



UNIVERSIDAD DE  
COSTA RICA



CIUDAD UNIV. CARLOS MONGE ALFARO  
Departamento de Filosofía, Artes y Letras  
Sección de Lenguas Modernas  
Carrera: Bach. y Lic. en la Enseñanza del Inglés

<b>First Semester 2013 COURSE CONTENTS &amp; DISTRIBUTION (Tentative)</b>	<b>IO-5200 Written Communication I</b> (Comunicación escrita I)  <b>MONDAYS 1:00 - 4:50 P.M.</b>  <b>Co-Requirement:</b> <b>IO-5400 Oral Communication I</b>  <b>Credits: 4</b>	<b>Instructor: M.Ed. Tamatha Rabb Andrews</b>  <b>Office Hours for Attending Students:</b> Thursdays 9 – 11:50am  <b>Office #: 11</b> <b>Cell Phone: 8836-4247</b> <b>e-mail: <a href="mailto:tamcambronero@gmail.com">tamcambronero@gmail.com</a></b>  <b>Skype: tamatha.rabb</b>
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## Course Overview

Written Communication I introduces students to the process of composition in which one practices the manipulation of grammar structure while promoting the use of vocabulary at a basic level.

### 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 of Working Knowledge

Students should have at least a working knowledge of English previously studied in high school or other.

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

## Course Objectives / OBJETIVOS DEL CURSO:

<b>General / GENERALES</b>	<b>Specific / ESPECÍFICOS</b>
1. To provide direct instruction in those elements that will improve the writing process. Proporcionar instrucción directa en aquellos elementos que mejorarán el proceso de escritura.	1.1 To distinguish, analyze and prepare different types of paragraphs. Distinguir, analizar y elaborar diferentes tipos de párrafos. 1.2 To articulate ideas in a written format. Expresar con claridad sus ideas en forma escrita. 1.3 To develop small compositions and reports. Elaborar pequeñas composiciones y reportes. 1.4 To comprehend ethical issues regarding plagiarism. Para comprender las cuestiones éticas relacionadas con el plagio.
2. To provide the means to review and practice specific skills such as punctuation, sentence structure and language use. Proporcionar los medios para revisar y practicar habilidades específicas como puntuación, estructura de la oración y uso del lenguaje.	2.1 To write paragraphs with good grammar. Escribir párrafos con buena construcción gramatical.

<p>3. To review and practice present tense, modals, gerunds, infinitives, prepositions of place, adjectives, transition words, articles, expressions of quantity, among others. Revisar y practicar tiempos verbales presentados, modales, gerundios, infinitivos, preposiciones de lugar, adjetivos, palabras de transición, artículos, expresiones de cantidad, entre otros.</p>	<p>3.1 To complete exercises based on grammatical structures studied throughout the course period. Hacer ejercicios con las estructuras gramaticales estudiadas.</p>
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### Topic Contents / CONTENIDOS:

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| <ol style="list-style-type: none"> <li>1. The Sentence</li> <li>2. Parts of Speech</li> <li>3. Complements</li> <li>4. The Phrase</li> <li>5. The Clause</li> </ol> | <ol style="list-style-type: none"> <li>6. Sentence Structure</li> <li>7. Agreement</li> <li>8. Using Verbs Correctly</li> <li>9. Using Pronouns Correctly</li> <li>10. The Paragraph</li> <li>11. Ethical Issues Regarding Plagiarism</li> </ol> |
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### Linguistic Contents / 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  
Complex Sentences

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

## Teaching Methodology

The class format involves lecture, class discussion, and workshop in which students participate in small group critiques of their assignments---as well as using situational ethics in which to analyze and discuss paragraph practice writings within the Paragraph Portfolio anthology. Although there will be some in-class writing / grammar exercises, most assignments will be completed outside of class. Student preparation for and participation in class is vital.

