



**CARRERA:** BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

**CICLO LECTIVO:** I-2014

**DOCUMENTO:** Programa de curso semestral

**CURSO:** IO5200, COMUNICACIÓN ESCRITA I **GRUPOS:** 01 Y 03

**CREDITOS:** 04

**HORAS POR SEMANA:** 04

**REQUISITO:** No tiene

**CO-REQUISITO:** IO5400, Comunicación Oral I

**NIVEL:** 1 año (I Ciclo) del plan de estudios

**DOCENTE:** M.Ed. Roy Gamboa Mena

**HORAS ATENCIÓN ESTUDIANTES:** K de 8 a 12 y J de 1 a 5

### DESCRIPCIÓN DEL CURSO

Este curso pretende introducir al estudiante en el proceso de composición, ejercitándolo en el manejo de estructuras gramaticales y promoviendo el uso de vocabulario de un nivel principiante bajo.

**BASE PREVIA:** El estudiante deberá tener, por lo menos, el conocimiento del idioma inglés adquirido durante sus estudios en la enseñanza media.

### OBJETIVOS DEL CURSO

GENERALES	ESPECÍFICOS
1. Proporcionar instrucción directa en aquellos elementos que mejorarán el proceso de escritura.	1.1 Distinguir, analizar y elaborar diferentes tipos de párrafos. 1.2 Expresar con claridad sus ideas en forma escrita. 1.3 Elaborar pequeñas composiciones y reportes. 1.4 Para comprender las cuestiones éticas relacionadas con el plagio.
2. Proporcionar los medios para revisar y practicar habilidades específicas como puntuación, estructura de la oración y uso del lenguaje.	2.1 Escribir párrafos con buena construcción gramatical.
3. Revisar y practicar tiempos verbales presentados, modales, gerundios, infinitivos, preposiciones de lugar, adjetivos, palabras de transición, artículos, expresiones de cantidad, entre otros.	3.1 Hacer ejercicios con las estructuras gramaticales estudiadas.

## **CONTENIDOS**

1. The Sentence
2. Parts of Speech
3. Complements
4. The Phrase
5. The Clause
6. Sentence Structure

## **CONTENIDOS LINGÜÍSTICOS**

The Sentence  
The Subject  
The Predicate  
Compound Subjects and Compound Verbs

Nouns  
Pronouns  
Adjectives  
Demonstrative and Proper Adjectives

Verbs Linking Verbs  
Helping Verbs  
Adverbs  
Prepositions  
Conjunctions and Interjections

Direct Objects  
Indirect Objects  
Predicate Nominatives  
Predicate Adjectives

Prepositional Phrase  
Adjective Phrase  
Adverb Phrase  
Verb Phrases and Verbals  
Participles and Participial Phrases  
Infinitives and Infinitive Phrases  
Gerunds

Independent and Subordinate Clause  
The Adjective Clause  
The Adverb Clause

Simple Sentences  
Compound Sentences

7. Agreement
8. Using Verbs Correctly
9. Using Pronouns Correctly
10. The Paragraph
11. Ethical Issues Regarding Plagiarism

Complex Sentence  
Agreement of Subject and Verb  
Intervening Propositional Phrases  
Singular and Plural Indefinite Pronouns  
*All, Any, Most, None, and Some*

Compound Subjects  
Collective Nouns and Inverted Sentences  
Amounts, Titles, and *Don't* and *Doesn't*  
Pronoun-Antecedent Agreement

Principal Parts  
Regular Verbs  
Irregular Verbs  
Tenses  
*Sit and Set and Rise and Raise*  
*Lie and Lay*

Case Pronouns  
Nominative Case Pronouns  
Objective Case Pronouns  
Pronouns as Objects of Prepositions  
*Who and Whom*  
Pronoun Appositives and Reflexive Pronouns

The Topic Sentence  
Limit the Topic  
Building a Paragraph  
"Flat" Sentences  
The Clincher Sentence  
Organizing by Time  
Support Sentences  
Introductory Paragraph  
Order of Importance  
Order of Space  
Coherence in Paragraphs  
Outline a Paragraph



## METODOLOGÍA Y ACTIVIDADES

El formato de la clase consiste en conferencias, discusión en clase, y talleres, en las que los estudiantes participan en pequeños grupos en la crítica de sus tareas--- así como el uso de la ética situacional en la que se analiza y discuten párrafos de práctica de la antología del curso. Aunque habrá algunas actividades de escritura en la clase y ejercicios de gramática, la mayoría de las tareas se completarán fuera de clase. La preparación y participación de los estudiantes en clase es vital.

