



UNIVERSIDAD TÉCNICA NACIONAL

VICERRECTORÍA DE INVESTIGACIÓN Y POSTGRADO

CENTRO DE FORMACIÓN PEDAGÓGICA Y TECNOLOGÍA EDUCATIVA

MAESTRÍA EN ENTORNOS VIRTUALES DE APRENDIZAJE

PROYECTO DE INTERVENCIÓN

**Gestión de un Entorno Virtual de Aprendizaje: El Caso del Curso
Composición Inglesa II de la Universidad de Costa Rica**

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2020

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Resumen Técnico

El presente informe hace un recorrido en la gestión de virtualización del curso LM-1245 Composición Inglesa II, siendo el segundo curso de expresión escrita de la carrera de Bachillerato de Inglés de la Universidad de Costa Rica. Este curso presenta dos problemas principales. Por un lado, los estudiantes y docentes deben asimilar una gran cantidad de contenido a lo largo de las quince semanas de clases; hay una clase por cada semana. Como parte del contenido, se encuentra la antología impresa suministrada por la cátedra, las lecturas complementarias, los ensayos de ejemplo, y los recursos adicionales. El segundo problema es que, de manera presencial, hay poca interacción docente-estudiante a lo largo del curso. Como resultado, la escritura se ve como la simple elaboración de un *producto*; es decir, no hay mucha oportunidad de enfocarse en las etapas de pre-escritura y lo importante es leer la materia, escribir y entregar un producto final.

Por lo tanto, el presente proyecto de virtualización flexibilizará los contenidos con el fin de que los estudiantes realicen todos los pasos del proceso de escritura y asimilen de mejor manera el contenido necesario para llevar a cabo cada uno de los trabajos escritos. Al virtualizar el curso, hay más oportunidad de interactuar con el docente y los demás estudiantes y así obtener realimentación a lo largo del proceso de escritura. Otra ventaja es desarrollar competencias relacionadas con el manejo de la plataforma *Moodle* así como de herramientas Web 2.0 que, sin lugar a dudas, serán de beneficio para los estudiantes tanto en este curso como en la vida académica y laboral.

A lo largo del recorrido de este informe, la persona lectora tendrá la oportunidad de aprender sobre la fundamentación pedagógica del curso, su guía didáctica, y de la aplicación directa de herramientas tecnológicas para impartir la destreza escrita que, aunque muchas veces es considerada monótona, al ser impartido de manera virtual, se convierte en una experiencia más innovadora, retadora, y agradable para todos los estudiantes.

PROPUESTA DEL PROYECTO

1. El problema educativo

La presente propuesta trata como principal problema la limitada interacción y realimentación en los procesos de enseñanza y aprendizaje en el curso **LM-1245 Composición Inglesa II** del Bachillerato en Inglés de la Universidad de Costa Rica (UCR). La cantidad de objetivos y contenidos, la enseñanza del párrafo de tipo resumen, la enseñanza de cuatro tipos de ensayos (causa-efecto y comparación-contraste), la preparación de esquemas o “outlines”, la enseñanza del formato de escritura MLA, la extensa lectura de la antología impresa del curso, y los múltiples ejercicios sobre puntuación y redacción son los factores que dificultan que los estudiantes puedan asimilar todo ese contenido y desarrollar apropiadamente las destrezas necesarias al existir una mínima interacción con los(as) demás estudiantes y con el docente mismo. Cabe recalcar que el curso consta de una lección semanal de dos horas y media para un total de quince lecciones a lo largo del semestre. Además, la mayoría de los estudiantes no aprovecha la única hora de atención de consultas por parte del docente para aclarar dudas acerca de los ensayos. Desafortunadamente, muchos alumnos consideran la preparación de un ensayo como un **producto** y no como un **proceso** guiado de tres etapas fundamentales: pre-escritura, escritura, y post-escritura (realimentación).

1.1 La justificación del problema

El problema antes mencionado puede resolverse mediante la gestión de un entorno virtual de aprendizaje (EVA) para reforzar y potenciar la noción de **proceso** de escritura, principalmente entre estudiantes con un bajo nivel de escritura en inglés. Específicamente, el implementar un EVA fortalecerá el desarrollo de las estrategias de aprendizaje y las estrategias de enseñanza relacionadas con la expresión escrita; además, reforzará el aprendizaje colaborativo, la realimentación de calidad, la constante interacción (sincrónica y/o asincrónica) con el docente, y el apoyo con material complementario (“*input*”) a lo largo de todo el semestre para que los estudiantes mejoren su escritura a un mejor ritmo y no de forma tan acelerada. Es importante señalar que el curso se basa en una antología impresa suministrada por la cátedra. Dicha antología es bastante extensa y parte de su contenido proviene de un libro estadounidense; sin embargo, el contexto de los ensayos, el

modo discursivo, y los temas de los ensayos de muestra no se apegan a nuestro contexto académico. Por lo tanto, un EVA servirá para recomendar y hacer un listado de temas más pertinentes dentro de la realidad costarricense para lograr escribir ensayos interesantes.

La emergencia sanitaria global del Covid-19 cambió de manera sorpresiva e inmediata la forma de impartir cursos en la Universidad de Costa Rica; es así que, a partir de marzo del presente año, se giraron instrucciones para virtualizar todos los cursos de la institución. Para ello la Vicerrectoría de Docencia (VD) y el Centro Coordinador Institucional de Operaciones (CCIO) autorizaron a todas las unidades académicas (escuelas y facultades de la UCR) a suspender clases presenciales y utilizar la plataforma institucional Mediación Virtual para impartir cursos virtuales; además, se permitió el uso de otro tipo de plataformas sincrónicas y asincrónicas siempre y cuando el docente mantuviera el registro de trazabilidad desde Mediación Virtual, como plataforma oficial. En el reciente informe titulado *Análisis de Resultados de la Evaluación de Virtualización de Cursos en la UCR ante la Pandemia por Covid-19: Perspectiva Estudiantil*, León (citada en Kikut, 2020, p. 18) explica lo siguiente:

La comunidad docente podrá hacer uso de otros recursos de información y comunicación que tendrán un carácter de apoyo complementario, siempre y cuando se canalicen y se enlacen a través de la plataforma de mediación virtual como registro de actividad académica. Cabe destacar que el uso de estas plataformas complementarias en ningún caso podrá sustituir la oficialidad del sitio institucional: <http://mediacionvirtual.ucr.ac.cr>” (León, 2020b).

Entonces, el virtualizar el curso LM-1245 Composición Inglesa II cuenta con todo el respaldo de las autoridades universitarias, desde la misma Vicerrectoría de Docencia, la Dirección de la Escuela de Lenguas Modernas, y hasta la Cátedra de Cursos de Composición y Lectura. En cuanto a los reglamentos institucionales que apoyan la puesta en práctica de la propuesta, se encuentra la *Resolución VD-R-9374-2016: Marco de Referencia para el Desarrollo de Entornos Virtuales de Aprendizaje en la Universidad de Costa Rica* y el *Reglamento de Régimen Académico Estudiantil de la Universidad de Costa Rica*. El primer documento da lineamientos propios de la enseñanza en EVA y el segundo contiene los aspectos evaluativos que un docente de la UCR debe respetar en todo momento en cursos

presenciales, bimodales, o virtuales. Así las cosas, la gestión de dicho EVA para solucionar el problema educativo en cuestión no solo es pertinente para potenciar el aprendizaje de la población meta, sino que obedece a las directrices emitidas por las autoridades institucionales.

El llevar a cabo este proyecto es factible y retador por dos razones importantes. Primero, el proyecto es factible ya que se trata de virtualizar un curso acerca de solo una macro-destreza del idioma, en este caso la expresión escrita (aunque se nutre de las micro-destrezas de gramática y vocabulario). Por lo tanto, se trata de un proyecto con una visión muy puntual: ayudar a que los alumnos escriban mejor a un nivel avanzado en lengua inglesa.

Es una propuesta retadora ya que la expresión escrita, aparte de ser considerada como una destreza bastante aburrida y difícil de enseñar, es vista por muchos docentes de inglés como la simple realización y entrega de un **producto** y no como el recorrido de un **proceso** de reflexión individual continua sobre las fortalezas, debilidades, y mejora en la escritura **académica** y no coloquial o informal. Es importante que los(as) estudiantes asimilen el concepto de **proceso** para que logren escribir ensayos de calidad. El docente será un facilitador en este proceso. El guiar a las personas estudiantes a lo largo de la preparación de un ensayo de calidad no es sencillo, sobre todo con grupo de veinte personas, muchas de las cuales poseen un nivel básico en cuanto a la escritura en inglés o el manejo de vocabulario académico.

