



**UNIVERSITY OF COSTA RICA  
PACIFIC CAMPUS  
BA IN ENGLISH WITH BUSINESS MANAGEMENT TRAINING  
COURSE SYLLABUS  
WRITTEN PRODUCTION I  
I CYCLE, 2024**

<b>General information</b>	
<b>Course:</b> Written Production I	<b>Requisites:</b> IP-0004
<b>Code:</b> IP-0009	<b>Co-requisites:</b> IP-0010, IP-0008
<b>Type of course:</b> Theoretical - Practical	<b>Cycle:</b> I
<b>Credits:</b> 3	<b>Year:</b> Second
<b>In-class hours:</b> 4 / week <b>Self/study hours:</b> 5 / week	<b>Tutoring mode:</b> In-person / Low virtuality
<b>Instructor:</b> Licda. Grettel Cortés Serrano	<b>Email:</b> <a href="mailto:grettel.cortesserrano@ucr.ac.cr">grettel.cortesserrano@ucr.ac.cr</a>
<b>Schedule:</b> Thursdays from 8: 00 to 11: 50	<b>HAE:</b> Tuesdays from 8:00 to 10:00

### **Course description**

This is a course aimed at second-year students of the BA in English with Business Management Training. Through this intermediate level course, the student will develop written communication skills in the English language through a series of steps to produce paragraphs and essays of multiple types and themes. The student will gain a better command of English grammar, punctuation, spelling, vocabulary, and writing standards, which will enable them to carry out more complex written productions.

### **General objectives**

To construct unified, coherent, and well-structured paragraphs and essays, through the selection of literature, examples, and exercises that serve as model and practice for the student to improve their written communication skills.

### **Specific objectives**

At the end of the semester the student will:

- understand the rhetorical mode of a given text.
- define the audience, purpose, and theme of their written compositions.
- generate ideas on a specific topic by activating their prior knowledge.
- generate ideas through prewriting strategies such as brainstorming, listing, clustering, and freewriting.
- select and organize their ideas through a formal outline.
- produce different types of paragraphs according to their particular characteristics.
- produce well-structured paragraphs.
- produce well-structured opinion essays.
- write syntactically correct sentences using a variety of grammatical patterns.
- connect ideas using appropriate transition words and phrases.
- apply the principles of the APA format, writing, and spelling.
- use appropriate vocabulary for the topic, the audience, and the type of writing exercise.
- develop proofreading and editing skills.

## **Content**

The student will work on various topics linked to the co-requisite courses IP-0010 and IP-0008, as well as other topics outside of these. Writing skills development will be emphasized based on the following contents:

1. Writing skills and their importance in the professional field
  - ✓ Organization
  - ✓ The writing process (prewriting, organizing, writing, polishing, revising and editing)
2. Paragraph Organization
  - ✓ Topic sentence, supporting details, and concluding sentence.
  - ✓ Prewriting techniques (listing, outlining, clustering, brainstorming, freewriting)
3. Types of paragraphs and their signal words :
  - ✓ Narrative
  - ✓ Descriptive
  - ✓ Classification
  - ✓ Time order

- ✓ Comparing / Contrasting
- ✓ Cause / Effect

#### 4. Grammar and punctuation:

- ✓ Capitalizing
- ✓ Sentence structure (simple, compound, and complex)
- ✓ Subject-verb agreement
- ✓ Fragments
- ✓ Rules for using commas
- ✓ Rules for using the apostrophe
- ✓ Run-on sentences and comma splices
- ✓ Rules for using the period
- ✓ Rules for using the semicolon
- ✓ Rules for using the colon and parentheses

#### 5. The Essay

- ✓ The thesis statement
- ✓ Parts of the essay
- ✓ Development of ideas
- ✓ Outlining

## **Methodology**

The student will work individually, in pairs, or in small groups in the analysis of authentic texts to later participate in the pre-writing, writing, revision and editing of their own paragraphs and essays. Fluency, syntax, comprehension, spelling, coherence, and cohesion development is expected. They will also read, analyze, and evaluate compositions written by their peers, their own, and participate in discussions, grammar, punctuation, spelling, and writing skills exercises.

