

DEPARTAMENTO DE FILOSOFIA, ARTES Y LETRAS
SECCION LENGUAS MODERNAS
CARRERA: BACH. EN LA ENSEÑANZA DEL INGLES

<p>Second Semester 2007 COURSE CONTENTS & DISTRIBUTION (Tentative)</p>	<p>IO-5230 Written Communication IV</p> <p style="color: red;">THURSDAY 1:00 P.M. - 4:50 P.M. Room 302</p> <p>Requirements: IO-5220 Written Communication III Credits: 4</p>	<p>Instructor: M.Sc. Tamatha Rabb Andrews</p> <p>Office Hours for Attending Students: Mondays 1:00 - 5:00 P.M.; Tuesdays 8:00 - 12:00 P.M; by appointment and serendipity</p> <p>Office #: 17 Office Phone #: 437- 9923 Cell Phone: 836-4247 e-mail: tamcambroneroy@yahoo.co</p>
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COURSE OVERVIEW

Written Communication IV is the last level in the series of writing courses given at the UCR sede Occidente, and as such, you will be honing your essay writing skills by applying the technics already learned in previous courses. You will also use the writing process to describe, to classify, to compare and contrast, to analyze a process, to show cause and effect, to convince or persuade, and finally to summarize or paraphrase. This course will continue the practice and manipulation of grammar structure while promoting the use of vocabulary at an advanced level. This written communication course in college writing is designed to give you an opportunity to work on your writing, critical thinking, and research skills so that you will succeed both in college and in the professional world. Upon completion of the course, you should be able to discern between logical and fallacious arguments, think more clearly and in greater depth, breadth and detail, and be a little more self-reliant in perceiving good from mediocre prose.

COURSE OBJECTIVES: At the end of the course, students will be capable of:

General	Specific
<p>1. To adapt direct instructions to those elements in order to improve the writing process in different styles</p>	<p>1.1 To fortify good punctuation, spelling, diction and correct grammar habits while writing in English.</p> <p>1.2 To develop the ability to write items such as a journal or short stories as well as writing different types of essays.</p> <p>1.3 Reenforce the correct usage of: noun and adverb clauses, conditionals, gerunds, infinitives, participles, the use of subjunctives, etc.</p>

General

of essays such as:
narrative, descriptive,
argumentative, etc.

Specific

1.4 To understand the importance of revising continuously the aspects already studied in order to eliminate the errors that obscure ones composition.

COURSE CONTENTS

- | | |
|---------------------|--------------------------|
| 1. Journal | 5. Comparison / Contrast |
| 2. Narration | 6. Illustration |
| 3. Description | 7. Definition |
| 4. Process analysis | 8. Causal Analysis |

TEACHING METHODOLOGY

The class format involves lecture, class discussion, student presentation, and workshop, in which students participate in small group critiques of their assignments. Although there will be some in-class writing / grammar exercises, most assignments will be completed outside of class in order to develop the contents of the course anthology while fomenting creative expression habits in students not to mention increasing ones vocabulary and expanding ones repertoire in grammatical structures. Student preparation for and participation in class is vital. It should also be noted that you will be writing in a personal journal each week besides creating a short story. A **portfolio** will be used in this course to assess ones writing development throughout the course. It should be created based on the following criteria:(1) the folder/ binder permits the user to extract works as needed, (2) written compositions are presented in an orderly format, (3) works are kept clean and organized, (4) rough drafts, revisions and final papers are included in the portfolio. In addition, for every revision you will need to correct the errors that are pointed out in each work. This normally involves several revisions until a final essay is completed. The portfolio should be kept in chronological order and must be presented at the end of the course.

COURSE CONTENTS AND DISTRIBUTION

Session	Date	Contents	Presentations (To be Filled in Later)	Assignments
1	8/16	<ul style="list-style-type: none"> — Ice Breaker. — Introduction to course: discussion of syllabus 		Read Harmer Chapter 1 Grammar: Nouns Pp. 216 - 231
2	8/23	Write in the Middle Chap. 1		Read Harmer Chapter 2* Grammar: Verbs Pp. 232 - 245

3	8/30	Write in the Middle Chap. 2		Read Harmer Chapter 3 — Essay 1 ; Bring 4 copies to class! Grammar: Adjectives / Adverbs Pp. 246 - 263
4	9/6	Quiz 1 Critiquing Your Classmates' Essays; Workshop 1		Read Harmer Chapter 4 (Half) Grammar: Prepositions / Conjunctions / Interjections Pp. 264 - 277
5	9/13	Write in the Middle Chap. 3		Read Harmer Chapter 4 (Last Half) Grammar: Basic Sentence Parts Pp. 278 - 301
6	9/20	Write in the Middle Chap. 4		— Essay 2 ; Bring 4 copies to class! Grammar: Phrases & Clauses Pp. 302 - 321
7	9/27	Quiz 2 Critiquing Your Classmates' Essays; Workshop 2		Read Harmer Chapter 5 (Half) Grammar: Phrases & Clauses Pp. 322 - 339
8	10/4	Write in the Middle Chap. 5		Read Harmer Chapter 5 (Last Half) Grammar: Effective Sentences Pp. 340 - 358
9	10/11	Write in the Middle Chap. 6		— Study for the Mid-Term Test
10	10/18	Mid Term Test		Read Harmer Chapter 6 (Half) Read Lunsford: Part 7 Grammar: Effective Sentences Pp. 359 - 367; Verb Usage Pp. 368 - 376
11	10/25	Write in the Middle Chap. 7		Read Harmer Chapter 6 (Last Half) Grammar: Verb Usage Pp. 377 - 389
12	11/1	Write in the Middle Chap. 8		— Essay 3 ; Bring 4 copies to class!