1.2 El contexto del problema educativo

La unidad académica base es la Escuela de Lenguas Modernas, ubicada en la Facultad de Letras de la UCR. La siguiente imagen (ver Tabla 1) muestra la ubicación del curso en cuestión dentro de la malla curricular de los otros seis cursos de expresión escrita, denominados por la Cátedra como composición y retórica:

Tabla 1: Distribución de los seis cursos de expresión escrita

II Año		III Año		IV Año	
Primer semestre	Segundo semestre	Primer semestre	Segundo semestre	Primer semestre	Segundo semestre
Composición Inglesa I	Composición Inglesa II	Retórica I	Retórica II	Retórica III	Retórica IV

Elaboración propia

Como se aprecia en el cuadro anterior, en el primer año de la carrera no hay cursos de expresión escrita. Los cursos de composición inician en el primer semestre de segundo año y se extienden hasta el segundo semestre del cuarto año de la carrera, siendo el lapso estimado para terminar la carrera y graduarse. En el segundo y tercer año los estudiantes redactan composiciones y ensayos académicos con diversos patrones retóricos; sin embargo, en el último año de carrera el nivel de complejidad aumenta significativamente. El curso Retórica III trata de ensayos de análisis literario y Retórica IV se enfoca en la escritura de un trabajo investigativo ya sea en el campo de la crítica literaria, literatura comparada, traducción, o la metodología en la enseñanza de inglés.

Para llevar a cabo la presente propuesta, la Unidad Académica se comprometió, previa solicitud formal, a la asignación de dicho curso en el presente año con el objetivo de implementar el EVA con la población meta. Por lo tanto, existe un apoyo de la unidad académica base para el desarrollo de esta propuesta de EVA. Esto es importante ya que actualmente se está llevando a cabo una reforma curricular en el plan de estudios de la carrera con miras a la nueva re-acreditación del Bachillerato en Inglés. De hecho, este curso tuvo cambios curriculares importantes aprobados en el año 2019 para ser implementados en el 2020.

Sin lugar a dudas y a raíz de los cambios aprobados en el curso LM-1245 Composición Inglesa II, el impartir el curso actualmente brinda una mejor visión de las posibles modificaciones en la guía didáctica del curso. Cabe señalar que el personal de dicho curso es conformado por la coordinación de la Sección de Cursos de Composición y Lectura, así como los docentes que lo imparten cada semestre (aproximadamente de 2 a 4 docentes según los niveles de matrícula).

Cuando el curso se impartía de manera presencial, la mayoría de los docentes no utilizaba un EVA o habilitaba uno para usarlo como repositorio de archivos (similar a un portfolio de archivos PDF o PPT), pero esto cambió debido a la emergencia sanitaria por el Covid-19. Si bien es cierto que hay una aceptación de usar EVA en los cursos de expresión escrita, en la cátedra no se tiene claro cómo impartir este tipo de cursos en un EVA. La mayoría de los docentes actualmente imparten lecciones por medio de videoconferencia (en Zoom o Jitsi Meet) de manera tradicional mientras que el EVA es usado no solo para almacenar archivos sino que por su obligatoriedad en esta emergencia. De hecho, muchos docentes ven esta situación desde un punto de vista temporal; es decir, esperan impartir cursos de expresión escrita de la manera tradicional apenas regresen a la presencialidad y dejar a un lado los EVA. Muy atinadamente Hodges *et al* (citado en Kikut, 2020) explican el concepto de *enseñanza remota de emergencia* que desafortunadamente muchos docentes de la cátedra y de la universidad comparten ahora:

En contraste con las experiencias planificadas con tiempo y diseñadas para estar en línea, la enseñanza remota de emergencia es un cambio temporal, de la manera en la que se imparte el curso, a una manera alternativa, debido a circunstancias de crisis. Implica el uso de soluciones de enseñanza totalmente remotas para una educación que, en otra situación, se ofrecería presencialmente o como cursos combinados o híbridos y que volverán a ese formato una vez que la crisis o la emergencia haya disminuido. El objetivo principal en estas circunstancias no es recrear un ecosistema educativo robusto, sino más bien proporcionar acceso temporal a la instrucción y a los apoyos educativos de una manera rápida y fácil de implementar durante una emergencia o crisis. Cuando entendemos la enseñanza remota de emergencia de esta manera, podemos comenzar a divorciarla del aprendizaje en línea. (p. 10)

La intención de la presente propuesta es--una vez concluida la experiencia en esta maestría--el compartir lo aprendido con otros docentes de la cátedra para que puedan hacer uso de sus EVA de una mejor manera y así incrementar la motivación por parte de los estudiantes en aprender sobre la expresión escrita de una forma más atractiva y motivadora por medio de herramientas y recursos en un EVA.

La unidad académica y la población meta cuentan con recursos tecnológicos para brindar apoyo a la implementación de dicha propuesta. De utilizar la plataforma institucional de la UCR denominada Mediación Virtual, la Unidad de Apoyo a la Docencia Mediada con Tecnologías de la Información y la Comunicación (METICS)

brinda asesoría técnica para los docentes de la UCR. Además, el Centro de Informática (CI) se encarga de suministrar Internet al campus y da el soporte a la plataforma virtual de la institución. Si no se lograra utilizar Mediación Virtual en este proyecto, el docente tiene libertad de hacer uso de Moodle siempre y cuando se enlace con alguna aula virtual de Mediación Virtual por ser la plataforma oficial. En otras palabras, existe la flexibilidad de implementar varias herramientas según el docente lo considere necesario. En cuanto al personal involucrado, hasta el momento el docente será el encargado de llevar a cabo el proyecto únicamente con su grupo, en este caso el grupo 003. Esto se debe a que toda la universidad trabaja de manera remota. La única interacción se dará entre docente y estudiantes.

Por la cantidad de ensayos por revisar, el número máximo de estudiantes no supera los veinte por grupo en los grupos de composición y retórica. Los estudiantes cuentan con quince clases virtuales de dos horas y media cada una a lo largo de todo el semestre (en la UCR una hora de clases consta de cincuenta minutos), según lo indicado en el Cronograma en la Guía Didáctica del curso. Es decir, el curso cuenta con un lapso ajustado para cubrir todos los objetivos y el contenido de la antología.

Es importante señalar que, para esta propuesta, el docente no implementará el sistema de videoconferencia para impartir lecciones; las clases se darán por el EVA. Esto incrementa el nivel de dificultad del proyecto ya que toda la materia será explicada en el aula virtual. Si alguna vez se debe usar Zoom o Jitsi Meet, será únicamente para aclarar dudas de manera individual a alguna persona que lo solicitaría en la hora de atención de consultas.

2 Prospectiva de la Propuesta

A mediano plazo el proyecto traerá una serie de beneficios en la cátedra de cursos de composición y retórica. Primeramente, los destinatarios del proyecto tendrán un mayor desenvolvimiento en el manejo de herramientas digitales y una mejora evidente en su escritura en lengua inglesa. Esta experiencia les será de utilidad al matricular el siguiente curso de expresión escrita debido a que las estrategias de aprendizaje aplican para otros contextos. Todo este conocimiento en el manejo de herramientas Web 2.0 les será también muy útil a los estudiantes que a corto plazo fungirán como docentes de inglés y deban hacer su práctica

supervisada. Además, debido a que los estudiantes han manejado la plataforma Moodle, todos contarán con las destrezas básicas en el manejo de recursos dentro de esta plataforma; es decir, además de su experiencia con la plataforma institucional *Mediación Virtual*, ahora habrán trabajado con *Moodle*.

Los destinatarios de este proyecto habrán experimentado los nuevos cambios curriculares que aplican para el presente año. El haber redactado nuevos patrones retóricos (por ejemplo, el párrafo de resumen) dentro de un EVA no es sencillo. Si en la presencialidad el implementar cambios en los contenidos de un curso es complejo, en la virtualidad conlleva un esfuerzo mayor tanto para docentes como estudiantes. Aunque los estudiantes son más abiertos al cambio en los contenidos de un curso, los docentes son por lo general menos flexibles a implementar ajustes que intenten mejorar un curso, sobre todo si lo han impartido por mucho tiempo de la misma forma.

Los estudiantes que tendrán también la oportunidad de usar excelentes diccionarios especializados en inglés (por ejemplo, de verbos frasales, sinónimos / antónimos) por medio de enlaces en las distintas lecciones virtuales. Esta ventaja es muy limitada en el aula física porque son recursos costosos y las bibliotecas no cuentan con muchos ejemplares. Desde el punto de vista tecnológico, los estudiantes habrán desarrollado destrezas con nuevos recursos y herramientas más agradables y motivadoras. Esto es importante ya que los cursos de expresión escrita, sobre todo en la modalidad presencial, son considerados como monótonos o aburridos. Dentro de un futuro próximo, el encargado de este proyecto podrá compartir los resultados de virtualización del curso con los demás docentes de la cátedra y así cambiar esa percepción tan negativa sobre impartir este tipo de cursos.

