

UNIVERSIDAD DE COSTA RICA
CIUDAD UNIVERSITARIA CARLOS MONGE ALFARO
DEPARTAMENTO DE FILOSOFIA , ARTES Y LETRAS
SECCION DE LENGUAS MODERNAS
Lic. Helen Mejia P.

DOCUMENTO: Programa Del curso

IO 5220 WRITTEN COMMUNICATION III – Por Suficiencia

Créditos: 4

I ciclo - 2005

DESCRIPCION DEL CURSO:

Este curso continúa el proceso de composición, ejercitando al estudiante en el manejo de estructuras gramaticales y promoviendo el uso de vocabulario de un nivel intermedio.

BASE PREVIA:

El estudiante deberá tener como base todos los conocimientos adquiridos en los cursos anteriores

OBJETIVOS GENERALES:

El estudiante será capaz de:

1. Transmitir información e ideas sobre temas abstractos y concretos.
2. Expresarse con claridad y precisión en forma escrita.
3. Presentar los trabajos con correcta puntuación y ortografía.
4. Revisar y practicar aspectos gramaticales.
5. Leer textos para localizar información general y específica.

OBJETIVOS ESPECÍFICOS:

El estudiante será capaz de:

1. Distinguir y analizar diferentes tipos de párrafos con sus respectivos elementos: introducción, desarrollo, conclusión, ideas principales y secundarias, tópico del párrafo.
2. Desarrollar párrafos coherentes, con buena organización, y usando un vocabulario adecuado al nivel.
3. Describir o narrar claramente, expandiendo y apoyando las ideas principales con detalles y ejemplos relevantes.
4. Escribir ensayos cortos de varios párrafos con claridad, buena presentación, ortografía, puntuación y sintaxis correcta. **Identificar sus partes.**
5. Dar un uso adecuado a las comillas, y parafrasear efectivamente.
6. Conocer diferentes técnicas de lectura que faciliten la comprensión de los textos.

7. Revisar aspectos gramaticales como: estructura básica de la oración, modificadores, tiempos verbales, verbos auxiliares, voz pasiva y voz activa, sustantivos contables y no contables, adjetivos y pronombres indefinidos, artículos, unidades de medida.

CONTENIDOS:

Se estudiarán los capítulos 1, 2, 3, 4, 5 y 6 de los libros: *Mosaic 1- Writing* y *Mosaic 1- Grammar*. Además, se incluirán algunas lecturas del libro *Mosaic 1- Reading*.

EVALUACION:

SE REALIZARÁ UN ÚNICO EXAMEN CON UN VALOR DEL 100% DE LA NOTA TOTAL. El estudiante aprobará el curso si obtiene una calificación de 70 o mayor. No habrá posibilidad de realizar examen de ampliación.

BIBLIOGRAFÍA:

Blass, Laurie y Meredith Pike-Baky. 2002. *Mosaic 1 - Writing*. 4th Edition. New York: Mc Graw Hill Companies, Inc.

Wegmann, Brenda y Miki Knezevic. 2002. *Reading*. 4th Edition. New York: Mc Graw Hill Companies, Inc.

Werner, Patricia K y Lou Spaventa. 2002. *Mosaic 1- Grammar*. 4th Edition. New York: Mc Graw Hill Companies, Inc.

Diccionario Webster inglés- inglés. (obligatorio) (Sugerencia: *Webster II- New Riverside Dictionary*).

REFERENCIA:

Azar, Betty Schramper. 1984. *Basic English Grammar*. New Jersey: Prentice Hall Regents.

Azar, Betty Schramper. 1985. *Fundamentals of English Grammar*. New Jersey: Prentice Hall Regents.

Diccionario *Webster Thesaurus*

Molinsky, Steven J. y Bill Bliss. 1994. *Word by Word: Picture Dictionary*. New Jersey: Prentice Hall Regents.

