



UNIVERSIDAD DE
COSTA RICA



SEDE DE
OCCIDENTE
SO

Departamento de
Filosofía, Artes y Letras
Sección de Letras
Carrera de Enseñanza del Inglés

CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS
CICLO: II-2013
DOCUMENTO: PROGRAMA SEMESTRAL DEL CURSO
CURSO: IO-5210 COMUNICACION ESCRITA II
CREDITOS: 4
HORAS DE CLASE: 4
REQUISITO: IO 5200, COMUNICACIÓN ESCRITA I
CO- REQUISITO: IO-5202, IO- 5410
INSTRUCTORS: M.A. HAZEL VEGA QUESADA (HAE: Jueves 1:00-5:00/ Viernes 8:00-12-00)
 LICDA. NATALIA RAMÍREZ CASALVOLONE (HAE: Lunes 8:00-12:00)

DESCRIPCIÓN DEL CURSO: Este curso continuará con el trabajo realizado en el curso de Comunicación Escrita I, dando énfasis a las técnicas para el desarrollo de los diferentes tipos de párrafo. Además proporcionará elementos gramaticales de nivel intermedio bajo y vocabulario apropiado, que permita al estudiante alcanzar un nivel competente, tal como se presenta en los objetivos del curso.

OBJETIVO GENERAL

Desarrollar las funciones comunicativas del lenguaje en las cinco habilidades lingüísticas: escucha, habla, lectura, escritura y cultura al nivel correspondiente, dándole principal énfasis a la parte escrita en la elaboración de párrafos.

OBJETIVOS ESPECÍFICOS

1. Enseñar la mecánica a seguir para preparar un esquema correcto.
2. Promover el desarrollo de oraciones y párrafos coherentes, con una buena organización y utilizando un vocabulario de nivel intermedio bajo.
3. Motivar la buena presentación de los trabajos en puntuación y ortografía.
4. Promover el uso apropiado de los patrones del orden de las palabras en el idioma inglés.
5. Manejar apropiadamente los tiempos verbales: presente y pasado simple, presente y pasado perfecto, presente y pasado continuo, presente y pasado perfecto continuo.
6. Utilizar debidamente los modales auxiliares.
7. Escribir ensayos cortos con claridad, buena presentación, ortografía, puntuación y sintaxis correcta.

CONTENIDOS

Grammar contents	Writing contents
• The future tense with be going to • The future tense with will • The future continuous tense • Giving advice. Ought to, should, had	1. Punctuation: • Ethics in the workplace • Apostrophe • Asterisk

better • Expressing need, obligation, or lack of need: must, must not, have to, had to, not have to • Expressing possibility: may, might, could, may not, might not • Expressing probability: must and must not • Review: the simple past versus the present perfect • The present perfect continuous tense • The present perfect versus the present perfect continuous • The past perfect tense • Inseparable phrasal verbs • Separable phrasal verbs • Clauses of time and condition: present of unspecified time • Clauses of time and condition: future time • Participles used as adjectives • Comparative forms of adjectives and adverbs • Comparison of nouns • The passive voice with the present perfect tense • The passive voice with the present continuous tense • The passive voice with modal auxiliaries • Adjective clauses. Who(m), which, that, whose when, and where • Restrictive versus nonrestrictive clauses • Uses of gerunds • Uses of infinitives • Gerunds after prepositions • Gerunds and infinitives after verbs • Infinitives with too and (not) enough • Infinitives of purpose • Causatives • Conditional tense: present or unspecified time • Perfect modal auxiliaries • Conditional tense: past time	• Brace • Brackets • Colon • Comma • Dash • Diagonal (slash) • Ellipsis • Exclamation point • Hyphen • Parenthesis • Period • Question mark • Quotation marks • Semicolon • Underscore 2. Rhetorical focus: • The process paragraph • The comparison / contrast paragraph • The cause-effect paragraph • The argumentative paragraph
---	--

METODOLOGÍA

Antes de escribir, se discutirá el tema elegido y se explicarán aquellos puntos que ofrezcan alguna dificultad. Estos temas se trabajarán en clase y algunos se asignarán como tarea. Se cubrirán aspectos formales de gramática así como de composición y escritura. El 50% del curso se dedicará al estudio de la gramática y el 50% a la escritura.

ACTIVIDADES

Los y las estudiantes estudiarán los temas en los libros sugeridos de antemano. Cada capítulo enfatiza el desarrollo de destrezas de gramática y escritura de tal manera que al finalizar el curso los y las estudiantes puedan desarrollar diferentes tipos de párrafos de manera gramatical y haciendo uso de conectores y patrones de puntuación apropiados.

EVALUACIÓN

Las diferentes actividades evaluativas que se plantean tienen los siguientes propósitos: proveer retroalimentación a los y las estudiantes respecto de su desempeño, orientar al instructor en la toma de decisiones metodológicas y pedagógicas en clase, medir cuantitativamente el aprendizaje de los y las estudiantes respecto de los objetivos y contenidos planteados para el curso.