Un aspecto que sin duda llegará a innovar la cátedra de los cursos de composición y retórica es que a mediano plazo se dejarán de usar extensas antologías impresas para al fin depender menos del uso de tanto papel. En la era digital, esto parece un cambio obvio, pero la Escuela de Lenguas Modernas se ha caracterizado a lo largo del tiempo por depender de folletos impresos, antologías, y gran cantidad de fotocopias en prácticamente todos los cursos de grado y posgrado. Este cambio no será repentino; sin embargo, cabe resaltar que a partir de este

semestre tanto la nueva unidad del curso como el manual del formato MLA se integran al EVA como material digital en el entendido de que el curso no será un repositorio de archivos PDF. Para el próximo año se empezará a usar la antología de forma digital en los EVA.

Un detalle que ayudará a los estudiantes a la hora de elaborar los ensayos es que obviamente usarán un procesador de palabras y recursos web y no deberán escribirlas a mano como se hace en el aula física. Esto no solo es más práctico, sino que los estudiantes pueden hacer uso de sitios con diccionarios especializados que resultan muy caros de adquirir en formato impreso, por ejemplo, diccionarios de sinónimos / antónimos, de verbos frasales, de combinaciones verbo+sustantivo.

Desde el punto de vista de equipamiento y acceso a internet, los estudiantes no tendrán más problemas de accesibilidad al material impreso o digital ni a falta de conectividad, esto en caso de que el proyecto sea replicado por el docente a mediano o largo plazo. Por una parte, cada unidad académica recibió la solicitud de aquellos estudiantes que no contaban con equipo ni internet para cursar las materias virtuales. Tanto las unidades académicas como la UCR en general se encargaron de hacer entrega de una computadora o tableta con un chip para acceso a internet. Este equipo se otorgó como préstamo el semestre pasado. Además, con el fin de quedarse sin acceso a datos en los dispositivos móviles, la UCR y el Instituto Costarricense de Electricidad (ICE) firmaron un convenio para que los sitios bajo el dominio ucr.ac.cr sean de acceso gratuito. De esta manera, el visitar la plataforma de Mediación Virtual (al igual que la aplicación existente), al sistema de bibliotecas, al correo institucional, y demás páginas institucionales no consumirá datos. Esto es de gran ayuda para la población estudiantil.

3 Propuesta Pedagógica

Los pilares pedagógicos en los que se basa esta propuesta son los modelos cognitivista y constructivista, además del aprendizaje cooperativo. El modelo cognitivo considera que el docente “debe realizar su atención en el diseño de estrategias de aprendizaje, orientadas a colaborar en los procesos mentales del estudiante; es decir, el maestro es responsable de la creación de espacios que permitan el desarrollo de sus facultades y no como un simple emisor de contenidos”

(Carrera, 2007, p.39). A su vez, este modelo pedagógico ve al estudiante como un participante activo en el proceso de aprendizaje al llevar a cabo las actividades y tareas propuestas.

Por otra parte, la misma fuente explica que desde el modelo constructivista, el discente “construye conocimiento mediante su interacción con el contexto social y físico” (Carrera, 2007, p.40). Esto se puede extrapolar al contexto de un EVA, donde la interacción debe ser constante; por lo tanto, el aprendizaje colaborativo juega un papel preponderante en la propuesta. Aquí cabe aclarar un aspecto importante ligado con los trabajos colaborativos. Según instrucciones de la coordinación de la cátedra, dos o más estudiantes no pueden escribir y presentar un mismo ensayo; es decir, se debe variar el tipo de trabajo colaborativo para desarrollar otro tipo de actividad que involucre pre-escritura o post-escritura. Dos posibles ejemplos son la preparación de esquemas o mapas mentales en parejas o la revisión y realimentación de forma colaborativa por medio de un documento en Drive.

Desde el punto de vista de desarrollo de actividades, la propuesta incluye el modelo T-PACK. Es importante indicar que, para implementar este modelo, el punto de partida es el objetivo detrás del diseño de una actividad. Es decir, se parte de un tema disciplinar; luego se diseña una estrategia pedagógica; finalmente, se enmarca dentro de una herramienta tecnológica en este caso en un EVA (TICES, 2019). Sin embargo, involucra además los conceptos de estrategias de aprendizaje, la noción de un verdadero proceso de escritura (versus el producto como tal) y el desarrollo de la autonomía por parte del estudiante-escritor.

4 Objetivo General y Objetivos Específicos de la Propuesta

La siguiente tabla contiene el objetivo general así como los objetivos específicos de la presente propuesta de EVA:

OBJETIVO GENERAL DEL PROYECTO

Potenciar el proceso de enseñanza y aprendizaje, la realimentación, y la interacción en curso LM-1245 Composición Inglesa II por medio de la gestión de un entorno virtual de aprendizaje en la plataforma Moodle

OBJETIVOS ESPECÍFICOS

a. Implementar herramientas Web 2.0 dentro de un entorno virtual de aprendizaje en las etapas de pre-escritura (pizarrones, mapas mentales, línea de tiempo, y diagramas Venn)	f. Presentar la explicación de uno de los temas por medio de folioscopios y presentaciones embebidas en el EVA
b. Usar recursos variados (Libro o página) para explicar los temas del curso de una manera más dinámica y motivadora	g. Utilizar sesiones sincrónicas (videoconferencias) únicamente para aclarar dudas de manera individual
c. Editar imágenes para un mejor diseño y presentación del EVA tanto en el encabezado así como en las unidades o lecciones	h. Diseñar actividades relacionadas con gamificación (rompecabezas y juegos) que evalúen formativamente la materia del curso.
d. Incorporar enlaces a manual MLA así como a diccionarios avanzados (por ejemplo, sinónimos / antónimos o de verbos frasales) dentro de las lecciones virtuales	i. Incorporar al menos un “podcast” y un video relacionados con la presentación de la guía didáctica y el tema de plagio, respectivamente.
e. Implementar foros para potenciar la interacción y realimentación entre los estudiantes	j. Incorporar una prueba corta para la evaluación de aspectos teóricos de la antología impresa

5 Resultados Esperados

A continuación, se detallan los resultados esperados al finalizar el proyecto:

- ❖ Un docente se encarga de la gestión, administración, y operación de un EVA para el curso LM-1245 Composición Inglesa II.
- ❖ Un total de 20 estudiantes matriculados en el curso LM-1245 Composición Inglesa II potencian su proceso de aprendizaje por medio de un EVA.
- ❖ Se diseñan 3 unidades en las cuales el docente expone el contenido temático sin repetir el material de la antología impresa de la cátedra.

- ❖ Estos 20 estudiantes han internalizado la expresión escrita como un proceso mediante la realimentación de calidad y constante interacción.
- ❖ Cada estudiante redacta 1 párrafo de resumen y 4 ensayos sobre 4 patrones retóricos (causa-efecto y comparación-contraste) mediante el formato MLA.
- ❖ Un total de 3 docentes que imparten el curso (durante el segundo ciclo 2020) y 1 coordinadora de cátedra se benefician de una charla en la cual el docente ejecutor del proyecto presenta sus resultados luego de la implementación del EVA.
- ❖ El docente produce 1 artículo académico en el cual resume los beneficios de la virtualidad en la gestión de un EVA para un curso de expresión escrita.

6 Aspectos Operativos

El EVA se administrará desde la plataforma Moodle. Los estudiantes serán matriculados o inscritos en esa plataforma por el docente. Sin embargo, siguiendo los lineamientos de la Dirección de la Escuela de Lenguas Modernas, dicho EVA será enlazado con Mediación Virtual para que quede registro de dicho trabajo de virtualización del curso.

6.1 Administración

El procedimiento de inscripción de los estudiantes es muy sencillo. Una vez que los alumnos matriculen todas las materias en la plataforma institucional de E-Matrícula UCR, el sistema genera la lista de clase en formato PDF, la cual es enviada a cada docente. Es así que, para el presente proyecto de intervención, el docente deberá inscribir a sus 20 estudiantes incluidos en la lista definitiva en la plataforma Moodle.

En relación con el personal al cargo del proyecto, únicamente será el docente y sus 20 estudiantes como participantes principales dentro del EVA. Cada docente es responsable de planificar sus lecciones, pero tratando de seguir el cronograma tentativo del curso.

6.2 Aprendizaje y tecnologías

La dinámica de la situación de aprendizaje consiste en planear tres secuencias didácticas que lleven un hilo conductor, desde la presentación de un determinado

patrón retórico hasta la publicación de los lineamientos del ensayo y su respectiva rúbrica de evaluación. A lo largo de ese recorrido, el docente implementará bloques de recursos y herramientas digitales para guiar el proceso de elaboración de un determinado ensayo. Existe una gran variedad de herramientas tecnológicas que se ajustan a los objetivos del curso y aparecerán publicadas siguiendo la estructura de *apertura, desarrollo, y cierre* de cada secuencia didáctica. Lo más importante es establecer una coherencia entre los principios pedagógicos de las secuencias didácticas y las herramientas digitales para así no recargar el EVA.

El curso se basa en aprender de la teoría, hacer las prácticas de la antología de cátedra, y trabajar en la elaboración de los trabajos escritos. Es importante resaltar que en todo momento se debe implementar la escritura como un **proceso** y no como un **producto**. Es decir, el docente debe implementar actividades para que los estudiantes realicen paso a paso cada etapa de dicho proceso, a saber: pre-escritura, esquema, borrador, edición, y corrección, así como la preparación del párrafo de o ensayo final.