## CRONOGRAMA <sup>1</sup>

Session	Week	Course Topics	Grammar Anthology	Paragraph Portfolio	Homework Use this column to write down any homework assignments that are not already stated below.
1	March 10 - 14	Organization of the Course. The Sentence Warm-up to Paragraph Writing	Sentence Sense p. 87 The Subject p. 89 The Predicate p. 91 Compound Subjects & Compound Verbs p. 93 Commas in a Series p. 259	Warm-up to Paragraph Writing	
2	March 17 - 21	Parts of Speech The Topic Sentence	Nouns p. 97 Plurals of Nouns p.297 <u>Interactions:</u> There is/There are p. 51 Possessive Nouns p. 52 Count & Noncount Nouns p. 81 A lot of/ many/ much p. 82 Asking Questions with 'How many' & 'How much' p. 83 Apostrophes p.283	The Topic Sentence p. 1 Writing Topic Sentences p. 2 Topic Sentence Placement p. 3	The Pronoun 'I' & Proper Nouns p. 243 Places and People p. 245
3	March 24 - 28	Parts of Speech cont. The Topic Sentence cont.	Pronouns p. 99 Case of Pronouns p. 205 Nominative Case Pronouns p. 207 Objective Case Pronouns p. 209 Pronouns as Objects of Prepositions p. 211 Who and Whom p. 213 Pronoun Appositives & Reflexive Pronouns p. 215	Limit the Topic p. 4 Support the Topic Sentence p. 5	
4	March 31 – April 4	<b>Quiz #1</b> Parts of Speech cont. The Topic Sentence cont. Paragraph basics	Other Uses of the Apostrophe p.285 Adjectives 101 Demonstrative & Proper Adjectives p. 103 Verbs p. 107 Linking Verbs p. 109 <u>Interactions:</u> Present Tense of Be p. 24 Be: Yes/No Questions & Short Answers p. 25 Helping Verbs p. 111	Stick to the Topic p. 6 Building a Paragraph p. 7	
5	April 7 - 11	Parts of Speech cont. Complements Building a Paragraph	Adverbs p. 113 Comparison of Adjectives & Adverbs p. 219 Irregular Comparison p. 221 Special Problems in Using Modifiers p. 223 Double Comparisons p. 225 Prepositions p. 117 <u>Interactions:</u> Prepositions of Place & Time p.112	Finding Faults p. 8 Writing a Paragraph p. 9	
6	April 14 - 18	<b>Easter Week / Semana Santa (No Classes)</b>			
7	April 21 - 25	<b>Semana U</b>			

<sup>1</sup>Este es un cronograma tentativo de las actividades que se realizarán durante el semestre, el cual está sujeto a lo que la profesor/a estime conveniente para alcanzar los objetivos del curso.



8	April 28 – May 2	Parts of Speech cont. Add Interest "Flat" Sentences	Conjunctions and Interjections p. 119 Direct Objects p. 123 Indirect Objects p. 125 Predicate Nominatives p. 127 Predicate Adjectives p. 129	Add Interest p. 10 Revising "Flat" Sentences p. 11	
9	May 5 - 9	<b>Partial Exam I</b>			
10	May 12 - 16	The Phrase The Clincher Sentence Organizing by Time	Prepositional Phrases p. 133 Adjective Phrases p. 135 Adverb Phrases p. 137 Placement of Modifiers p. 227 Verb Phrases and Verbals p. 141	The Clincher Sentence p. 12 Organizing by Time p. 13	
11	May 19 - 23	The Phrase cont. The Clause Sentence Structure Time Relationships Support Sentences	Participles and Participial Phrases p. 143 Placement of Participial Phrases p. 229 Infinitives & Infinitive Phrases p. 145 <b>Verbals p. 59</b> <b>Interactions:</b> <b>Gerunds &amp; Infinitives as Subjects p. 252</b> <b>Verbs Often Followed by Gerunds or</b> <b>Infinitives p. 253</b> Independent & Subordinate Clauses p. 151	Recognizing Time Relationships p. 14 Support Sentences p. 15	
12	May 26 - 30	<b>Quiz #2</b> The Clause cont. Paragraph practice Order of Importance	The Adjective Clause p. 153 The Adverb Clause p. 155 Commas with Sentence Interrupters p. 263 More Uses of the Comma p. 267 Simple Sentences p. 159 Compound Sentences p. 161	Write a Paragraph p. 16 Order of Importance p. 18	
13	June 2 - 6	Agreement Finding Reasons Time vs. Importance	Commas with Compound Sentences p. 261 Complex Sentences p. 165 Agreement of Subjects & Verbs p. 169 Intervening Prepositional Phrases p. 171 Singular & Plural Indefinite Pronouns p. 173	Finding Reasons p. 19 Time vs. Importance p. 20	
14	June 9 - 13	Agreement cont. Paragraph practice	All, Any, Most, None, and Some p. 175 Compound Subjects p. 179 Collective Nouns & Inverted Sentences p. 181 Pronoun-Antecedent Agreement p. 185	Compose a Paragraph p. 21	
15	June 16 - 20	<b>Quiz #3</b> Using Verbs Correctly Order of Space Outline a Paragraph	Principal Parts p. 189 Regular Verbs p. 191 Irregular Verbs p. 193 <b>Interactions:</b> <b>Irregular Past Tense Verbs p. 142</b>	Order of Space p. 22 <b>Coherence in Paragraphs p.</b> <b>351</b> Outline a Paragraph p. 23	<b>Review Homework:</b> Verb Tenses p. 41 Using Irregular Verbs p. 42
16	June 23 - 27	Using Verbs Correctly cont.	Tense p. 197 <b>Verb Tenses p. 49</b> <b>Present Perfect &amp; Past Perfect Tenses p. 50</b>	On Your Own p. 24	
17	June 30 - July 4	<b>Partial Exam II</b>			
18	July 7 - 11	<b>Ampliacion Exam</b>			