Reid, Joy M. 1994. *The Process of Paragraph Writing*. New Jersey: Prentice Hall Regents.

Resumen de los temas gramaticales que deben de dominar los estudiantes de IO 5410 - Comunicación Oral II - 2004, incluidos en los textos *Interactions 1 Grammar e Interactions 2 Writing*:

Verb to be: present and past	<ul style="list-style-type: none"> - Affirmative and negative statements, contractions - Yes/No questions and short answers - Question words: who, whom, what, where, when, why, how, whose - Information questions: affirmative and negative
Simple present tense	<ul style="list-style-type: none"> - The imperative form: instructions, orders, and suggestions - Affirmative and negative statements - Yes/No questions and short answers - Question words: who, whom, what, where, when, why, how, how much, how many
Spelling rules for -s endings	<ul style="list-style-type: none"> - For the third-person singular verb form
Pronunciation	<ul style="list-style-type: none"> - The -s ending
Frequency adverbs	<ul style="list-style-type: none"> - Affirmative and negative: always, often, sometimes, occasionally, rarely, never, ever, usually - Questions and answers
Pronouns	<ul style="list-style-type: none"> - Personal pronouns: subject pronouns, object pronouns - Possessive adjectives and pronouns - Reflexive
There is / there are	<ul style="list-style-type: none"> - Affirmative and statements, affirmative and negative questions
Possessive nouns	<ul style="list-style-type: none"> - Singular and plural
Present continuous tense	<ul style="list-style-type: none"> - Affirmative and negative statements - Yes/No questions - Information questions
Spelling rules for -ing verbs	<ul style="list-style-type: none"> - Silent -e, -ie, one syllable or consonant, accented syllable, other verbs, exceptions
Nonaction verbs	<ul style="list-style-type: none"> - Verbs that express feeling or thought, possession, sensory perception
Modals	<ul style="list-style-type: none"> - Forms and patterns: can, may, might, will: affirmative, negative - Yes/No questions - Information questions - Meanings
Count and noncount nouns	<ul style="list-style-type: none"> - Singular, plural
Expressions of quantity	<ul style="list-style-type: none"> - Some, any: affirmative, negative, questions - A lot of, many, much: affirmative, negative, questions - A few, a little
Common units of measure	<ul style="list-style-type: none"> - Bag, bar, bottle, etc.
Showing contrast	<ul style="list-style-type: none"> - Unlike + noun phrase - While - In contrast - On the other hand
Comparisons	<ul style="list-style-type: none"> - Simple form - As + adjective / adverb + as - Adjective / adverb + -er (than) - More / less + adjective / adverb (+than) - Rules - As much / as many ... as; more / less / fewer ... than - Expressing similarities with <i>so</i> and <i>too</i>; <i>either</i> and <i>neither</i>: with be and auxiliary verbs - Expressing contrasts with <i>but</i>: with be and auxiliary verbs - Both
Modal verbs: could, would, will, can; may, should, had better, have to, must, ought to, might	<ul style="list-style-type: none"> - Requests, offers, permission - Affirmative and negative statements - Contractions with subject pronouns - Obligations and opinions
Future verb forms	<ul style="list-style-type: none"> - Be going to: *statements: predictions, plans and intentions *Yes/No questions: affirmative, negative *Information questions: affirmative, negative - The simple future tense: *statements: intentions, offers and promises, predictions, requests *Yes/No questions: affirmative and negative *Information questions: affirmative and negative - The present continuous to express future time - The simple present tense to express future time
Phrasal verbs: forms	<ul style="list-style-type: none"> - Inseparable phrasal verbs - Separable phrasal verbs - Meanings
Prepositions of place and time	<ul style="list-style-type: none"> - Prepositions of place: in, on, at, between, near, far from, next to, across from, under, over - Prepositions of time: in, on, at, from ... to, during, until, before, after
Articles	<ul style="list-style-type: none"> - a / an, Ø - The, Ø - <i>The</i> with names: people, places, buildings, historical events