Además, desde el punto de vista de la enseñanza de las lenguas extranjeras, se debe enseñar el contenido siguiendo el **Modelo PPP**, es decir, **PRESENTACIÓN, PRÁCTICA, Y PRODUCCIÓN**. Para esto, el docente debe distribuir las actividades de escritura propiamente dichas según las tres etapas pedagógicas: **PRE, DURANTE, y POST**. En la última etapa es cuando el alumno recibe la realimentación de cada uno de los trabajos escritos.

Desde punto de vista de las prácticas de aprendizaje y las tecnologías, cada lección virtual (o secuencia didáctica) tendrá entre uno y tres bloques de recursos y herramientas divididos en tres partes: apertura, desarrollo, y cierre. Según el marco del modelo T-PACK, el docente debe partir de un objetivo pedagógico acerca del contenido y, por medio del conocimiento tecnológico, deberá diseñar una actividad que incorpore una herramienta o recurso tecnológico para un determinado objetivo, siendo un EVA un espacio ideal para implementar diversas estrategias de enseñanza de este tipo.

Algunos ejemplos de herramientas tecnológicas que serán implementados dentro de esta propuesta son los siguientes:

- ✚ Un cuestionario en *Google Forms* con el fin de conocer un poco de la población meta y sobre sus expectativas del curso virtual.
- ✚ Uso de alguna red social para promover la interacción; la red social Twitter se puede considerar para este curso.
- ✚ Uso de un podcast en formato MP3 en el cual el docente explique la Guía Didáctica y los aspectos de evaluación del curso.
- ✚ Un foro de presentación individual para que todos los alumnos se presenten en inglés y puedan exponer sus fortalezas y debilidades acerca de la expresión escrita. Tienen como referencia el curso anterior de composición inglesa.
- ✚ La herramienta Coggle se puede usar para elaborar un mapa mental como actividad de pre-escritura de un ensayo de causas y efectos. De esta manera, cada estudiante visualiza al menos tres causas o efectos de un determinado tema.
- ✚ Los recursos Libro y Página tanto en Mediación como en Moodle son importantes para que el docente exponga las explicaciones de la materia.
- ✚ Las presentaciones en Google Slides y embebidas en el EVA serán usadas para presentar un breve resumen de los contenidos de la antología impresa.
- ✚ Los folioscopio de sitios como anyflip.com o flpsnack.com son herramientas tecnológicas muy atractivas para los estudiantes. Las mismas son más interesantes de leer que un simple archivo PDF. Dichas herramientas pueden ser embebidas o publicadas en forma de enlace.
- ✚ El docente diseñará actividades motivadoras para evaluar formativamente la teoría del curso mediante las herramientas del sitio *learningapps.com*. Por ejemplo, se puede diseñar un breve cuestionario con base en un video sobre plagio producido en la UCR. Igualmente, se puede preparar una actividad tipo “¿Quién Quiere Ser Millonario?” para evaluar la teoría de la unidad.
- ✚ Por medio de la herramienta de pizarrón digital linoit.com, cada estudiante “va al pizarrón y escribe su tema (agregando una imagen)” para que sea aprobado por el docente.
- ✚ Un generador de diagramas de Venn se puede implementar como técnica de pre-escritura en la elaboración de ensayos de comparación y contraste. Para

estos tipos de ensayos, es imprescindible el completar esta información antes de redactar el esquema o “outline” con base en los lineamientos del curso. Posteriormente, cada estudiante desarrollar el ensayo en tiempo extra clase.

- ✚ Se podría habilitar un Portfolio individual para que el estudiante almacene sus ensayos editados en su última versión. En este aspecto, el uso de un portafolio digital dentro del EVA indicaría si los estudiantes están siendo capaces de identificar los errores, corregirlos, y crecer como mejores escritores.
- ✚ Enlaces a diccionarios especializados en lengua inglesa.
- ✚ Se podrá crear un quiz corto o prueba de autoevaluación en Moodle para que los alumnos evalúen lo leído en la antología del curso de manera formativa.

6.3 Tutoría

Un aspecto importante es que la culminación de las tareas puede tomar poco tiempo o varias horas, incluso días. Por ejemplo, para muchos alumnos el escoger un tema les toma un breve instante, pero para otros esto es una tarea de reflexión que les toma más tiempo y constantes consultas al docente. El hecho de escribir un ensayo puede llevar horas o días de trabajo. El docente debe tomar en cuenta estos aspectos a la hora de evaluar el ritmo de trabajo de sus alumnos y saber manejar los tiempos del curso.

Un aspecto que tiene que ver con la tutoría y la administración de un EVA es la evaluación de la evidencia arrojada por el registro de trazabilidad del EVA. El e-docente debe, además de ser un facilitador, monitorear el ingreso y participación de sus estudiantes dentro de la plataforma. Si un estudiante no está ingresando ni participando, el docente debería enviar algún mensaje para ver si existe algún obstáculo.

Es tarea del e-docente el revisar las últimas versiones de dichos trabajos para determinar que ajustes debe hacer de forma individual con algunos estudiantes. Por ejemplo, en cursos de expresión escrita sucede que algunos estudiantes no identifican una corrección hecha por el docente; y por el contrario, corrigen lo que está correcto, o incurren en la sobre-corrección. Partiendo del concepto de aprendizaje colaborativo, es importante dar seguimiento al desarrollo de actividades

dentro de los foros o en Drive. Es decir, se debe monitorear, sin caer en la necesidad de interferir, que todos los integrantes de un grupo efectivamente se encuentren aportando con su trabajo de forma equitativa. Esto es muy importante sobre todo en actividades de evaluación formativa.

Al relacionar el concepto de tutoría con las competencias docentes dentro de un EVA, se puede decir que el e-docente como tutor debe poseer algunas funciones (también conocidas como competencias) básicas dentro de un EVA. Alonzo y Blázquez (2016, p.21) enumeran las siguientes tres:

- **Función docente:** se refiere a todas las habilidades que el educador refleja en su práctica docente. También abarca la creación de material didáctico, gestión administrativa del EVA, revisión de foros, y colaborador al suministrar realimentación de calidad durante el proceso de escritura.
- **Función de orientación:** el e-docente lleva a cabo tareas de orientación al guiar a sus estudiantes y motivarlos constantemente.
- **Función técnica:** se refiere al manejo de las herramientas tecnológicas básicas en el EVA. No es necesario ser un experto en TIC ya que lo relevante es el uso básico de aquellos elementos necesarios.

De igual manera, tanto el e-docente como el estudiante posee roles diversos. Entre los principales roles docentes se encuentran: facilitadores en el proceso de enseñanza-aprendizaje, creador de material objetos de aprendizaje, evaluador, guía, motivador, observador de los trabajos colaborativos en proceso, entre otros. En cuanto a los roles de los estudiantes, Jordi Adell (1997) explica que “los estudiantes, por su parte, deben adoptar un papel mucho más importante en su formación, no sólo como meros receptores pasivos de lo generado por el profesor, sino como agentes activos en la búsqueda, selección, procesamiento y asimilación de la información” (p.16). Es así como las personas involucradas en el EVA hacen del mismo un ambiente dinámico e interactivo, lejos del tradicional entorno diseñado como un repositorio que carece de participación.

6.4 Material didáctico

De igual manera, se debe dar seguimiento al impacto de las tres unidades que el docente implementará en el EVA. Este material debe ser claro y con ejemplos concretos. De hecho, en este curso los estudiantes indican que necesitan ver ejemplos de ensayos más pertinentes ya que el libro de texto o antología incluye textos estadounidenses. Es por esta razón que las unidades dentro del EVA no deben ser una repetición de lo expuesto en la antología. Debe haber una interrelación entre lo que se le explica al alumno y lo que se espera que escriba y presente. Si el material didáctico no es claro, se debe hacer algún tipo de ajuste en el corto plazo.

Entre los materiales del curso virtual se encuentran los siguientes:

- ✚ La antología impresa suministrada por la cátedra del curso.
- ✚ La plataforma Moodle en la cual el curso será habilitado e impartido.
- ✚ Las tres unidades temáticas con sus respectivos bloques de actividades y recursos. Dichos bloques constan de las tres etapas de una secuencia didáctica: apertura, desarrollo, y cierre. A su vez, estas etapas van en paralelo con las tres etapas del proceso de escritura: pre-escritura, escritura, y post-escritura.
- ✚ Los ensayos que servirán como ejemplos o modelos. Dichos ensayos fueron escritos por estudiantes de otros grupos quienes dieron su consentimiento para que sean compartidos con otros estudiantes. De hecho, la antología del curso incluye tres ensayos de ejemplo al final de la misma.
- ✚ Dos cuestionarios, uno será implementado al inicio y otro al finalizar el curso virtual.
- ✚ Recursos varios como videos y podcasts.
- ✚ El Manual MLA, el cual se tiene en versión digital para facilidad de los estudiantes.
- ✚ Enlaces variados relacionados con información acerca del formato MLA y prácticas sobre redacción y puntuación.
- ✚ La guía didáctica será incluida al inicio del EVA ya que es el documento suministrado por la cátedra y contiene todos los lineamientos en los

cuales se base el curso, a saber: la descripción, objetivos, contenidos, evaluación, metodología, notas importantes, cronograma y bibliografía.

