



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

**CICLO:** III -2019

**DOCUMENTO:** PROGRAMA DE CURSO POR SUFICIENCIA

**CURSO:** IO-5230 COMUNICACIÓN ESCRITA IV

**CRÉDITOS:** 4

**HORAS:** 4

**REQUISITO:** IO-5220 COMUNICACIÓN ESCRITA III

**CORREQUISITO:** IO-5430 COMUNICACIÓN ORAL IV

**PROFESOR:** José Miguel Vargas, Mag.

**HORAS ATENCIÓN EST.:** NO APLICA POR LA MODALIDAD DEL CURSO

## I. DESCRIPCIÓN DEL CURSO:

Este es un curso de composición inglesa diseñado para los estudiantes de segundo año de la carrera de Bachillerato en la Enseñanza del Inglés. El curso procura, primeramente, asistir a los estudiantes en el desarrollo de sus destrezas de escritura en inglés a nivel de ensayos. Por lo tanto, el curso cubrirá los patrones retóricos de problema y solución, argumentativo y de respuesta a una lectura. Por otra parte el curso pretende ayudar a los estudiantes a mejorar su dominio de la gramática inglesa. Para tal efecto, el curso incluye el estudio cuidadoso de las estructuras gramatical de este idioma a nivel intermedio alto.

## II. OBJETIVOS GENERALES:

- I. Escribir de manera correcta ensayos siguiendo distintos patrones retóricos (Cognitivo-destreza).
- II. Aplicar las estructuras gramaticales del idioma inglés a nivel intermedio alto (Cognitivo-destreza).
- III. Utilizar las reglas de puntuación en inglés (Cognitivo-destreza).
- IV. Emplear correctamente elementos de cohesión en la escritura de ensayos. (cognitivo-destreza)



### III. OBJETIVOS ESPECIFICOS

- a. Escribir de manera correcta ensayos de problema-solución (Destreza).
- b. Escribir de manera correcta ensayos argumentativos (Destreza).
- c. Escribir de manera correcta ensayos en respuesta a una lectura (Destreza).
- d. Identificar las estructuras gramaticales del idioma inglés a nivel intermedio alto (Cognitivo).
- e. Practicar las estructuras gramaticales del idioma inglés a nivel intermedio alto (Cognitivo/destreza).
- f. Utilizar las estructuras gramaticales del idioma inglés a nivel intermedio alto (Destreza).
- g. Identificar las reglas para el empleo de: el punto, la coma, el punto y coma, los dos puntos, las comillas, etc. en los ensayos (Cognitivo).
- h. Practicar el uso de: el punto, la coma, el punto y coma, los dos puntos, las comillas, etc. en los ensayos (Cognitivo/destreza).
- i. Emplear correctamente el punto, la coma, el punto y coma, los dos puntos, las comillas, etc. en los ensayos (Destreza).
- j. Identificar el uso de conectores, subordinadores y otros elementos de cohesión (Cognitivo).
- k. Practicar el uso de conectores, subordinadores y otros elementos de cohesión (Cognitivo/destreza).
- l. Utilizar correctamente los conectores, subordinadores y otros elementos de cohesión (Destreza).
- m. Utilizar apropiadamente formatos como parafraseo, resumen y citas textuales para apoyar ideas con fuentes confiables en los ensayos desarrollados, respetando los principios éticos de la utilización de material bibliográfico (Cognitivo/destreza).

### IV. CONTENIDOS:

#### Grammar

- Verb transitivity, sentence patterns and sentence problems
- Noun clauses and embedded questions
- Direct and Indirect speech
- Adjective clauses and adjective clauses with prepositions
- Adverbs and adverb clauses
- Gerunds and infinitives in different syntactical functions
- Connectors
- Review of conditionals (inverted and mixed forms)
- The subjunctive mood
- Agreement and sentence fragments

Rhetorical focus:

- The problem-solution essay
- The argumentative / persuasive essay
- The response to reading essay
- In-text citations
- Summarizing and paraphrasing
- The reference list
- Achieving a clear and concise style

Punctuation:

- Apostrophe
- Asterisk
- Brackets
- Colon
- Comma
- Dash
- Ellipsis
- Exclamation point
- Hyphen
- Parenthesis
- Period
- Question mark
- Quotation marks
- Semicolon
- Underscore

**V. METODOLOGÍA:**

Por ser un curso en modalidad de suficiencia, la metodología consiste en el estudio independiente por parte del estudiantado. De ahí que, con los materiales del curso y el programa, el estudiante puede gestionar su proceso de autoaprendizaje. En esta modalidad no se requiere la asistencia a clases, ni la programación de tutorías.