				Grammar: Pronoun Usage Pp. 390 - 405
13	11/8	Quiz 3 <i>Critiquing Your Classmates' Essays; Workshop 3</i>		Read Harmer Chapter 7 Grammar: Agreement Pp. 406 - 427
14	11/15	Write in the Middle Chap. 9		Read Harmer Chapter 8 Grammar: Using Modifiers Pp. 428 - 442
15	11/22	Write in the Middle Chap. 10		— Study for the End-of-Term Test
16	11/29	End-of-Term Test		<i>Grades will be posted outside my office by November 30th.</i>
17	12/7		AMPLIACIÓN EXAM	

NOTE: Slight changes may occur in the **COURSE CONTENTS AND DISTRIBUTION**. You are responsible to take note(s) of these changes as they occur.

EVALUATION

COMPONENTS	PERCENTAGES
Portfolio (10% for each essay including rough draft, revision(s) and final composition -- giving a total of 3 essays)	30%
3 Quizzes @ 5% each	15%
Peer Critique Workshops	5%
Group Presentation	10%
Test I	20%
Test II	20%

Description of the course assignments & other miscellanies items:

Essays (Portfolio): We'll be writing 3 essays of 3- 4 pages in length throughout the semester — see Course Contents and Distribution for exact dates. You usually will have a choice of topics to write on for each essay assignment; however, the rhetorical skills that everyone practices on the assignments will be the same. When we meet for peer critiques, **your workshop draft must be word-processed.** Once the revision has been revised by the professor, each student must re-type the essay again using double-spacing in no larger than 12 pitch Arial. **Be prepared to rewrite the revision more than once if errors are numerous.**

All work in this course must be original, and you may not submit writing assignments that you are working on for another course or previous course. Most likely assignments for other classes will be course-specific and will not satisfy the assignment objectives for this written communication course. If you have questions, please do not hesitate to ask me for clarification.

Peer Critique Workshops: For most essays that we write, we will have an opportunity to share our work in small workshop groups. These audiences usually will not change, so you will become familiar enough with your classmates that you can offer honest comments about one another's writing. Your peers will appreciate that. Some of you may have anxieties about publicly sharing your written words, but you'll find that the feedback you receive from your workshop group is an excellent way of "testing" whether your writing is effective. Peer critiques contribute to your writing success and increase your chances of passing this course. You will need to bring 4 copies of each of your three essays to the critique and actively participate in these workshops.

Group Presentation: Ss. will present the reading selections on How to Teach Writing in groups of two and ONE group of three individuals. (First come . . . first serve on your choice of topics). Students should take into account the material when presenting and create a problem solving activity to check the groups understanding of the selections as well as create a summary of the material for each student. *Be creative*, and use technology wherever possible. You have approximately 40 min. of class time for this presentation. *(See the Grading Rubric at the end of this syllabus.)*

Quizzes: Quizzes will be applied throughout the course — see Course Contents and Distribution for exact dates – to let you know how much of the material you understand. Quizzes will cover the grammar and writing items up till the date of each quiz.

Tests: There are two tests applied in this course — see Course Contents and Distribution for exact dates. Exams will cover the grammar and writing items up till the date of each partial test.

Make-up Work: You will **not** have the opportunity to make-up work you either missed or did not turn in, with the exception of the late essay coupon given during the first session of the course (and only on that day...**no exceptions**). If you miss a quiz or a test, you will not be able to make it up; and if one quiz is all you miss, it is not going to jeopardize your grade. But if missing quizzes and/or tests becomes habitual, then you certainly will affect your own grade.

Late Essay Coupon Rules:

- You get only 1 coupon for the semester. (You are not required to use it!)
- The coupon is worth 5 extra credit points if you do not use it and surrender it on the expiration date.
- I am not responsible for lost coupons.
- The essay cannot be more than **one week late**.
- The coupons cannot be sold or transferred to other students. (I keep a record of who has used the coupons, so don't get stuck buying a scalped coupon.)
- Fill out the coupon completely, with your signature, student ID, the original due date, etc.

- The coupon is valid **only** for one of the three class essay assignments and **not** for the tests, final project, quizzes, or any other assignments.
- You must surrender the unused coupon to redeem your extra credit points at the semester's end.
- See coupon for expiration date.

Some advice: Try to avoid using the late essay coupon for the first essay just out of laziness. You never know what kind of circumstance may pop up unexpectedly later in the semester. I have known students who used their coupon early in the term even though they did not really need to use the coupon. Their semester grade suffered later because they could not write one of the later essays and had to take a zero for a score. Getting a 60 on an essay means you earn some points. Turning in nothing means zero points.