## EVALUACIÓN

COMPONENTES	PORCENTAJES
3 Quizzes @10% each	30%
Partial Exam I	35%
Partial Exam II	35%



## **DESCRIPCIÓN DE LAS TAREAS DEL CURSO**

- **Quizzes:** Los quizzes se harán durante el curso- ver el cronograma del curso para verificar las fechas. Los quizzes cubrirán los contenidos gramaticales y de composición hasta la fecha de cada quiz.
- **Exams:** Se harán dos exámenes en este curso -- ver el cronograma del curso para verificar las fechas. Los exámenes cubrirán los contenidos gramaticales y de composición hasta la fecha de cada examen.

## **Examen de “Ampliación”**

Se hará un examen de ampliación a aquellos estudiantes que hayan obtenido notas entre 6.00 y 6.50. Si el estudiante pasa el examen su nota final para el curso será de 7.00. Este examen cubre todo lo visto, tanto en gramática como en composición, durante el curso

**NOTA** Se les recuerda que no se permite el uso de teléfonos celulares dentro de la clase.

## **BIBLIOGRAFÍA OBLIGATORIO**

Baker, L. R. at al. (2003). *Interactions 1: Integrated Skills*. New York McGraw-Hill Inc.

Craig, G. at al. (1995). *English Workshop First Course*. Austin: Holt, Rinehart and Winston.

Klise, T. (2001). *Paragraph Portfolio*. Thomas S. Klise Company.

English – English Webster Dictionary

## **BIBLIOGRAFIA COMPLEMENTARIA**

Azar, B. S. (1996). *Basic English Grammar*. New Jersey: Prentice Hall Regents.

Kim, E., and Darcy, J. (2002). *Interactions 1 Writing. 4th Edition*. New York: McGraw-Hill Companies, Inc.

Kim, E., and Darcy, J. (2002). *Interactions 1 Grammar. 4th Edition*. New York: McGraw-Hill Companies, Inc.

English Webster Thesaurus Dictionary



## Ethical Issues Regarding Plagiarism

By Amy Jorgensen

Plagiarism can refer to several types of actions, including not crediting a source for information used in an essay or presentation or using someone else's ideas as your own. Colleges classify plagiarism as academic dishonesty. According to Dr. Beth Dixon, a professor of philosophy at Pittsburgh State University, students need to understand why plagiarism is wrong. She suggests discussing the ethical issues with students.

**Ethics Defined** Before exploring the ethical issues, the term "ethics" needs defining. Merriam-Webster Online offers several definitions, including "the principles of conduct governing an individual or group" and "a theory or system of moral values." Explaining the ethical issues of plagiarism covers both definitions because prohibiting such activity involves determining the principles by which students should act and because whether or not students adhere to those principles will be determined by their own moral system.

**Kantian Ethics** Immanuel Kant's theory of moral law offers guidance on plagiarism and ethics. In his theory, everyone should be treated equally under the moral law and your behavior determines the moral law you would desire for the world. Consequently, if you steal someone else's ideas without giving them credit, then you are saying that is how you wish to be treated.

**Utilitarianism** Under the utilitarian ethical theory, good and bad actions depend on the outcomes they produce. For example, an action is morally good if it produces more pleasure than pain. However, everyone affected must count equally; therefore, if the action produces pleasure for you at the expense of causing pain to a dozen strangers, the action would be morally wrong. In the case of plagiarism, the pleasure provided to you by cheating does not make up for the pain caused for the original author of the ideas, the other students, the faculty and even yourself in the long term.

**Virtue Ethics** Aristotle, the Greek philosopher and student of Plato, believed ethics allowed you to be as happy as possible while balancing your actions between extremes. This established a moral ideal or the concept of who you want to be as a person. According to Dr. Dixon, students should ask themselves that question before plagiarizing. Dishonesty violates one of the Aristotle's virtues and, therefore, makes it harder for plagiarizing students to achieve their moral ideal.

**Legal Issues** Plagiarism violates the law as well as individual moral codes. In North Carolina, for example, plagiarism and helping someone else plagiarize are both considered unlawful. Outside academics, if you earn more than \$2,500 from plagiarized content or ideas, you could face \$250,000 in fines and a 10-year prison sentence. Students who commit plagiarism must deal with ramifications including failing grades for the course or assignment, suspension from activities such as sports or fraternities, and expulsion from the university.