Past tense verbs	<ul style="list-style-type: none"> - Affirmative and negative - Yes/No questions and short answers - Information questions
Spelling rules for the past tense of regular verbs	<ul style="list-style-type: none"> - -y, consonant + vowel + a consonant: one and two syllable verb - -e - -ed
Pronunciation note	<ul style="list-style-type: none"> - of past tense of regular verbs -
Expressions of time	<ul style="list-style-type: none"> - Past: yesterday, the day before yesterday, etc. - Present: right now, at this moment, etc. - Past to present: up until now, so far, etc. - General (unspecified): every day, once a week, etc.
Used to	<ul style="list-style-type: none"> - + simple form of regular and irregular verbs: statements, questions -
Irregular past tense verbs	<ul style="list-style-type: none"> - Cost, cut, hit, hurt, etc.
Connecting words	<ul style="list-style-type: none"> - Compound sentences with <i>and, but, or, and so</i> - Complex sentences with <i>before, after, as soon as, and when</i>
Past participles	<ul style="list-style-type: none"> - Regular verbs - Irregular verbs
Present perfect tense	<ul style="list-style-type: none"> - Statements: *actions or situations at an unspecified time in the past *repeated actions at unspecified times in the past - Yes/No questions: affirmative and negative - Information questions: affirmative and negative - Time expressions: <i>for, since, all, always</i> - Time clauses with <i>since</i>
Adverbs used with the present perfect tense	<ul style="list-style-type: none"> - Ever, never, already, just, recently, still and yet: questions, affirmative and negative statements
Superlative forms	<ul style="list-style-type: none"> - One-syllable adjectives and adverbs: the + adjective / adverb + est - Two-syllable adjectives: the + most / least + adjective / adverb - Other adjectives and adverbs - Irregulars - Nouns
Spelling rules for adjective /adverb + est	<ul style="list-style-type: none"> - One-syllable - Two-syllable words
Verb + object + infinitive	<ul style="list-style-type: none"> - Advise, expect, remind, etc.
Tag questions	<ul style="list-style-type: none"> - Affirmative and negative - Short answers
Relative clauses	<ul style="list-style-type: none"> - <i>Who, that, and which</i> as subjects of relative clauses - Reduction of relative clauses to relative phrases - <i>Who(m), that, and which</i> as objects of relative clauses
Past continuous tense	<ul style="list-style-type: none"> - Statements: affirmative, negative - Yes/No questions: affirmative and negative - Information questions: affirmative and negative
Simple past vs. past continuous tenses	<ul style="list-style-type: none"> - Affirmative, negative, questions - When and while
Infinitives	<ul style="list-style-type: none"> - After verbs - After adjectives - Of purpose
Present perfect continuous tense	<ul style="list-style-type: none"> - Statements: to emphasize duration of an activity that started in the past and continues to the present - To express general activity that has been in progress recently - Yes/No questions, information questions
Present perfect continuous tense versus present perfect tense	<ul style="list-style-type: none"> - Actions or situations that began in the past and continue to the present
Adverbs of degree	<ul style="list-style-type: none"> - <i>So, such, enough, and too</i> -
Gerunds	<ul style="list-style-type: none"> - Gerunds and infinitives as subjects: affirmative statements, questions - Gerunds and prepositions: *Gerunds as objects of prepositions * Gerunds after adjectives with prepositions * Gerunds and phrasal verbs - In parallel constructions -ing and -ing
Common adjective-preposition combinations	<ul style="list-style-type: none"> - Good at, adequate for, enough for, etc.
Grammar terms	<ul style="list-style-type: none"> - Singular, plural subject, verb, object, phrase, sentence
Common verb-adjective combinations	<ul style="list-style-type: none"> - Believe in, succeed in, etc.

