

UNIVERSITY OF COSTA RICA
School of Modern Languages
B. A. in English and B. A. and *Profesorado* in English Teaching

COURSE OUTLINE 2-2023

Course: Rhetoric I	Requisites: LM-1240, LM-1244, LM-1245
Code: LM-1352	Co-requisites: LM-1351 & LM-1353
Credits: 3	Academic Cycle: V
Schedule: 3 hours / week in-class work 6 hours / week out-of-class work Monday from 17:00-19:50	Type: Mixed (B.A. in English and B. A. in English Teaching)
Level: Third Year Professor: Licda. Grettel Cortés Office Hours (HAE): Mondays from 8:00 am to 10:00 am (VIRTUAL)	Course delivery mode: on-site instruction (100%)

I. DESCRIPTION

This is a required course that introduces students to the writing of different types of academic genres. Students will develop skills in essay, summary, and essay-test writing through in-class and out-of-class tasks. They will also apply proper documentation techniques using the Modern Language Association (MLA) format (9th edition). Students will also improve both their writing accuracy and fluency through multiple drafts and exhaustive revision and editing.

II. GENERAL OBJECTIVE

Students will use the process approach to write formal, well-organized, coherent, and unified writing samples – including summaries, expository essays, and essay tests –while acknowledging the sources consulted using the MLA-documentation style.

III. SPECIFIC OBJECTIVES

By the end of the course, students will

- A) Synthesize information accurately from larger pieces of academic texts.
- B) Differentiate between essay and essay-test writing.
- C) Correctly use the problem/solution and response paper rhetorical modes to write expository essays which include specific and relevant ideas.
- D) Organize ideas into a coherent essay using a formal outline.
- E) Write clear and concrete thesis statements.
- F) Develop effective introductory paragraphs.
- G) Write logically sequenced body paragraphs using a variety of writing modes.

- H) Use appropriate transitions within and between paragraphs.
- I) Produce effective concluding paragraphs.
- J) Develop a topic by means of an appropriate essay test.
- K) Adequately use primary and secondary sources to support their own ideas throughout the essay.
- L) Quote, paraphrase, and cite materials in correct MLA format.
- M) Revise, edit, and proofread all compositions to meet academic writing standards.
- N) Demonstrate a proficient level of vocabulary usage, grammatical accuracy, and punctuation skills.

IV. CONTENTS

- A) MLA Documentation Style
 - 1. Evaluation of sources
 - 2. Primary and secondary sources
 - 3. In-text citations (books, book chapters, magazine/ newspaper/journal articles, online sources, encyclopedia entries, among others)
 - 4. The Works Cited page
- B) Summary writing
 - 1. Principles
 - 2. Techniques
 - 3. Language focus
 - 4. Avoiding plagiarism
- C) Rhetorical Organization
 - 1. Formal outlines
 - 2. Thesis statements
 - 3. Introductions
 - 4. Paragraph development: Structure and evidence
 - 5. Conclusions
 - 6. Rhetorical modes: Problem-solution, Response paper

7. Transitions within and between paragraphs

D) The Process of Writing

1. Review of pre-writing techniques: Brainstorming, clustering, listing, free-writing, and others
2. The importance of multiple drafting, revising, editing, and proofreading
3. The final version: Format requirements

E) Grammar focus review

1. Fragments, comma splices, and run-ons
2. Parallelism: Logical and structural
3. Agreement: Subject-verb agreement, singular-plural agreement
4. Coordinating conjunctions: For, and, not, but, or, yet, so (FANBOYS)
5. Subordinators: Although, even though, because, though, while, since, whether, whereas, etc.
6. Connecting words and phrases: Due to, thus, nonetheless, etc.
7. Sentence variety: Complex constructions, emphasis

F) Vocabulary

1. Collocations or word partners: Concept, importance, common collocations
2. Formal style: Levels of formality, jargon, slang, idioms, euphemisms, stereotyped language, and non-sexist language

G) The Essay Test

1. Types of test questions
2. Writing the examination answer
3. Suggestions for taking essay-tests
4. Pitfalls to avoid

V. METHODOLOGY

The student will read all assigned articles and textbook chapters at home. Class time will be devoted to discussing these materials and exercises in preparation for the writing tasks. Some writing tasks will be developed in class (summaries and essay tests). The student will write essays both at home and in class. Group work will include the analysis and discussion of assigned readings, development of ideas for essays, revision of homework, and peer editing of compositions. Students must participate actively in all classroom activities. In order to achieve

the course objectives, the students must revise, edit and proofread all compositions at home. The instructor may implement the institutional platform “*Mediación Virtual*” as a repository.

