis

F) Vocabulary

1. Collocations or word partners: concept, importance, common collocations
2. Formal style: levels of formality, jargon, slang, idioms, euphemisms, stereotyped language, and non-sexist language

G) The Essay Test

1. Types of test questions
2. Writing the examination answer

3. Suggestions for taking essay-tests

4. Pitfalls to avoid

#### IV. Methodology:

The student will read all assigned articles and textbook chapters at home. . Class time will be devoted to discussing these materials and exercises in preparation for the writing tasks. Some writing tasks will be developed in class (summaries and essay tests). The student will write essays both at home and in class. Group work will include the analysis and discussion of assigned readings, development of ideas for essays, revision of homework, and peer editing of compositions. Students must participate actively in all classrooms activities. In order to achieve the course objectives, the students must revise, edit and proofread all compositions at home.

#### V. Evaluation:

<b>Summary</b>	15%
<b>Essays</b>	
Problem/Solution	
Out-of-class	15%
Response Paper	
In class	15%
Out-of-class	15%
<b>Essay Test</b>	20%
<b>Quizzes ( 4 )</b>	20%

#### VI. Evaluation description:

**Summary:** The students will be given an article, and they have to follow all the aspects studied in class to write a summary.

**Out-of-class problem-solution essay:** The students will choose a topic, individually. They start to organize the essay in class, but they have to write it out of class, and then hand it in.

**In-class response paper:** The students are given a class to write an essay. They will choose the topic in class.

**Out-of-class response paper:** The students will be given an article. After they read it, they have to write a response paper according to the guidelines given.

**Essay test:** The students will take the final exam; it will be an essay test. They will be given some questions and will answer them following the essay-test format.

**Quizzes:** Quizzes will be based on topics studied in class; they will be written.

### **ADDITIONAL INFORMATION**

**No late work will be accepted.** Assignments must be submitted no later than 15 minutes after the beginning of the class. Only under very special circumstances, at the professor's discretion, will late assignments be accepted. In this case, from 10% to 50% may be taken off of the assignment's grade.

Students will be required to submit an electronic version of their out-of-class papers, along with the printed version, via e-mail. However, the electronic version does not replace the printed version. The printed version is the only valid document to be evaluated and taken into account for the previous point on late assignments.

Papers that do not follow the established MLA format regarding font size, margins, spacing, headings, or any other MLA standard, **will not be accepted.**

**Plagiarism will not be tolerated** as this constitutes a serious academic offense. Plagiarized work will be given a zero; an account of the student's fault will be kept in his/her records.

Because an in-class essay implies writing to the best of your abilities, the use of dictionaries will not be allowed—at the professor's discretion.

## **Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica**

**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 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.

## **REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL**

**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.

## **VII. Bibliography**

Baordman, Cynthia A. and Jia Frydenberg. (2008). *Writing to Communicate 2:*

*Paragraphs and Essays, 3<sup>rd</sup> ed.*, Pearson Education.

Broukal, Milada. (2004). *Weaving It Together: Connecting Reading and Writing, 2<sup>nd</sup> ed.*, Thomson & Heinle.

Donald R., Betty, Richmond Morrow, and Lillian Griffith Wargetz. (1992) “The Essay Test.” *Writing Clear Essays*. Prentice-Hall, Inc.

*MLA Handbook, 8<sup>th</sup> ed.*, The Modern Language Association of America, 2016.

Leki, Iлона. (1998). *Academic Writing: Exploring Processes and Strategies, 2nd ed.*, Cambridge University Press.

*Merriam-Webster's Guide to Punctuation and Style, 2<sup>nd</sup> ed.*, Merriam-Webster, Incorporated, 2001.

Radaskiewicz, Ann Marie. (2000). “Chapter 3: Four Rules for Clear Sentences.” *Eleven Essentials of Effective Writing*. Houghton Mifflin.

Reid, Joy M. (2000). *The Process of Composition, 3<sup>rd</sup> ed.*, Longman.

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Houghton Mifflin.

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Houghton Mifflin.

Reinking, James A., Andrew W. Hart, and Robert von der Osten. (1993). “The Essay Examination.” *Strategies for Successful Writing*. Prentice Hall.

Swales, John M. and Christine B. Feak. (2004). “Unit 5: Writing Summaries.” *Academic Writing for Graduate Students*, 2<sup>nd</sup> ed., The University of Michigan Press.