El formato de la clase consiste en conferencias, discusión en clase, y el taller, en el cual los estudiantes participan en las críticas pequeño grupo de sus tareas--- así como el uso de la ética situacional en el que analizar y discutir escritos párrafo práctica dentro de la antología del curso. Aunque habrá algo escrito en la clase / ejercicios de gramática, la mayoría de las tareas se completarán fuera de clase. Preparación de los estudiantes y la participación en clase es vital.

## COURSE CONTENTS AND DISTRIBUTION <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 11 - 15	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 18 - 22	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 25 - 29	<b>Easter Week / Semana Santa (No Classes)</b>			
4	April 1 - 5	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	
5	April 8 - 12	<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	
6		Parts of Speech cont.	Adverbs p. 113	Finding Faults p. 8	

<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.

	April 15 - 19	Complements Building a Paragraph	Comparison of Adjectives & Adverbs p. 219 Irregular Comparison p. 221 Special Problems in Using Modifiers p. 223 Double Comparisons p. 225 Prepositions p. 117 <a href="#">Interactions: Prepositions of Place &amp; Time p.112</a>	Writing a Paragraph p. 9	
7	April 22 - 26	<b>Semana U (No Classes)</b>			
8	April 29 – May 3	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 6 - 10	<b>Partial Exam I</b>			
10	May 13 - 17	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 20 - 24	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> <a href="#">Interactions:</a> <a href="#">Gerunds &amp; Infinitives as Subjects p. 252</a> <a href="#">Verbs Often Followed by Gerunds or</a> <a href="#">Infinitives p. 253</a> Independent & Subordinate Clauses p. 151	Recognizing Time Relationships p. 14 Support Sentences p. 15	
12	May 27 - 31	<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 3 - 7	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 10 - 14	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 17 - 21	<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 <a href="#">Interactions:</a> <a href="#">Irregular Past Tense Verbs p. 142</a>	Order of Space p. 22 <b>Coherence in Paragraphs p. 351</b> Outline a Paragraph p. 23	Review Homework: Verb Tenses p. 41 <a href="#">Using Irregular Verbs p. 42</a>
16	June 24 - 28	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	July 1 - 5	<b>Partial Exam II</b>			
18	July 8 - 12	<b>Ampliación Exam</b>			

**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	PERCENTEGES
<b>3 Quizzes @10% each</b>	<b>30%</b>
<b>Partial Exam I</b>	<b>35%</b>
<b>Partial Exam II</b>	<b>35%</b>

### Description of course assignments:

- **Quizzes:** Quizzes will be applied throughout the course – see Course Contents and Distribution for exact dates. Quizzes will cover the grammar and writing items up till the date of each quiz.
- **Exams:** There are two exams 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.

### “Ampliación” Exam:

An “Ampliación” Exam will be given to those students who have obtained a 6.00 to a 6.50. If the student passes the exam, the final grade will be a 7.00. This exam covers all of the course material pertaining to grammar and writing topics.

### Bibliography / BIBLIOGRAFÍA:

- Azar, B. S. (1996). *Basic English Grammar*. New Jersey: Prentice Hall Regents.
- 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.
- Kirn, E., and Darcy, J. (2002). *Interactions 1 Writing. 4th Edition*. New York: McGraw-Hill Companies, Inc.
- Kirn, E., and Darcy, J. (2002). *Interactions 1 Grammar. 4th Edition*. New York: McGraw-Hill Companies, Inc.
- Klise, T. (2001). *Paragraph Portfolio*. Thomas S. Klise Company.
- English – English Webster Dictionary
- Diccionario Webster Thesaurus
- Materials compiled by the professor.

### Required Items:

- Materials compiled by the professor.

## Course Policies

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

Typed, homework, paragraphs must be 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](http://www.apa.org)

Unquestionable integrity of scholarship is expected of every student. Please consult 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 must be turned off from start to finish of the class period. If you wish to use your cell phone for any reason, leave the classroom with your items and return the following week to class.

Makeup exams and/or quizzes are not given unless the student has a certified UCR doctor's note or a death in the immediate family. In either case, the justification must be presented no later than a week from the absence in order to have an opportunity to do a makeup test.

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.

# **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.

## **1. 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.