VI. EVALUATION

Components

1. Summary (in class)15%
2. Essay Test (in class).....25%
3. Response Paper (Out-of-class).....25%
4. Problem/Solution essay (Out-of-class)35%

ADDITIONAL NOTES:

1. No late work will be accepted. Out of class assignments must be submitted no later than 15 minutes after the beginning of the class. Papers failing to follow MLA standards thoroughly (font size, margins, spacing, headings, grammar, punctuation, or any other MLA 9th edition specification) will be graded with a ZERO.
2. Students will write 4 original pieces of writing. No writing produced by A.I. technologies (for example, ChatGPT) can be used as the basis of writing assignments. Plagiarism will not be tolerated as this constitutes a serious academic offense. Plagiarized work will be processed according to REGLAMENTO ACADÉMICO ESTUDIANTIL.
3. Cellphones, pagers and other electronic devices are NOT ALLOWED during class time. The professor does not have the obligation to send material covered during class to students, either by e-mail or by any other electronic means.
4. Papers will be graded and returned according to the Reglamento de Régimen Académico Estudiantil.
5. In-class writing efforts will be produced as scheduled by the professor.
6. Because an in-class essay implies writing to the best of your abilities, the use of dictionaries will not be allowed—at the professor’s discretion.
7. Every student is subject to the evaluation rules of the University of Costa Rica.

Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.

Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica

ARTICULO 4. Son faltas ***muy graves***:

- g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.
- j) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.

k) Presentar como propia una obra intelectual elaborada por otra u otras personas, para cumplir con los requisitos de cursos, trabajos finales de graduación o actividades académicas similares.

ARTICULO 9. Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.

b) Las graves con suspensión de quince días lectivos a seis meses calendario.

REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL

ARTÍCULO 22. Debe observarse el siguiente procedimiento, en relación con la calificación, entrega e impugnación de los resultados de cualquier prueba de evaluación, salvo disposición expresa en contrario:

a. El profesor debe entregar a los alumnos las evaluaciones calificadas y todo documento o material sujeto a evaluación, a más tardar **diez días hábiles** después de haberse efectuado las evaluaciones y haber recibido los documentos.

VIII. BIBLIOGRAPHY

Baordman, Cynthia A. and Jia Frydenberg. *Writing to Communicate 2: Paragraphs and Essays*, 3rd ed., Pearson Education, 2008.

Broukal, Milada. *Weaving It Together: Connecting Reading and Writing*, 2nd ed., Thomson & Heinle, 2004.

Donald R., Betty, Richmond Morrow, and Lillian Griffith Wargetz. "The Essay Test." *Writing Clear Essays*. Prentice-Hall, Inc., 1992.

Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*, 2nd ed., Cambridge University Press, 1998.

MLA Handbook, 9th ed., The Modern Language Association of America, 2021.

Merriam-Webster's Guide to Punctuation and Style, 2nd ed., Merriam-Webster, Incorporated, 2001.

Radaskiewicz, Ann Marie. "Chapter 3: Four Rules for Clear Sentences." *Eleven Essentials of Effective Writing*. Houghton Mifflin, 2000.

Reid, Joy M. *The Process of Composition*, 3rd ed., Longman, 2000.

---. "Chapter 7: Organizing Logical Units." *Eleven Essentials of Effective Writing*. Houghton Mifflin, 2000.

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---. "Chapter 9: Effective Closing." *Eleven Essentials of Effective Writing*. Houghton Mifflin, 2000.

Reinking, James A., Andrew W. Hart, and Robert von der Osten. "The Essay Examination." *Strategies for Successful Writing*. Prentice Hall, 1993.

Swales, John M. and Christine B. Feak. "Unit 5: Writing Summaries." *Academic Writing for Graduate Students*, 2nd ed., The University of Michigan Press, 2004.

Zemack, Dorothy E and Lisa Rumisek. *College Writing: From Paragraph to Essay*. Oxford: Macmillan Publishers Limited, 2003.

VIII. TIMETABLE*

Week	Dates	Topic	Evaluation
Week 1	March 11 th	- Introduction to the course - Introduction to MLA fundamentals (9 th Edition)	
Week 2	March 18 th	- Start summarizing fundamentals and practice	
Week 3	March 25 th	EASTERN WEEK	
Week 4	April 1 st	MLA and summary practice Paraphrasing and quoting	
Week 5	April 8 th	- Summary, paraphrasing and quoting practice - MLA Theory and practice	In-class Summary
Week 6	April 15 th	Juan Santamaría Holiday	
Week 7	April 22nd SEMANA U	- Practice: Introductions, body paragraphs, and conclusions	
Week 8	April 29 th	- Feedback summary - The Essay test - Sentence outlines	
Week 9	May 6 th	- Essay test practice - Writing clear sentences	

Week 10	May 13 th	- Reaction papers: theory and practice	In-class essay test
Week 11	May 20 th	- Reaction paper practice (Work on out-of-class reaction paper)	
Week 12	May 27 th	- Feedback on problem-solution essay - The essay test: theory and practice	Hand in out-of- class reaction paper
Week 13	June 3 rd	- The Problem-solution essay	
Week 14	June 10 th	-Feedback on reaction paper - Problem-solution practice	
Week 15	June 17 th	- Problem-solution practice	
Week 16	June 24 th		Out-of-class problem-solution essay
Week 17	July 1 st	-Feedback on problem/solution essay	
Week 18	July 9 th		Ampliación

***Ampliación* dates may be subject to change if 10 business days are necessary to compute final results (see Article 22 of the *Reglamento de Régimen Académico Estudiantil*).**

***This proposed course timetable may be modified to adjust to unexpected circumstances.**