ACTIVIDADES EVALUATIVAS

I prueba parcial	20%
II prueba parcial	20%
Portafolio	15%
4 composiciones (en clase)	40%
Dialogue journals	5%
TOTAL	100%

Ninguna prueba será reemplazada sin que medie una justificación médica o válida para el profesor.

BIBLIOGRAFÍA

Obligatoria

Holmes, Ralph M. (1996). *The Quick Reference Guide* (Third Edition). New York: McGraw- Hill.

Kirn, E. & Hartmann, P. (2002). *Interactions 2: grammar* (Fourth Edition). New York: McGraw- Hill.

Pavlik, C. & Keenan, M. (2002) *Interactions 2: writing* (Fourth Edition). New York: McGraw- Hill.

Reid, J.M (1994) *The process of paragraph writing* (Second Edition) New Jersey: Prentice Hall Regents.

Otros materiales complementarios suministrados por la profesora.

SCHEDULE OF ACTIVITIES	
Weeks 1 & 2 (August 12 & 19)	1. Reading and discussing the course syllabus 2. Warm up and assessment activity 3. Review: Simple Present Tense, Simple past tense, Simple Present Progressive Tense, Simple past progressive tense, <i>Simple future and Future continuous tense</i>; word order; question formation 4. Review: topic sentences; writing an outline
Week 3 (August 26)	Grammar Skills (Business and Money): Giving advice; expressing need, obligation, lack of need. Punctuation: Apostrophe, colon Writing: The argumentative paragraph (Education and Student Life) In CLASS ASSIGNMENT: The Argumentative Paragraph (exercises from the book)
Week 4 (Sept 2)	Grammar (Jobs & Professions): The present tense versus the present perfect tense: present perfect continuous. Punctuation: parenthesis; period Writing: The argumentative paragraph (Continue practice in the book. Start outline for next week)
Week #5 (September 9)	Grammar (Lifestyles around the world): the past perfect tense; inseparable phrasal verbs Punctuation: semicolon Writing: In-class paragraph #1: Write an argumentative paragraph where you take a stand in favor or against one of the following topics (10%) 1. Drinking alcohol 2. Gambling 3. Studying abroad 4. Going to College

Week #6 (September 16)	Grammar Lifestyles around the world: inseparable phrasal verbs Writing: The process paragraph (describing a process) Exercises in the book.
Week#7 (September 23)	Grammar (Global Connections): Clauses of time and condition Punctuation: Semicolon, underscore Writing: The Process Paragraph (continue with book exercises)
Week #8 (September 30)	Grammar: Global Connections (Part II): Clauses of time and condition: present, unspecified, and future time <u>In class Assignment:</u> write one paragraph where you give at least five pieces of advice for one of the following situations: (10%) 1. How to use a (an): technological device 2. How to learn a foreign language. 3. How to keep your privacy on Facebook, Twitter, other social networks. 4. How to (lose weight, become a good athlete, etc)
Week # 9 (October 7)	MIDTERM EXAM (Grammar based)
Week #10 (October 14)	Grammar (Tastes and Preferences Part I): Participles used as adjectives, comparative forms of adjectives and adverbs, comparison of nouns Writing: Comparison and contrast paragraph. Exercises from the book
Week #11 (October 21)	Grammar (Tastes and Preferences Part II): Participles used as adjectives, comparative forms of adjectives and adverbs, comparison of nouns Writing: Comparison and contrast paragraph. Exercises from the book

Week #12 (October 28)	Grammar (New Frontiers): The passive voice (present perfect tense, present continuous tense, and modal auxiliaries) <u>In-class paragraph #3:</u> Write a paragraph where you compare tastes and preferences about one of the following topics: (10%) 1. Types of housing 2. Friends 3. You and somebody else
Week #13 (November 4)	Topic #10: Grammar (Medicine, Myths, & Magic): Adjective clauses. Restrictive vrs non-restrictive clauses Writing: Cause and effect paragraph (Exercises from the book)
Week #14 (November 11)	Topic #10: Grammar Medicine, Myths, & Magic (Part II): Adjective clauses. Restrictive vrs non-restrictive clauses Writing: Cause and effect paragraph (Exercises from the book)
Week #15: (November 18)	Grammar Medicine, Myths, & Magic (Part III): Clauses with who and which; clauses with whose, that and which, who(m), when, where Writing: <u>In class assignment:</u> Write a paragraph composition where you explain the causes or effects of: (10%) 1. Abuse of medicine. 2. Home remedies. 3. Auto prescription 4. Use of steroids.
Week #16 (November 25)	Grammar (With Liberty & Justice for All): Conditional sentences (present and unspecified time); perfect modal auxiliaries, conditional tense past time Writing: General Review
Week #17 (Dec 2)	Final EXAM

--	--