Classwork and compositions will be assigned on a regular basis with an emphasis on autonomous learning; therefore, the student is expected to track their own progress by paying attention to strengths and weaknesses in their writing. The capacity for self-assessment is fundamental and necessary, so situations and spaces must be created for the student to self-assess the process and the result of their own learning. Likewise, the student is expected to carry out the readings and practice assigned in advance, to look for information when necessary, and to have an active role in all sessions.

The instructor will serve as a guide in the process and must promote the participation of the student considering their opinions, suggestions, and allowing them to be part of the decision-making process about classroom activities to ensure their active participation in their learning process.

Resources such as Power Point presentations, videos, audios, conferences, short films, documentaries, articles, extracts from readings, among others, will be used. Instructions and criteria to be evaluated will be provided in advance for each assignment. The Mediación Virtual platform will be used as a tool to provide documents, important dates, and support material.

## **Evaluation**

<i><b>Description</b></i>	<i><b>Percentage</b></i>
Written Exam #1	20%
Written Exam #2	20%
2 compositions (in and out of class)	20 % (10% each)
1 grammar, spelling, and punctuation quiz	10%
1 Final written project	20%
Classwork	10%
Total	100%

### **1. Compositions**

Two compositions will be assigned (individually, in pairs, or in small groups). They will be based on the theory and practice carried out in class. One composition will be written during class. Instructions and evaluation criteria will be provided to the student in advance.

### **2. Final written project**

In groups, students will develop a project to improve and demonstrate their writing, grammar, spelling, and punctuation skills in the English language. The project consists of the identification, analysis and/or production of written content based on relevant topics from other courses or current events. (In class)

### **3. Classwork**

Classwork will consider the active participation during class, completion of assigned exercises, self-evaluation, peer-evaluation, reading comprehension tasks, compositions, and all kinds of practice. Absence to sessions will result on the loss of points in this aspect.

## **Important notes**

- ✓ English is the language spoken during class and must be used in all written communication such as emails, text messages, chats, etc.
- ✓ All evaluation activities must be presented on due date and format.

Assignments presented after due date will not be evaluated or accepted without the necessary justification.

- ✓ The student is expected to provide original and creative compositions, projects, and presentations. Plagiarism of any kind will be penalized accordingly.
- ✓ All compositions must follow the 7th edition APA format.
- ✓ No incomplete compositions will be accepted.
- ✓ For each composition, the student will receive the results of his evaluation with the percentages obtained and feedback comments.
- ✓ Any complaint on the obtained results must follow a specific written form with the corresponding rubric and written assessment attached in the established dates for this purpose based on Reglamento de Evaluación from the UCR.
- ✓ The course is approved with a grade of 7. If the final grade is 6 or 6.5, you are entitled to make up exam, in which all the skills and topics will be evaluated proportionally to their evaluation during the course.

### **Main sources:**

Alice Oshima and Ann Hogue (2007) *Introduction to Academic Writing* (3rd ed.) White Plains, NY Addison Wesley Longman.

Strauss, J. (2008). *The Blue Book of grammar and punctuation* (10<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.

### **Bibliography**

Curtis Kelly & Arlen Gargagliano. 2007. *Writing From Within*. Cambridge University Press.

Byrd, P., & Benson, B. (1994). *Problem / Solution: A reference for ESL writers*. Boston: Heinle & Heinle.

Corder, J. (1981). *Handbook of Current English*. Glenview, Illinois: Scott, Foresman and Co.

Flores, B.M., Alfaro, V., Flores, M. A. (2002). *Basic English Syntax*. Editorial Universidad de Costa Rica. (Selected Chapters)

Pellegrino, V. (2003). *A writer's guide to powerful paragraphs*. Hawaii: Maui Ar-Thoughts Company.

Ruetten, M. (2002). *Developing composition skills: Rhetoric and grammar*. Boston: Heinle & Heinle.

Sorenson, S. (2000). *Webster's New World student writing handbook* (4<sup>th</sup> ed.). New York: Webster's New World.

Blanchard, Karen; Root, Christine. (2006) *Get Ready to Write*. Pearson Education Inc.