Verbs and gerunds	<ul style="list-style-type: none"> - Verbs often followed by gerunds - Verbs often followed by gerunds or infinitives - Verbs before objects and gerunds - Verbs before objects and simple forms of verbs
Passive voice	<ul style="list-style-type: none"> - Introduction to the passive voice - Uses - Uses of <i>by + agent</i> - With the simple present and simple past tenses - With the present perfect tense - With the present continuous tense - With modal auxiliaries: can, could, should, will
Verb complements	<ul style="list-style-type: none"> - Verb + to + verb - Verb + object + to + verb - Verb + verb-ing - Verb + object + verb-ing - Verb + object + verb -
Parts of speech	- Noun, verb, article, adjective, preposition, pronoun, conjunction, adverb
Sentence parts / word order	<ul style="list-style-type: none"> - Subject + verb + phrase - Subject + verb + object
Numbers	<ul style="list-style-type: none"> - Cardinal - Ordinal
Calendar information	<ul style="list-style-type: none"> - Days of the week - Months of the year - Seasons
Giving reasons	<ul style="list-style-type: none"> - Because, so, therefore - Since - Because of + noun phrase - Because + clause
Transition words	<ul style="list-style-type: none"> - In addition, also, first of all, finally - As example, for example, for instance, furthermore, etc.
Making general statements	- Use: frequency adverbs and / or quantifiers
Avoiding overgeneralizations	<ul style="list-style-type: none"> - Instead of never, use: rarely, hardly ever, almost never, usually ... not - Instead of always, use: very few, hardly any, almost no, almost none - Instead of all, use: almost all, most, many, some
Varying word order in sentences	<ul style="list-style-type: none"> - Topic sentence in mind - Correcting run-on sentences - Begin with dependent clauses or prepositional phrases
Past versus present perfect tense	<ul style="list-style-type: none"> - past: completion of action, state, or time period (when the past time is mentioned) - -p.p.: incompletion of action, state, or time period (exact time is not important)
Present perfect versus present perfect continuous tense	<ul style="list-style-type: none"> - with nonaction verbs: actions or situations that began in the past and have continued to the present or still true in the present - after verbs: live, make, study, thing word: use both
Past habits	- Would and used to
Varying word order	- <i>with</i> + noun phrase
Conditional mood	- if, (would, could, might)
Linking expressions	- also, another + noun, at the same time, besides + noun or noun phrase, etc.
Punctuation rules	<ul style="list-style-type: none"> - Period - Question mark - Exclamation point - Comma - Question marks - Apostrophes - Underlining
Capitalization rules	<ul style="list-style-type: none"> - First words - Personal names - Place names - Time word - Titles - Names of organizations - Other
Organizing ideas	<ul style="list-style-type: none"> - Arranging ideas in order of importance - Topic sentences - Adding details to a paragraph - Checking that all the details develop the topic sentence - Concluding sentences - Reactions to a reading selection - Analyzing the organization of a letter to the editor - Supporting an opinion with a general statement and examples - Supporting an opinion with predictions - Stating opinions: strong: emotional, moderate: logical - Limiting information - Using demonstratives to unify a paragraph: this, that, these, those

	<ul style="list-style-type: none"> - Omitting unimportant ideas - Correct capitalization - Writing anecdotes - Using details - Omitting digressions and unimportant details - Expanding a definition - Listing information - Clustering - Choosing the correct part of speech - Using specific details - Using verbal adjectives to describe feelings -ed, -ing - Keeping to one subject - Dividing the composition into paragraphs - Listing similarities and differences - Obtaining information from pictures, diagrams, and tables - Focussing on a topic - Supporting an argument with examples - Using transition and giving examples - Using quotations and indirect speech - Adding a title - Discussing a news event - Answering questions in an article about an event - Determining realistic solutions - Determining who your audience is - Countering objections to your proposal - Making an outline
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Recordar: que el aprendizaje de una lengua extranjera hay que verlo de forma integral y no se puede separar la parte escrita de la oral. O sea, para comunicarse en forma oral se debe de dominar la gramática.