'AMPLIACION' EXAM:

An 'Ampliacion' exam will be given to those students who have obtained a 6.00 to a 6.50. If the student passes this exam, the final grade will be a 7.00. This exam covers all of the course readings and lectures.

BIBLIOGRAPHY:

- Blass, Laurie, and Meredith Pike-Baky. (1990). *Mosaic II: A Content-Based Writing Book*. Mexico: McGraw-Hill Companies.
- Harmer, Jeremy. (2004). *How to Teach Writing*. England: Pearson Education Limited.
- Leki, Ilona. (1998). *Academic Writing 2nd Edition - Exploring Processes & Strategies*. United Kingdom: Cambridge University Press.
- Lunsford, Andrea. (2003). *The Everyday Writer 2nd Edition*. Boston: Bedford/St. Martin's.
- Oster, Judith. (1984). *From Reading to Writing*. Merrill Publishing Company: A Bell & Howell Company.
- Shoemaker, Connie at al. (1998). *Write in the Middle: A Guide to Writing for the ESL Student 2nd Edition*. USA: Harcourt Brace & Company.
- Strong, William at al. (1993). *Writer's Choice: Composition & Grammar*. New York: Macmillan/McGraw-Hill.
- Werner, Patricia K., and John P. Nelson. (1990). *Mosaic II: A Content-Based Grammar Book*. Mexico: McGraw-Hill Company.
- *Merriam Webster Dictionary* or any other good college dictionary such as *The American Heritage*, *Webster's Collegiate*, or *Random House*.
- Roget's 21st Century Thesaurus Dictionary

- Materials compiled by the professor.

REQUIRED ITEMS

- Materials compiled by the professor. – Grammar Anthology.
- Harmer, Jeremy. (2004). *How to Teach Writing*. England: Pearson Education Limited.
- Shoemaker, Connie at al. (1998). *Write in the Middle: A Guide to Writing for the ESL Student 2nd Edition*. USA: Harcourt Brace & Company.
- *Merriam Webster Dictionary* or any other good college dictionary such as *The American Heritage*, *Webster's Collegiate*, or *Random House*.
- A small spiral notebook which will become your journal.

COURSE POLICIES

Assignments must be completed before the class under which they are indicated in the course contents and distribution section of this syllabus.

Papers must be typewritten, double-spaced in no larger than 12 pitch, following APA style. Students should print out the *APA Research Style Crib Sheet* from <http://www.wooster.edu/psychology/apa-crib.html>. Information may also be gained from www.apa.org.

Unquestionable integrity of scholarship is expected of every student. Please consult the APA for information on plagiarism. Special attention should be given to full and careful citation of any material downloaded from the internet.

As always, pay careful attention to any changes in the syllabus we might agree upon.

Late work will not be accepted or the use of cell phones in class. Cell phones should be turned off from start to finish of the

class period.

The passing grade is 7.00, and students whose final grades are from 6.00 to 6.50 have the right to take the “ampliacion” exam.

University of
Costa Rica

PRESENTATION GRADING FORM

Instructor:	M.Ed. Tamatha Rabb de Cambronero			
Student's Name:				
Date:		Content:		
Group Members:				

	4 pts	3 pts	2 pts	1 pt	0 pts
DELIVERY	Excellent	Very Good	Good	Fair	Poor
1. VOLUME- Did the student speak loud enough?					
2. GESTURES- Did the student use his/her hands?					
3. EYE CONTACT- Did the student make eye contact often with the class?					
4. PRONUNCIATION- — Could you understand what the student was saying? — Did the student's pronunciation interfere with you understanding of his/her oral performance?					
5. INTONATION- — Did the student use higher pitches as well as stress on the words that carry information in the presentation? — Did the student stress content and function words correctly?					

6. FLUENCY- — Was the student fairly fluent during the performance? — In other words, did the student stumble and stutter as if to be trying to find the right words to say or did it seem that the student had practiced the presentation several times before? — Was the student comfortable explaining the material?					
7. ENERGY- Did the S. show energy in his/her performance & project his/her voice?					
8. PREPARED- Was the S. prepared to present the material to the class with a summary of the reading selection(s), prop materials, and an application activity?					
9. FOLLOWS INSTRUCTIONS- Did the S. follow the instructions given in the syllabus to fulfill the requirements of the presentation?					
10. TIME- Did the presentation begin at the start of class without waiting for a set-up period?					

Late Essay Coupon
T. Rabb Andrews
 Second Semester 2007

- 1. You may use this coupon to submit a late essay in IO-5230, but only if the essay is no more than one week late.***
- 2. This coupon, which expires on Nov. 29, may be used only once in the 2007 second semester.**
- 3. Please don't ask me to make exceptions to 1 or 2.**

The presentation was due _____.
 (original due date)

Title of Essay

Student's Signature

Student's ID#

Today's Date

***For example, an essay that was originally due at the beginning of class on Thursday, October 15 must be submitted no later than the beginning of class on Thursday, October 22 to avoid the late essay penalty.**

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