### **Tentative chronogram**

This chronogram is tentative and may be subject to change due to unexpected circumstances or as deemed appropriate by the instructor.

<b>Weeks</b>	<b>Dates</b>	<b>Contents</b>	<b>Activity</b>
Week 1	March 14 <sup>th</sup>	<b>Welcome week</b> <b>Syllabus:</b> reading, discussion, and approval.	
Week 2	March 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Writing skills and their importance in the professional field.</li> <li>• Sentence structure.</li> </ul> <p style="text-align: center;"><b>Capitalizing</b></p>	
Week 3	March 28 <sup>th</sup>	<b>Holy Week</b>	
Week 4	April 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Sentence structure.</li> <li>• The writing process:</li> </ul> <p style="text-align: center;"><b>Subject-verb agreement and fragments</b></p>	
Week 5	April 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Pre-writing techniques</li> <li>• Paragraph organization</li> </ul> <p style="text-align: center;"><b>Using commas</b></p>	
Week 6	April 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Paragraph organization</li> </ul> <p style="text-align: center;"><b>Using the apostrophe</b></p>	<b>I Composition (IN class) 10%</b>
Week 7	April 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Types of paragraphs: Narration and Description</li> </ul> <p style="text-align: center;"><b>Using the period</b></p>	<b>SEMANA U</b>
Week 8	May 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Types of paragraphs: Classification and Time order</li> </ul> <p style="text-align: center;"><b>Using the semicolon</b></p>	<b>Grammar, spelling, and punctuation quiz 10%</b>
Week 9	May 9 <sup>th</sup>	<b>I Written Test</b>	<b>I Written Test 20%</b>
Week 10	May 16 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Types of paragraphs: Compare and contrast and Cause and Effect</li> </ul> <p style="text-align: center;"><b>Using parentheses</b></p>	

Week 11	May 23 <sup>rd</sup>	Essay organization	0ES3
Week 12	May 30 <sup>th</sup>	Essay organization	
Week 13	June 6 <sup>th</sup>	Essay organization	<b>II Composition (in class) 10%</b>
Week 14	June 13 <sup>th</sup>	Essay organization	
Week 15	June 20 <sup>th</sup>	Essay organization	<b>Final written Project 20%</b>
Week 16	June 27 <sup>th</sup>	<b>II Written test</b>	<b>II Written test 20%</b>
Week 17	July 4 <sup>th</sup>	<b>Final Results</b>	
Week 18	July 11 <sup>th</sup>		<b>Make-up Exams*</b> The specific date will be arranged between teacher and student (s)

REGLAMENTO DE LA UNIVERSIDAD DE COSTA RICA EN CONTRA DEL

## HOSTIGAMIENTO SEXUAL

Conducta de naturaleza sexual indeseada por quien la recibe

**MANIFESTACIONES**

**No verbales:** miradas intrusivas, sonidos, silbidos, dibujos.  
**Verbales:** piropos, comentarios sexualizados, invitaciones insistentes a salir, propuestas sexuales.  
**Escritas:** fotografías, imágenes, mensajes, correos.  
**Físicas:** Toqueteos, abrazos, besos, otras manifestaciones.

**SE PUEDE APLICAR A**

Cualquier persona que forme parte de la comunidad universitaria, integrada por personal docente, administrativo y la población estudiantil. Y quienes posean relaciones contractuales, no laborales, con la Universidad de Costa Rica (servicios profesionales, subcontratación, convenios, intercambios).

**PROCESO DE DENUNCIA**

- Proceso interno de la comisión instructora
- Audiencia: declaración de las partes
- Comisión instructora emite informe final

**DENUNCIAR ANTE**

la Defensoría contra el Hostigamiento Sexual.

Se puede hacer de manera presencial en la Oficina de la Comisión Institucional Contra el HS o por correo

- La denuncia debe hacerla la **persona afectada**
- Dos años** plazo a partir del último hecho de HS
- Debe aportar **pruebas**

[equipocontrahostigamientosexual@ucr.ac.cr](mailto:equipocontrahostigamientosexual@ucr.ac.cr)

 **SRP** Sede Regional del Pacífico



Reglamento de la Universidad de Costa Rica en Contra del Hostigamiento Sexual





