

SYLLABUS

TITLE: Reading for writing

CODIFICATION: ESP 106

CREDITS: 3 credits | 3 contact hours/week | 1 semester

DESCRIPTION

Reading and writing workshop where texts are analyzed for students to use them as model for their own writing. Emphasis is placed on the development of reading comprehension and written communication skills. The course fosters ethical and aesthetical appreciation through reading. This is an online course for first year students.

JUSTIFICATION

All university students must have good command and continue to strengthen basic writing skills in order to perform well in other courses and disciplines. Student's mastery of written communication skills is indispensable for his or her academic, personal and professional life.

COMPETENCES

The course develops in the student the following competences:

- **Communication**
- **Critical questioning**

OBJECTIVES

At the end of the course the student will be able to:

1. Express his or her ideas in writing in a clear, coherent, and precise manner.
2. Prepare demonstrative and argumentative essays.
3. Apply to his or her essays development methods.
4. Generate ideas and topics for essay writing.
5. Use in his or her writing a broad and precise use of vocabulary.
6. Use language correctly and be able to adapt it to different audiences.
7. Adequately deploy the most common writing resources: description, narration, comparison, contrast, and cause and effect, among other.
8. Practice necessary techniques for essay writing.

9. Read, understand, and analyze essays with varying degrees of complexity.
10. Work in groups to correct writing mistakes.
11. Assume positions regarding Puerto Rico's current social and ethical issues

CONTENTS

- I. Grammar
 - A. Review of accentuation rules
 - B. Common mistakes
 1. Impersonal verbs
 2. Personal pronouns
 3. Agreement
 4. Precision
 5. Clarity
- II. Writing as a process
 - A. Phases
 1. Selecting and limiting the topic
 2. Documentation
 3. Idea generation
 - a. Brain storming
 - b. Word association
 - c. Idea mapping
 4. Thematic sentence
 5. Draft
 - B. Practicing the process
- III. The essay
 - A. Definition
 - B. Characteristics
 1. Purpose
 2. Tone
 3. Recipient
 - C. Essay reading and comprehension.
- IV. Demonstrative Essay
 - A. Reading and comprehension

1. Vocabulary
2. Analysis and comprehension
3. Central topic
4. Secondary Ideas.

B. Writing

1. Selecting and limiting the topic
2. Researching information
3. Thematic sentence
4. Developing methods
 - a. Definition
 - b. Data
 - c. Cause and effect
 - d. Compare and contrast
 - e. Examples
 - f. Description – narration
 - g. Process evolution
5. Draft
6. Reviews and corrections
7. Final draft

V. Argumentative Essay

A. Reading and comprehension

1. Vocabulary
2. Analysis and comprehension
3. Thesis
4. Secondary Ideas

B. Writing

1. Selecting and limiting the topic
2. Researching information
3. Thesis sentence
4. Developing methods
 - a. Argument
 - 1) Scientific
 - 2) Historical
 - 3) Logical
 - b. Refuting opinions
 - c. Data
 - d. Examples
 - e. Citing authorities
5. Draft
6. Reviews and corrections

7. Final draft

METHODOLOGY

The following strategies of the active learning methodology are recommended:

- Text readings and analysis
- Grammar and writing exercises
- Participation in forums
- Teamwork
- Critical essays

EVALUATION

Homework	25%
Compositions	50%
Final Essay	25%
TOTAL	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the core activity of the course.

BIBLIOGRAPHY

Agulló, A., Kortright, D., Molinero, R. & Vila, G. (2004). Casi todo sobre la lengua. Madrid: Editorial Plaza Mayor.

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Arroyo E. y Ortiz, J. C. (2004). Explícame lo que piensas y escribirás mejor. Plaza Mayor.

Arroyo, E. (1994). Leer para escribir. P.R.: Editorial Plaza Mayor.

Cassany, D. (1999). Recetas para escribir. P.R.: Editorial Plaza Mayor.

García del Toro, A. (2000). Hablemos claro. P.R.: Editorial Plaza Mayor.

Gómez, L. (2000). Ortografía del uso del español actual. Madrid: Ed. SM.

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La Barra, A. (1991). Convocación de palabra, Lectura y Redacción. P.R.: International Thomson Publishing.

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Ramonet, I. (1998). Internet, el mundo que llega: Los nuevos caminos de la comunicación. Madrid: Alianza Editorial.

Real Academia Española. (2001). Diccionario de la lengua española (22ª ed.). Madrid: Autor.

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Reyes, G. (1998). Cómo escribir bien en español. Madrid: Arco libros.

Sanavitis, I., Rodríguez, P. & Ramos, F. (2009). A escribir se ha dicho. Santurce: Plaza Mayor.

Sarafini, M. (2004). Cómo redactar un tema. México: Paidós.

Verson, L. & Castro, J. (2004). Introducción a la lengua. P.R.: Editorial Plaza Mayor.

You can find more information resources related to the course topics on the library page <http://biblioteca.sagrado.edu/>

Important links

<http://www.cervantesvirtual.com/>

<http://www.dat.etsit.upm.es>

<http://www.es.wikipedia.org/wiki/Españolpuertorriqueño>

<http://ciudadseva.com>

<http://elcastellano.org>

<http://www.endi.com>

<http://www.rae.org>

<http://www.vox.es/cgi-bin/index.pl>

REASONABLE ACCOMMODATION

For detailed information on the process and the required documentation, you must visit the corresponding office. To guarantee equal conditions, in compliance with the ADA Law (1990) and the Rehabilitation Act (1973), as amended, any student who needs reasonable accommodation services or special assistance must complete the process established by the Vice Presidency of Student Affairs:

- Students participating in the Student Support Program (PAE) will request service at the Program offices.

- Students who do not participate in the Student Support Program (PAE) will request the service at the Integral Wellness Center.

To obtain detailed information about the process and the required documentation, you must visit the corresponding office.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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