## VI. EVALUACIÓN:

En el eje de cursos de comunicación escrita se pretende estudiar y aplicar estructuras gramaticales y retóricas enfocadas al desarrollo de la escritura académica. Dada la naturaleza mixta de este curso, la evaluación consistirá en la aplicación de un examen de gramática y la escritura de un ensayo donde el estudiante debe demostrar conocimiento de los contenidos del curso y habilidades que este pretende desarrollar.

Ensayo	50%
I Examen final	50%

**Examen:** Se realizará un examen que comprenderá todos los contenidos gramaticales estudiados en el curso.

**Ensayo:** Se escribirá un ensayo en respuesta a una lectura entregada por el profesor. El estudiante debe mostrar conocimiento de las estructuras retóricas correspondiente al tipo de ensayo, además de uso apropiado de citas según el Manual de APA. El ensayo debe escribirse durante el período de aplicación de la prueba y cumplir con las instrucciones indicadas. Se utilizará la rúbrica adjunta para calificar esta prueba.

Nota: Para aprobar el curso, el promedio de los porcentajes de las dos pruebas debe sumar 70.

## VII. BIBLIOGRAFÍA OBLIGATORIA:

Maurer, Jay (2012) Focus on Grammar 5 (4<sup>th</sup> Edition). New York, USA: Pearson.

Zemach, D.; Stafford-Yilmaz, L. (2008) Writers at work: The essay. New York, USA: Cambridge University Press.

## VIII. BIBLIOGRAFÍA COMPLEMENTARIA:

Meriwether, Nell W. (2000). Writing Essays: Strategies for Success. Chicago, Illinois: NTC, Inc.

Halmes, Ralph M. (1996). The Quick Reference guide. Westerville, OH.: Glencoe, MacGraw-Hill.

Smalley, Regina L.; Ruetten, Mary K. et. al. (2001). Refining Composition Skills: Rhetorical and Grammar. Boston, MA.: Heinle & Heinle.

The American Psychological Association. (NA). Publication Manual. (Sixth Edition) (NA)

Faucet, Susan & Alvin Sandberg. Evergreen A Guide to Writing. (2000). New York: Houghton Mifflin Company.

Leki, Ilona. (1998). Academic Writing: Exploring Processes and Strategies. New York: Cambridge University Press.

**IO-5230 COMUNICACIÓN ESCRITA IV- III CICLO 2019**

<b>FECHA</b>	<b>ACTIVIDAD</b>	<b>PORCENTAJE</b>
#1 13 DE FEBRERO	<b>Examen de gramática</b>	50%
#2 20 DE FEBRERO	<b>Ensayo</b>	50%

## RUBRIC FOR RESPONSE-TO-A-READING ESSAY

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

SCORE		CRITERIA
<b>Total pts:</b>	<b>15</b>	<b>Organization</b>
	15	Introduction has an interesting hook and highly appropriate background information conducive to the thesis statement. Thesis statement contains the author's point of view and a clear pattern of organization for the text. Essay contains at least three body paragraphs. Conclusion contains a summary of the key points in the essay followed by a personal reflection, a prediction or a call for action.
	14-11	Introduction has a hook and background information, but one of these (or both) is weak or ineffective. Thesis statement contains the author's point of view and a clear pattern of organization for the text. Essay contains three body paragraphs organized from least to most important. Conclusion contains a summary of most key points in the essay or a conclusion device, but they are weak or ineffective.
	10-6	Introduction lacks either an interesting hook or background. Thesis statement contains an unclear point of view or an unclear pattern of organization. Essay contains three body paragraphs without clear organization from the least to most important paragraph. Conclusion contains a summary of most key points in the essay, but lacks a conclusion device.
	5-1	Introduction consists mainly of limited background information and a thesis statement. Thesis statement lacks both a clear point of view or a clear pattern of organization. Essay contains poorly developed body paragraphs. Conclusion does not summarize most key points in the essay.
<b>Total pts:</b>	<b>15</b>	<b>Overall content</b>
	15	Clear, strong development of the task assigned. All content is relevant to the task and clearly linked to the thesis statement. When required, reliable support from external sources is integrated and properly acknowledged.
	14-11	Average development of the task assigned. Appropriate, but overly general and mostly predictable content. Occasional repetitive or irrelevant material. Some problems with use of sources in the text.
	10-6	Superficial development of topic and writing task. Predictable content, somewhat vague or overly general. Relationship to thesis statement is not always clear. Repetitive or irrelevant material. Several problems with sources.
	5-1	Poor development of topic and writing task. Poor analysis of ideas with insufficient supporting details. Evidence lacking or deficient. Unclear relationship of ideas to the thesis statement. Sources poorly acknowledged.

