

**UNIVERSIDAD DE COSTA RICA
SEDE DE OCCIDENTE
DEPARTAMENTO DE FILOSOFÍA, ARTES Y
LETRAS
SECCIÓN DE LENGUAS MODERNAS
CIUDAD UNIVERSITARIA CARLOS MONGE A.**

**IO5210 – Comunicación Escrita II
Requisito: IO 5200, Comunicación
Escrita I
Co-requisito: IO-5210: Comunicación
Oral II
Horas de clase: 4 Créditos: 4
Ciclo Lectivo: II-2012**

**PROFESORES: Luz Marina Vásquez, Natalia
Ramírez**

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
<ul style="list-style-type: none"> • The future tense with be going to • The future tense with will • The future continuous tense • Giving advice. Ought to, should, had 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 	<ol style="list-style-type: none"> 1. Ethics in the workplace 2. Punctuation: <ul style="list-style-type: none"> • Apostrophe • Asterisk • Brace • Brackets • Colon • Comma • Dash • Diagonal (slash) • Ellipsis • Exclamation point • Hyphen • Parenthesis • Period • Question mark

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Quotation marks • Semicolon • Underscore <p>3. Rhetorical focus:</p> <ul style="list-style-type: none"> • The process paragraph • The explanation paragraph • The comparison / contrast paragraph • The cause-effect paragraph • The argumentative paragraph
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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	25%
II prueba parcial	25%
Portafolio	10%
4 composiciones	40%
TOTAL	100%

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

BIBLIOGRAFÍA

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.

Ruetten, M. (2003). *Developing Composition Skills: Rhetoric and Grammar*. Boston, MA: Heinle.

Otros materiales complementarios suministrados por el profesor.

SCHEDULE OF ACTIVITIES	
<p>Weeks 1 & 2 (August 6 & 13)</p>	<ol style="list-style-type: none"> 1. Reading and discussing the course syllabus 2. Warm up and assessment activity <p>Topic #1: Education & Student Life</p> <ol style="list-style-type: none"> 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
<p>Week 3 (August 20)</p>	<p>Topic #2: Business & Money</p> <p>Grammar Skills: Giving advice; expressing need, obligation, lack of need.</p> <p>Punctuation: Apostrophe, colon</p> <p><u>In class Assignment:</u> write one paragraph where you give at least five pieces of advice for one of the following situations:</p> <ol style="list-style-type: none"> 1. Drinking alcohol and then driving 2. Giving money to the poor 3. Gambling 4. Robbing a person's house if you need money 5. Borrowing someone's car
<p>Week 4 (August 27)</p>	<p>Topic #3: Jobs & Professions</p> <p>Grammar: The present tense versus the present perfect tense: present perfect continuous.</p> <p>Punctuation: parenthesis; period</p> <p>Writing: The process paragraph (describing a process; how to)</p> <p>Assignment #1: Write a paragraph where you describe how to (i.e. what it takes) prepare for one of the processes listed on page 112, Ch. 5; Ruetten).</p>

<p>Week #5 (September 3)</p>	<p>Topic #4: Lifestyles around the world</p> <p>Grammar: the past perfect tense; inseparable phrasal verbs</p> <p>Punctuation: semicolon</p> <p>Writing: Paragraph of explanation (i.e., defining concepts)</p> <p><u>In class assignment:</u> Write an explanation paragraph regarding one of the topics on page 72.</p>
<p>Week #6 (September 10)</p>	<p>Topic #5: Lifestyles around the world (part II)</p> <p>Grammar: inseparable phrasal verbs</p> <p>Punctuation:</p> <p>Writing: Paragraph of explanation</p> <p>Assignment #2: Select a topic different from the one you worked on in class (page 72) and write a paragraph where you explain why that statement is true and provide examples to illustrate. (10%)</p>
<p>Week#7 (September 17)</p>	<p>Topic #6: Global Connections</p> <p>Grammar: Clauses of time and condition</p> <p>Punctuation: Semicolon, underscore</p> <p>Writing: The cause- effect paragraph</p> <p><u>In class assignment:</u> Exercises from Writing text, Chapter 6</p>
<p>Week #8 (September 24)</p>	<p>Topic #6: Global Connections (Part II)</p> <p>Grammar: Clauses of time and condition: present, unspecified and future time</p> <p>Writing: The cause- effect paragraph</p> <p>Assignment #3: write one paragraph about the causes and effects of globalization on your everyday life (10%)</p>
<p>Week # 9 (October 1)</p>	<p>MID TERM EXAM</p>
<p>Week #10 (October 8)</p>	<p>Topic #7: Language & Communication</p>

	<p>Grammar: Participles used as adjectives, comparative forms of adjectives and adverbs, comparison of nouns</p> <p>Writing: Comparison and contrast paragraph</p> <p><u>In class activities:</u> Chapter 7, Writing text</p>
<p>Week #11 (October 15)</p>	<p>Topic #8: Tastes & Preferences</p> <p>Grammar: Participles used as adjectives, comparative forms of adjectives and adverbs, comparison of nouns</p> <p>Writing: Comparison and contrast paragraph</p> <p>Assignment #4: Write a paragraph where you compare tastes and preferences about one of the following topics: (10%)</p> <ol style="list-style-type: none"> 1. Types of housing 2. Friends 3. You and somebody else
<p>Week #12 (October 22)</p>	<p>Topic #9: New Frontiers</p> <p>Grammar: The passive voice (present perfect tense, present continuous tense, and modal auxiliaries)</p> <p>Free writing style</p> <p><u>In class assignment:</u></p> <ol style="list-style-type: none"> 1. Grammar exercises. 2. Write a news report about: <ol style="list-style-type: none"> a) An alien encounter b) A fallen asteroid c) Life in another planet
<p>Week #13 (October 29))</p>	<p>Topic #10: Medicine, Myths, & Magic</p> <p>Grammar: Adjective clauses. Restrictive vrs non-restrictive clauses</p> <p>Writing: The argumentative paragraph</p> <p><u>In class assignment:</u> Grammar exercises</p>

<p>Week #14 (November 5)</p>	<p>Topic #9: Medicine, Myths, & Magic (Part II)</p> <p>Grammar: Clauses with who and which; clauses with whose, that and which, who(m), when, where</p> <p>Writing: The argumentative paragraph</p> <p><u>In class assignment:</u> Write a two paragraph composition taking a stand for or against one of the following topics:</p> <ol style="list-style-type: none"> 1. Western medicine doesn't have all the answers 2. Homemade cures that work
<p>Week #15: (November 12)</p>	<p>Topic #10: With Liberty & Justice for All (Part I)</p> <p>Grammar: Conditional sentences (present and unspecified time); perfect modal auxiliaries, conditional tense past time</p> <p>Writing: The argumentative paragraph</p>
<p>Week #16 (November 19)</p>	<p>Topic #10: With Liberty & Justice for All (Part II)</p> <p>Grammar: Conditional sentences (present and unspecified time); perfect modal auxiliaries, conditional tense past time</p> <p>Writing: The argumentative paragraph</p> <p>Assignment 5: Write a two paragraph argumentative composition on a social issue in your community, (e.g., poverty, unemployment, drugs and insecurity, etc.) and the importance of addressing it. (10%)</p>
<p>Week #17 (November 26)</p>	<p>Final EXAM</p>