- ✚ Es importante incorporar un “podcast” en formato MP3 en el cual el docente explique de manera general algunos aspectos de la guía didáctica y la evaluación del curso. Por lo general, esto se hace en español en el primer día de lecciones.
- ✚ En cualquier curso de expresión escrita, el tema de plagio tiene que ser abordado. Por esta razón, se incorporará un video producido por el Sistema de Bibliotecas de la UCR, y en el cual se explican los tipos de plagio y cómo evitar incurrir en esta práctica. Una preguntas de auto-reflexión acompañarán este video luego de ser visto por los estudiantes.
- ✚ Por medio de enlaces a herramientas web 2.0, los estudiantes llevarán a cabo actividades pertinentes con los contenidos temáticos para el desarrollo de cada ensayo: mapas mentales, diagramas de Venn, pizarrones, documentos colaborativos para edición de oraciones con errores, líneas de tiempo para describir las etapas del proceso de escritura, entre otras.
- ✚ De igual manera se crearán juegos por medio de el sitio learningapps.org así como una prueba corta (quiz) para evaluar la materia de modo formativo y no sumativo.

7 Evaluación y Seguimiento del Proyecto

La evaluación y seguimiento del proyecto se hará en tres etapas: al inicio, durante el transcurso del cursado virtual, y al final del proyecto. Antes de habilitar el EVA, se debe hacer una autoevaluación de los *aprendizajes y tecnologías* en la cual se contraste la lista de objetivos del proyecto con la pertinencia de cada uno de los aspectos operativos del mismo. Este aspecto operativo está ligado con la evaluación de los *materiales didácticos*; es decir, se debe autoevaluar si el hilo conductor de todas las actividades de pre, durante, y post escritura en realidad conduzca a la realización de ensayos de calidad.

Parte de esta autoevaluación conducirá a la modificación de secuencias didácticas, corrección de errores, y ajustes en la plataforma Moodle. Igualmente, se

debe cotejar los aspectos de *administración* de la plataforma para que el arranque del curso transcurra sin imprevistos, sobre todo al dar de alta a los destinatarios en la plataforma. Por último, se debe cotejar el número de *funciones del tutor* a lo largo del proyecto y la eficacia en cada una de ellas. A continuación, se detallan los indicadores para cada uno de los aspectos operativos dentro del proyecto.

7.1 Indicadores de Administración

En primera instancia, dos indicadores iniciales para medir la eficacia del proyecto son que el EVA sea de fácil acceso y que la población meta no manifieste tener problemas con la inscripción y navegación previo al inicio del curso. Si algún estudiante comunica problemas de algún tipo en esta etapa, el docente debe revisar los ajustes del EVA y corregir algún error. La comunicación oportuna por medio del correo electrónico es importante en esta etapa del proceso. Es recomendable aperturar el EVA unos días antes para corroborar que los usuarios están inscritos.

Por otro lado, existe una lista de cotejo en la Universidad de Costa Rica, en la cual todo EVA debe ser revisado para constatar que incluya los elementos obligatorios para ser aprobado por METICS: el archivo PDF con la guía didáctica (de manera de descarga forzada), la descripción con el grado de virtualidad, los datos de contacto y el horario sincrónico de consultas del docente, y el enlace de *Google Forms* para que los estudiantes indiquen que la Guía Didáctica fue publicada y explicada en la primera lección. Todos estos elementos son de presencia obligatoria en el EVA desde la habilitación y hasta la finalización del curso.

7.2 Indicadores de las Prácticas de Aprendizaje y Tecnologías

La segunda etapa de evaluación y seguimiento ocurre a lo largo del desarrollo del curso. Un indicador importante es evaluar la correlación entre un objetivo planteado y la pertinencia de una determinada herramienta tecnológica. Para una correcta implementación de las secuencias didácticas, el docente deberá evaluar el tipo de herramientas digitales para que exista una conexión entre las prácticas de aprendizaje y el tipo de recurso tecnológico en cada sección de dicha secuencia didáctica. Esta evaluación debe hacerse antes, durante, y después de diseñar una actividad pedagógica usando una herramienta digital. Por ejemplo, el docente

deberá tener presente que algunas herramientas Web requieren que los estudiantes tengan una cuenta con Google; otras herramientas son de uso restringido, tienen un límite total de 3 producciones gratuitas por persona, o son herramientas de paga. Es imprescindible el haber probado un recurso antes de ser incorporado al EVA; para ello, lo ideal es solicitar colaboración a un colega para probar que dicha herramienta no presenta algún inconveniente de acceso, uso o publicación.

Un segundo aspecto operativo importante en todo EVA es evaluar como un determinado recurso se verá desplegado en el entorno al desplegar ya sea una presentación, diagrama de Venn, o mapa mental; por ejemplo, hay que revisar los ajustes de publicación de las herramientas y cotejar si todos los elementos son visibles y tienen una proporción, tamaño, y funcionamientos correctos en el EVA.

Un tercer aspecto importante es que las herramientas tecnológicas deben ir estrechamente relacionadas con las prácticas de aprendizaje. Es decir, no se trata de hacer un uso excesivo de herramientas por el simple hecho de agregar variedad. Hay que evitar recargar un EVA con muchas herramientas. Así las cosas, la herramienta *Coogle* es pertinente en la etapa de pre-escritura como generador de ideas ("*brainstorm*"). Debido a que Coogle permite un máximo de tres mapas mentales de forma gratuita y que en el curso se deben realizar un máximo de dos mapas para los ensayos de causas y efectos, esta actividad y herramienta se ajustan muy bien para su implementación.

Otro indicador por evaluar es la facilidad en la edición de algunos recursos. Por ejemplo, herramientas de pizarrones digitales como Padlet o Linoit son fácilmente y rápidamente editables en comparación con un documento más extenso compartido en Drive. Además, dichos pizarrones o muros son poco conocidos y agregan innovación al EVA.

La evaluación constante de las prácticas de aprendizaje y las tecnologías le brindará al docente los insumos para realizar cambios y ajustes a lo largo de la implementación del proyecto de gestión del EVA. Inclusive, desde el punto de vista de la plataforma misma, es importante considerar si los recursos o extensiones son suficientes o se debe incorporar algún elemento adicional ("plug-in"); un ejemplo es el recurso Portfolio que en algunas plataformas no existe, pero se puede incorporar según la necesidad del curso. Esto último es importante realizarlo al finalizar el

proyecto y así tomar decisiones a mediano plazo en cuanto a la escogencia de otra plataforma o agregarle extensiones a la ya utilizada.

7.3 Indicadores de la Tutoría en el EVA

Un indicador relevante en todo EVA es evaluar la percepción del estudiante acerca de la comunicación del docente. Entre menos sea la comunicación, menor será la calidad de los ensayos producidos en el curso de expresión escrita. De hecho, un ejemplo puntual es la claridad y calidad de las consignas de los foros. Un indicador de este aspecto es la calidad de publicaciones esperables en las entradas de un foro. El foro es quizá una de las actividades más utilizadas en todo EVA; sin embargo, el diseñar un foro de calidad requiere de una consigna muy clara y puntual e instrucciones precisas (incluyendo un plazo y el tipo de evaluación formativa o sumativa). Además, un foro requiere que el docente comunique, sintetice, y haga un efectivo cierre del mismo mediante la crítica constructiva.

Un segundo indicador es la respuesta oportuna por parte del docente. Para esto, el docente del presente proyecto se comprometerá a responder a las consultas en un plazo no mayor a un día así como contestar las entradas de los foros tanto de forma individual como grupal. Posiblemente, antes de la situación sanitaria por el Covid, los cursos virtuales eran vistos como espacios asincrónicos en los cuales existía poca presencia del tutor, pero la realidad es otra. El docente debe evaluar constantemente su grado de comunicación tanto con un estudiante que tenga una duda como con todos los destinatarios del proyecto en general. Acerca de esto, Alonzo y Blazquéz (2016) explican que “el tutor será fiel a sus deberes para que el alumno no perciba sentimiento de aislamiento, cumpliendo horarios de tutoría, y proporcionando respuestas prontas y orientativas” (p.21).

Otro indicador relevante de la tutoría es establecer realimentación de calidad. Este indicador es crucial en un curso de expresión escrita. El tipo de realimentación tiene un mayor grado de especificidad ya que se debe hacer referencia a las rúbricas del curso y a los lineamientos para cada ensayo. Por ejemplo, el tutor debe saber explicar las fortalezas y mejoras en un esquema o en un ensayo preliminar. Esto es aún más complejo en el caso de los ensayos correspondientes a exámenes.