Zemack, Dorothy E and Lisa Rumisek. (2003). *College Writing: From Paragraph to Essay*. Oxford: Macmillan Publishers Limited.

## VIII. CHRONOGRAM

Week	Topic
1 March 14	- Introduction to the course <i>Four Rules for Clear Sentences</i> - Grammar focus review Read <i>MLA</i>
2 March 21	Read <i>Unit 5 Writing Summaries</i> - Grammar focus review
3 March 28	<b>HOLY WEEK</b>
4 April 4	- MLA practice - Start summarizing fundamentals and practice
5 April 11	<b>DAY OFF</b>
6 April 18	- Grammar focus review - Vocabulary <b>- In-class Summary</b>
7 April 25	<b>SEMANA UNIVERSITARIA</b> Read the Problem Solution Essay
8 May 2	Problem-solution practice -Feedback Summary

	-Problem –solution theory and practice <b>-QUIZ 1</b>
9 May 9	- Problem-solution practice -In-class writing practice (work on the problem-solution out-of-class) - Brainstorm possible topics for out-of-class essay on problem solution Read Reaction Paper
10 May 16	- <b>Hand in problem-solution out-of-class</b> -The Reaction Paper Theory and practice
11 May 23	-Feedback on problem-solution -Reaction paper practice <b>- QUIZ 2</b> Read Essay Test
12 May 30	- <b>Hand in Reaction paper out-of-class</b> - The essay test theory and practice
13 June 6	-Feedback reaction Paper -Essay test practice
14 June 13	-Essay test practice <b>QUIZ 3</b>
15 June 20	- <b>In-class Reaction paper</b>
16 June 27	-Feedback on Reaction Paper
17 July 4	- Last day of classes -Essay test practice <b>-QUIZ 4</b>
18 July 11	In-class essay test (20%) Grades
19 July 18	Re-test

**Universidad de Costa Rica**  
**Recinto de Golfito**  
**Rhetoric I**  
**Professor: M.A. Viviana Fallas Gabuardi**  
**RATING SCALE FOR**  
**WRITTEN WORKS**

**STUDENT'S NAME:**

<b>Scored %</b>	_____ %	<b>TOTAL POINTS: 100</b>	<b>POINTS OBTAINED: _____</b>	<b>GRADE: _____</b>
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<b>Content and relevance Analysis (45 pts.)</b>	Excellent	33 – 40	
	Acceptable	25 – 32	
	Average	17 – 24	
	Poor	9 – 16	
	Unacceptable	1 – 8	
<b>Mechanics (20 pts.)</b>	Excellent	17 – 20	
	Acceptable	13 – 16-15	
	Average	9 – 12	
	Poor	5 – 8	
	Unacceptable	1 – 4	
<b>Grammatical structure and diction (20 pts.)</b>	Excellent	17 – 20	
	Acceptable	13 – <u>16</u>	
	Average	9 – 12	
	Poor	5 – 8	
	Unacceptable	1 – 4	
<b>Completeness (10 pts.)</b>	Excellent	13 – 15	
	Acceptable	10 – 12	
	Average	7 – 9	
	Poor	4 – 6	
	Unacceptable	1 – 3	
<b>Clarity and neatness (5 pts.)</b>	Excellent	5	
	Acceptable	<u>4</u>	
	Average	3	
	Poor	2	
	Unacceptable	1	

**Content and relevance:** The text is analyzed carefully taking into consideration the theory studied in class. All the aspects (theory) are quite developed.

**Mechanics:** Writing contains accurate use of all applicable punctuation and provides precise markers to pace and control reading of the text. Correct spelling of all words, many difficult or challenging.

**Grammatical structure and diction:** All sentences are correct. Writing contains controlled and well-developed sentences that express precise meaning and are consistently effective. Consistent subject/verb agreement and appropriate verb tenses and verb forms; correct word order, appropriate use of articles, prepositions, and pronouns; no incomplete or run-on sentences.

**Organization:** The paper is organized: it has an introduction, body paragraphs, and a well-organized conclusion.

**Clarity and neatness:** Coherent, controlled and complete narrative, employing effective plot devices in an appropriate structure, and including an adequate beginning and ending. The text should be developed in a way that shows how all material relates to the focus, shows how all development relates to other parts of the document, and provides adequate transitions to guide the reader and illustrate these relationships.