Total pts:	15	Passages cited
	15	All body paragraphs contain references from the article. All source material is well paraphrased. Material is always relevant to the author's position.
	14-11	Most body paragraphs contain references from the article. At least two citations are paraphrases. Most material is relevant to the author's position.
	10-6	Only one paragraph contains a paraphrase. Material is not completely relevant to the author's position.
	5-1	Only one paragraph or none contains references from the article. Material is not relevant to the author's position.
Total pts:	5	Sentence flow
	5	Uses a variety of sentence constructions and transition words allowing a smooth flow of ideas.
	4-3	Uses a variety of sentence constructions. Most transition words allow a smooth flow of ideas. There may be an isolated run-on or a fragment.
	2	Uses a limited variety of sentence constructions. Several transition words interrupt the smooth flow of ideas. Some sentences are run-ons or fragments.
	1-0	Uses a limited variety of sentence constructions. Most transition words are inadequate or they are missing. Many sentences are run-ons or fragments.
Total pts:	20	Grammar- Points will be deducted according to the number of grammar errors. Points can also be deducted for simplistic or repetitive use of structures.
	20-18	Minimal errors in the following areas: agreement, verb tense, word order, word form, articles, pronouns, prepositions or parallelism. Meaning is clear at all times.
	17-14	Some errors in the following areas: agreement, verb tense, word order, word form, articles, pronouns, prepositions or parallelism. Meaning is mostly clear.
	13-17	Frequent errors in the following areas: agreement, verb tense, word order, word form, articles, pronouns, prepositions or parallelism. Meaning is unclear at times.
	6-0	Many errors in the following areas: agreement, verb tense, word order, word form, articles, pronouns, prepositions or parallelism. Meaning is often unclear.

<b>Total pts:</b>	<b>15</b>	<b>Vocabulary-</b> Points will be deducted according to the number of WC errors. Points can also be deducted for simplistic or repetitive language.
	15	Uses rich vocabulary that is varied and appropriate for the topic, purpose and rhetorical pattern.
	14-11	Uses vocabulary that is appropriate for the topic, purpose and rhetorical pattern.
	10-6	Uses vocabulary that is simple and basic for the topic, purpose and rhetorical pattern.
	5-1	Uses poor vocabulary that is highly inappropriate for the topic, purpose and rhetorical pattern.
<b>Total pts:</b>	<b>15</b>	<b>Mechanics-</b> Points will be deducted according to the number of punctuation errors or errors in the format of citations.
	15	Uses spelling, punctuation, capitalization, spacing and citation forms correctly and in accordance with standards such as the ones set by the APA. No errors are evident.
	14-11	Uses spelling, punctuation, capitalization, spacing and citation forms quite accurately and in accordance with standards such as the ones set by the APA. Only occasional errors are evident.
	10-6	Uses spelling, punctuation, capitalization, spacing and citation forms with some difficulty. Standards such as the ones set by the APA are not respected systematically. A high number of errors are evident.
	5-1	Uses spelling, punctuation, capitalization, spacing and citation forms with great difficulty. Standards such as the ones set by the APA are not observed. A high number of errors are evident.
TOTAL SCORE: ____ PERCENTAGE OBTAINED: ____		
<b>INSTRUCTOR'S COMMENTS:</b>		