7.4 Indicadores del Material Didáctico

El principal indicador que los materiales didácticos cumplen con los objetivos se puede analizar desde dos enfoques. Debe existir una coherencia entre los objetivos con el fin pedagógico de los materiales didácticos. Por un lado, a un nivel más específico se puede evaluar el éxito en la implementación de las actividades pedagógicas, a saber, la correcta elaboración de un diagrama de Venn antes de escribir el esquema para un ensayo de comparación-contraste, por ejemplo. La incorrecta elaboración en una herramienta web 2.0 es indicador de la necesidad de cambios y ajustes en instrucciones más claras. De ser necesario, el docente puede considerar el uso de una herramienta más sencilla o accesible. A un nivel más general, el principal indicador que evaluará la pertinencia de los materiales didácticos conducirá a la correcta redacción de los ensayos a lo largo del curso. Es en este punto que el docente decide si hay que re-escribir sus lecciones o hacer modificaciones en la secuencias didácticas.

Al finalizar el proyecto, se debe hacer un análisis de los indicadores anteriores con el fin de medir el nivel de cumplimiento de los objetivos así como de las dificultades a lo largo del curso virtual. Esto se hará con miras en diseñar un plan de acción y así replicar el proyecto a más largo plazo, considerando implementarlo en un año completo ya sea en la misma plataforma o en la institucional.

8 Cronograma de Trabajo

El proyecto incluye las siguientes actividades para el planeamiento y ejecución del EVA del curso virtual LM-1245 Composición Inglesa II

CRONOGRAMA TENTATIVO DEL PROYECTO DE GESTIÓN DEL EVA

SEMANA	PREPARACIÓN DEL PROYECTO
Semana 1 Agosto 10-14	<ul style="list-style-type: none">• Revisión de la Guía Didáctica del curso• Grabación del “podcast” con la explicación de la Guía y la evaluación del curso• Selección de las herramientas Web 2.0 por usar en cada secuencia didáctica
Semana 2	<ul style="list-style-type: none">• Habilidad del EVA en Moodle• Selección de las tres unidades por desarrollar en

Agosto 17-21	el EVA, así como de sus bloques con las actividades
Semana 3 Agosto 24-28	<ul style="list-style-type: none"> • Selección de las temáticas para ser expuestas por medio de Google Slides • Redacción de las explicaciones de los temas
Semana 4 Agosto 31-Setiembre 4	<ul style="list-style-type: none"> • Redacción de los foros individuales y grupales • Planeamientos y ajustes en el tipo de actividades por implementar
Semana 5 Setiembre 7-11	<ul style="list-style-type: none"> • Creación de la secuencia didáctica sobre la elaboración del ensayo • Selección de enlaces sobre el formato MLA
Semana 6 Set. 14-18	<ul style="list-style-type: none"> • Creación de la secuencia didáctica sobre la elaboración del ensayo de efecto • Preparación de recurso Libro para exponer el tema de la unidad
Semana 7 Setiembre 21-21	<ul style="list-style-type: none"> • Creación de la secuencia didáctica sobre la elaboración del ensayo de causa (patrón retórico del examen parcial)
Semana 8 Set. 28-Octubre 2	<ul style="list-style-type: none"> • Creación de una actividad colaborativa de edición • Creación de recursos para explicar las estrategias de investigación y fuentes
Semana 9 Octubre 5-9	<ul style="list-style-type: none"> • Creación de un foro de auto-reflexión para evaluar la experiencia del examen parcial
Semana 10 Octubre 12-16	<ul style="list-style-type: none"> • Planeamiento de la secuencia didáctica sobre el ensayo de contraste
Semana 11 Octubre 19-23	<ul style="list-style-type: none"> • Creación de las actividades sobre el ensayo de contraste
Semana 12 Octubre 26-30	<ul style="list-style-type: none"> • Habilitación del foro para revisión de esquemas (este foro se hará en parejas para obtener realimentación)
Semana 13 Noviembre 2-6	<ul style="list-style-type: none"> • Creación de los lineamientos sobre el ensayo de comparación, tema del examen final
Semana 14	<ul style="list-style-type: none"> • Sesión sincrónica: Estudiantes realizan preguntas acerca del examen final/esquema/fuentes

Noviembre 9-13	
Semana 15 Noviembre 16-20	<ul style="list-style-type: none"> • Habilitación del foro de consultas finales
Semana 16 Nov. 23-27	<ul style="list-style-type: none"> • Finalización del proyecto • Cuestionario de evaluación final del EVA para los alumnos

9 Presupuesto

Para llevar a cabo el proyecto, el docente impartirá el curso con el nombramiento de una carga académica de $\frac{1}{4}$ de jornada. Vale indicar que en la UCR un curso de una lección semanal representa $\frac{1}{4}$ de jornada, siendo la menor en comparación con otros cursos de dos, tres o hasta cuatro clases semanales. Esto tiene una inversión para la unidad académica de \$400 mensuales. Al tratarse de un proyecto a cargo del único docente que habilitará el EVA, no es necesaria una carga presupuestaria adicional para otra persona. Existe un costo estimado de \$200 destinados al uso de la plataforma donde se alojaría el aula virtual. Además, la inversión por la compra de la antología impresa del curso tiene un valor de \$20 dividido en dos: un ejemplar para el docente y otro ejemplar actualizado para la biblioteca de la coordinación de la cátedra del curso. El presupuesto mensual del curso no sobrepasaría los \$620, para un total de \$2.420 en las 16 semanas del ciclo lectivo.

10. Bibliografía

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(TICES). (2019). **Marco de Referencia Académico de Criterios de Calidad en la Gestión, Uso y Desarrollo de las TIC en la Academia de las Universidades Estatales de Costa Rica.** CONARE.

Kikut, Lorena. (25 de junio, 2020). **Análisis de Resultados de la Evaluación de Virtualización de Cursos en la UCR ante la Pandemia por Covid-19: Perspectiva Estudiantil.** Centro de Evaluación Académica. San José.

Vicerrectoría de Docencia. (2016). **Resolución VD-R-9374-2016: Marco de Referencia para el Desarrollo de Entornos Virtuales de Aprendizaje en la Universidad de Costa Rica.** Universidad de Costa Rica. Recuperado de <http://vd.ucr.ac.cr/documento/vd-r-9374-2016/>

DESARROLLO DEL PROYECTO

1. Nombre del curso virtual: LM-1245 English Composition II

2. Selección y justificación de las herramientas tecnológicas

El curso virtual, en el cual se basa el presente proyecto, se desarrollará en la plataforma *Moodle*. La principal razón es que Moodle permite crear módulos por medio de clases semanales organizadas en bloques o viñetas, que, a su vez, incluyen los siguientes recursos: Libros, páginas, enlaces URL, mensajería interna, inserción de videos y audios, imágenes, folioscopios, pruebas de autoevaluación, foros, y la incorporación de herramientas web 2.0. Dentro de Moodle, el e-docente de *LM-1245 English Composition II* enriquecerá las lecciones con enlaces a diccionarios especializados en inglés, los cuales son de consulta imprescindible para estudiantes de expresión escrita de la carrera de inglés. Además, entre las herramientas que se incluirán en la plataforma Moodle se encuentran: un mapa mental (*Coogle*), un generador de diagrama de *Venn*, *Flipsnack*, *Padlet*, *Linoit*, presentaciones con *Google Slides*, actividades con *Learningapps*, entre otros.

El sitio de *MoodleCloud* ofrece una variedad de tres opciones para virtualizar cursos en esta plataforma: una prueba gratuita con un lapso de 45 días, una opción denominada “*Starter*” para habilitar un curso solamente, y una opción para cursos múltiples. Entonces, para desarrollar el EVA de este proyecto, el docente usará la opción “*Starter*”. *MoodleCloud*, en esta versión, presenta las siguientes tres ventajas para el curso:

1. Permite la habilitación de un curso virtual por el lapso de un año.
2. Permite un máximo de 50 estudiantes matriculados, aunque el grupo tiene 20 alumnos como máximo.
3. Permite el almacenamiento y respaldo de 200 megas de contenido.
4. El entorno virtual puede ser personalizada al ajustar el tema o imagen para identificar el curso.

La selección de las herramientas digitales corresponde a los objetivos específicos del proyecto. Es importante no recargar una secuencia didáctica con

muchas herramientas; por el contrario, debe existir un hilo conductor que permita a los estudiantes el desarrollar el contenido siguiendo las tres etapas de una secuencia: apertura, desarrollo, y cierre. A su vez, estas etapas corresponden con el modelo de enseñanza de la expresión escrita, a saber: presentación, práctica, y producción (además de realimentación). A lo largo de ese recorrido, se presentan diferentes actividades que deben guiar a los estudiantes desde la elección de un tema hasta la edición de la última versión de un ensayo, tomando en cuenta la realimentación del tutor. Al ver la expresión escrita como un verdadero proceso guiado, el docente y el estudiante podrán implementar y desarrollar diversas estrategias de enseñanza y de aprendizaje.

El diseño del aula virtual tendrá una estructura dividida en dos partes principales, siguiendo los lineamientos institucionales. La primera parte es obligatoria e incluye una breve descripción del curso y su modalidad, nombre del tutor (incluyendo la información institucional de contacto), la Guía Didáctica (adjuntando el cronograma tentativo), el enlace por medio del cual los estudiantes indican que efectivamente tuvieron acceso a los anteriores documentos en la primera clase, y por último, el ciclo lectivo. En la Universidad de Costa Rica, toda esta información debe estar visible en el entorno y de fácil acceso o descarga hasta terminar el curso.

La segunda parte se compone del módulo de lecciones virtuales. Cada lección corresponde a un tema o patrón retórico en particular (tipo de párrafo o ensayo) y se compone de bloques según los recursos o herramientas seleccionadas por el docente. Existe una variedad de recursos que son muy pertinentes para el desarrollo del curso. La exposición del tema por parte del docente se dará por medio del recurso Libro (Lección) por la practicidad de dividir las explicaciones en páginas numeradas y tituladas. Se puede presentar bastante información en este recurso de una forma ordenada y estructurada. Por otro lado, el recurso Etiqueta ofrece una gran versatilidad porque permite añadir muy fácilmente imágenes, audios y videos. Las etiquetas son usadas también para dividir, por medio de cintillos o imágenes editadas, los bloques de una misma lección virtual. De esta manera, se mejora la organización y apariencia de las clases y lecciones.

La interacción es primordial en este curso virtual ya que los estudiantes deben tener una guía a lo largo del proceso de escritura. Por lo tanto, el docente usará el recurso Foro para mantener una interacción docente-estudiante y estudiante-estudiante; por ejemplo, los estudiantes podrán escribir una entrada con el esquema (“*outline*”) de un párrafo o ensayo para así recibir y proporcionar retroalimentación. Dentro de este tipo de foro, los estudiantes pueden incorporar un mapa mental, enlaces a las fuentes bibliográficas, o diagramas Venn para exponer el tema por desarrollar. Otro uso de este recurso es la presentación individual en la primera semana del curso. Otra variación del uso del recurso Foro es la sección de Avisos. Se implementará para indicar el arranque del curso, las publicaciones de cada clase semanal, y los recordatorios de entrega de ensayos en su última versión.

El recurso Página en la plataforma Moodle se usará para añadir o presentar texto; en este curso, dicha información no será tan extensa como en un Libro, pero el docente la publicará en una Página para presentar la lista de lineamientos de entrega de los ensayos. La idea es trasladar esa información de un procesador de palabras sin publicarlo como archivo PDF. Otro recurso muy pertinente en el curso es el Glosario. La adquisición de vocabulario es una micro-destreza que se desarrolla de manera implícita en todo curso de composición. Por este medio, los estudiantes pueden hacer un aporte por cada trabajo realizado. La idea es publicar una nueva palabra que ellos aprendieron en la escritura de una asignación. Este recurso no es muy común.

En un curso de expresión escrita, es importante que los estudiantes completen actividades de corrección de errores; es decir, se debe editar una serie de oraciones tomadas de las mismas producciones de todos los estudiantes. Por medio del recurso Archivo con descarga forzada, los estudiantes descargan archivos DOC para editar su contenido en el mismo documento. A la clase siguiente, el docente publicará las respuestas de la misma manera para que cada estudiante revise la edición. El recurso Archivo también se usará para publicar el documento extenso con el último manual del formato *Modern Language Association* (MLA). Este archivo es suministrado por la Coordinación de Cursos de Composición y Lectura a los docentes de la cátedra.

El recurso Examen se usará para preparar la lectura del contenido de la antología de cátedra; sin embargo, esto se hará de manera formativa. Es importante asegurarse que los estudiantes efectivamente están leyendo las unidades teóricas de la antología. Por este medio, el docente redactará una prueba corta con al menos 20 ítems para evaluar tanto la teoría como los errores sintácticos. Además, el recurso URL es muy práctico para añadir un enlace a información de algún sitio Web. Una opción es utilizarlo para que los estudiantes visiten páginas Web con ejemplos de usos correctos de citas con el formato MLA.

Por último, los recursos Tarea y Portafolio se usarán para subir los archivos con los párrafos, ensayos y esquemas y así almacenar las versiones corregidas, respectivamente. Por la naturaleza del curso, hay que ser muy ordenado con la cantidad de archivos que los estudiantes entregan a lo largo del curso. Con un número de 20 estudiantes, el docente de *LM-1245 English Composition II* debe corregir 100 párrafos o ensayos.

En la plataforma Moodle el docente combinará los recursos antes mencionados con las siguientes herramientas digitales para estructurar las secuencias pedagógicas:

- ✚ Un foro de presentación individual para que todos los alumnos se presenten en inglés y puedan exponer sus fortalezas y debilidades acerca de la expresión escrita.
- ✚ La herramienta *Coggle* se usará para elaborar un mapa mental como actividad de pre-escritura de un ensayo de causas y efectos. De esta manera, cada estudiante visualiza al menos tres causas o efectos de un determinado tema.
- ✚ La herramienta *liveworksheets* se usará para hacer una práctica gramatical con al menos 20 ítems para la segunda unidad.
- ✚ La herramienta *Word Cloud* se usará para la elaboración de una nube de palabras para introducir los conceptos básicos que todo escritor debe considerar antes de escribir.
- ✚ Se elaborará una infografía en *Genially* con el tema mencionados en el punto anterior: los elementos básicos de escritura: audiencia, propósito, tono, etc.

- ✚ La herramienta *Jigsawplanet* se usará para activar el conocimiento previo de los estudiantes al completar un rompecabezas con imágenes alusivas al proceso de escritura.
- ✚ Los recursos Lección y Página tanto en Mediación como en *Moodle* son importantes para que el docente exponga las explicaciones de la materia. La idea es que los estudiantes no vean el EVA como un repositorio PDF de documentos explicativos; por el contrario, el docente debe saber plasmar sus explicaciones claras y puntuales en recursos dentro del EVA.
- ✚ Las presentaciones en *Google Slides* y publicadas en el EVA serán usadas para presentar un breve resumen de los contenidos de la antología impresa. Cabe recalcar que no será una copia del mismo material impreso.
- ✚ Los folioscopio de sitios como *Anyflip* o *Flipsnack* son herramientas tecnológicas de fácil acceso y lectura. Dichas herramientas pueden ser embebidas o publicadas en forma de enlace.
- ✚ El docente diseñará actividades motivadoras para evaluar formativamente la teoría del curso mediante las herramientas del sitio *learningapps*. Por ejemplo, se puede diseñar un breve cuestionario para evaluar la teoría de la unidad de manera formativa y nunca sumativa.
- ✚ Por medio de la herramienta de pizarrón digital *Linoit*, cada estudiante presenta algún tema seleccionado a todo el grupo y al docente.
- ✚ La herramienta *Padlet* es muy versátil y cuenta con varias opciones según el tipo de actividad por implementar. En este caso, la línea de tiempo se usará para desplegar los diferentes pasos que componen el proceso de escritura: presentación del tipo de ensayo (patrón retórico), pre-escritura, mapa mental, esquema, borrador, edición, y corrección, así como la preparación de la versión final editada.
- ✚ Un generador de diagramas de Venn se puede implementar como técnica de pre-escritura en la elaboración de ensayos de comparación y contraste. Para estos tipos de ensayos, es imprescindible el completar esta información antes de redactar el esquema o “*outline*” con base en los lineamientos del curso. Posteriormente, cada estudiante desarrollará el ensayo en tiempo extra clase.

- ✚ Se podría habilitar un Portfolio individual para que el estudiante almacene sus ensayos editados en su última versión. De esta manera, los estudiantes llevan un registro de su avance en cuanto a sus logros y aspectos de mejora a lo largo del curso.
- ✚ Enlaces a diccionarios especializados en lengua inglesa. Por medio de enlaces URL, los estudiantes podrán consultar diccionarios que en su versión impresa serían muy costosos y difíciles de conseguir.
- ✚ Se podrá crear un quiz corto o prueba de autoevaluación en *Moodle* para que los alumnos realicen ejercicios de puntuación, ortografía, o errores sintácticos.

En resumen, algunas de las herramientas y recursos antes mencionados serán distribuidos a lo largo de la etapa de pre-escritura siendo coherente con el objetivo pedagógico de cada actividad. El docente debe ser cuidadoso de recargar una clase semanal con muchas herramientas ya que esto puede ser confuso. Además, como parte de la función de tutoría, algunos estudiantes podrán requerir un poco de orientación en el manejo de alguna herramienta. Sin embargo, no cabe duda de que para ellos el aprendizaje será innovador, retador, y agradable.

3. Planificación de las clases

Núcleos o conceptos principales del módulo

La Unidad 1, la cual se titula “*Principles of Paragraph and Essay Writing*”, está compuesta por tres clases, y cada una a su vez, tiene dos partes: A y B.

Clase 1: “*Basic Writing Principles*”

Objetivos de la clase:

- Escribir correctamente una oración temática, ideas de desarrollo, y una oración de conclusión.
- Escribir oraciones sintácticamente correctas.
- Escribir un párrafo de resumen y su respectivo esquema.

Contenidos de la clase:

Parte A:

- El Proceso de Escritura
- Los Fundamentos de un Párrafo

Parte B:

- El Párrafo de Resumen
- Los Errores Sintácticos en la Escritura de Oraciones

Bibliografía

a. La primera clase se base en la fundamentación del módulo de la Unidad 1:

Navas, César. (2020). *Principles of Paragraph and Essay Writing*. Versión 1.0

b. El texto que será resumido por los estudiantes en la tarea entregable es una adaptación de un artículo proveniente de la siguiente revista académica:

Castro, Damaris. Brúnkahk Tek: An Extinct Language. *LETRAS*, n.º 43, Feb. 2008, pp. 51-74, Recuperado de:

<https://www.revistas.una.ac.cr/index.php/letras/article/view/283>

c. Debido a que en todo curso de expresión escrita se deben estudiar los signos de puntuación, el docente incluirá algunos ejemplos del sitio “*The Punctuation Guide*”. Se dará énfasis al uso de las comillas. La fuente de dicho material es el siguiente:

Penn, Jordan. (2011-2020). *The Punctuation Guide*. Recuperado de

<https://www.thepunctuationguide.com/>

d. El docente incluirá un ejemplo relacionado con el tema de resumen de un artículo periodístico para ser escritos en formato de párrafo. El ejemplo de resumen está basado en el artículo titulado “**Students Should Not Download**”, escrito por Zernike (2003) y cuyo resumen se encuentra en el siguiente sitio con ejemplos básicos de resúmenes:

<https://www.nytimes.com/2003/09/20/us/students-shall-not-download-yeah-sure.html>

Recursos multimediales

a. El primer recurso multimedial será la fotografía del tutor al inicio de la primera clase. El nombre del archivo será **Navas_Cesar_Fotografía.jpg** y aparecerá al inicio de la clase, en la esquina superior izquierda. Al pie de la imagen irá el nombre del tutor. Es importante aclarar que este recurso multimedial aparecerá en las otras dos clases de la Unidad 1.

b. Una presentación titulada “**How to Write a Summary Paragraph?**” será hecha por medio de la herramienta **Google Slides**. Con la explicación teórica del docente, los estudiantes reforzarán las bases para escribir un resumen académico en el formato de un párrafo.

El URL de la presentación es https://docs.google.com/presentation/d/e/2PACX-1vSbqaoLEz_f2C45dmqgqBiszN-SceOMhx0c3_uFpF-jZiCVPYAC0NuVD1w695sGezPK7-ZYc6vE1I7Xy/pub?start=false&loop=false&delayms=3000

c. Por medio de una nube de palabras titulada “**The Key Elements of Writing,**” el docente mostrará los seis conceptos básicos que todo escritor debe tomar en cuenta antes de redactar: audiencia, tono, propósito, “*genre*” (formato del texto), coherencia, y unidad. La herramienta digital que se usará será “**WordArt**.” El URL para acceder al recurso es <https://wordart.com/7tmwzpumgqn0/the-elements%20of%20writing>

d. Por medio de un ícono los estudiantes accederán a una infografía titulada “**The Key Elements of Writing**”. El docente mostrará los conceptos básicos que todo escritor debe tomar en cuenta antes de redactar: audiencia, claridad, propósito,

coherencia y unidad. La herramienta digital que se usará será “**Genially**.” El URL de este recurso es <https://view.genial.ly/5f98c6ff0d811a0cf4302409/horizontal-infographic-timeline-key-elements-of-writing>

e. Por medio del recurso de Código QR, los estudiantes acceden a un muro titulado “**The Quest of the Writing Process**” que se hará por medio de la herramienta **Padlet**. Los estudiantes leerán los pasos del proceso de escritura que todo estudiante de composición debe seguir a lo largo del proceso de redacción (*brainstorming, drafting, revising, etc.*). El URL es el siguiente:

<https://padlet.com/cesarnavasb/ccog1f2v0vnu1p2k>

f. Un video titulado “**El Plagio**”, el cual fue producido por la Universidad de Costa Rica, será usado para explicar las causas y consecuencias de este problema. La fuente es la siguiente:

SIBDI, Sistema de Bibliotecas, Información y Divulgación. San José: Universidad de Costa Rica. Recuperado de

https://www.youtube.com/watch?time_continue=5&v=BQECxpbrXLc

g. Por medio del recurso de un Código QR, los estudiantes accederán a un pizarrón interactivo “**My Personal Definition of Writing**” en la herramienta **Linoit**. Los estudiantes deberán escribir una oración o frase de lo que significa la escritura para ellos junto con una imagen alusiva y el nombre de cada estudiante. El URL es el siguiente:

<http://linoit.com/users/cesarnavasb/canvases/My%20Definition%20of%20Writing>

h. Imagen titulada “**The Lovers**”, la cual corresponde con la pintura hecha por Rene Magritte en 1928. Dicha imagen fue tomada del sitio oficial del artista y se usará en la Clase 1 para explicar el tema de oración temática. Se puede acceder a la imagen por medio del URL <https://www.renemagritte.org/the-lovers-2.jsp>

i. Un video titulado “**Six Creative Ways to Brainstorm Ideas**”, el cual es tomado de la plataforma Youtube y producido por Investis Digital. Este video forma parte de la explicación sobre la importancia de la lluvia de ideas como actividad de pre

escritura. Se puede acceder al video en el siguiente enlace o URL:

<https://www.youtube.com/watch?v=yAidvTKX6xM>

j. Dos imágenes acerca de la comunidad indígena Boruca. La primera imagen se titula “**Boruca**” y la segunda “**Guerreros Boruca**”. Ambas fotografías ilustrarán el texto sobre dicha comunidad indígena de Costa Rica en la sección sobre el párrafo de resumen, la cual será la primera tarea evaluada. Ambas imágenes pueden ser vistas mediante el URL <https://enchanted-costarica.com/tours-and-experiences/fiesta-de-los-diablitos-costa-rica-is-dec-30-jan-2/>

k. La actividad “**Reflecting on Sentence Errors**” se hará por medio del recurso interactivo **LearningApps**. En este caso, el profesor incrustará una actividad o juego de escogencia múltiple por medio de la cual los estudiantes leerán una pregunta y seleccionarán la opción correcta. Dos ejemplos de preguntas son: “**Which of the two sentences contains a Comma Splice? Which of the two options is a sentence fragment?**” El URL es el siguiente: <https://learningapps.org/14589092>

l. Por medio del recurso interactivo **LearningApps**, el docente incrustará un texto corto con casillas en blanco. La actividad se titulará “**Guessing Transitions in Context**”. Los estudiantes deben completar el texto corto con los conectores correctos (“*and, but, so, therefore*”, etc.) para que el párrafo tenga cohesión y, por ende, unidad. El URL es el siguiente: <https://learningapps.org/14577998>

m. Los estudiantes acceden por medio de un Código QR a un juego interactivo conocido como cuyo formato es el de “**¿Quién Quiere ser Millonario?**” y hecho con **LearningApps**. El título del juego corto es: “**Let’s Take a Break and Play!**” En este recurso, los estudiantes analizarán unas preguntas teóricas y deberán seleccionar la respuesta correcta. El URL es el siguiente: <https://learningapps.org/12344705>

n. El último recurso multimedial será el logotipo de la firma del profesor e incluirá el texto “**César N.**”. Dicho logotipo será hecho con la herramienta **Cooltext**. Esta firma

todavía no ha sido hecha y posteriormente se añadirá el URL. Es importante aclarar que este recurso aparecerá al final de las tres clases de la Unidad 1.

o. El docente publicará un banner con el título de la **clase 1 “Basic Writing Principles”** al inicio. El banner será hecho con la herramienta digital **Bannersnack**. El URL de la imagen del banner es el siguiente:
<https://share.bannersnack.com/bcp30jkk/>

p. El docente incorporará una imagen titulada **“The Pen is Mightier than the Sword”** en la primera clase. La imagen se usará para describir la importancia de la expresión escrita en cualquier contexto. Se puede acceder a dicha imagen por medio del siguiente enlace:
<https://www.awesomeinventions.com/proverbs-from-around-the-world/>

Actividades

Esta clase tendrá dos actividades obligatorias. Estas consisten en un foro introductorio y una tarea entregable para evaluar que los temas de la clase fueron asimilados.

Objetivos del foro introductorio

- Compartir con el resto del grupo las razones por las cuales cada estudiante cursa la carrera de inglés.
- Hacer una introspección sobre las debilidades y fortalezas como estudiante de composición.

Foro 1

Consigna

a. Preséntese con el resto de sus compañeros y comparta las razones por las cuales cursa la carrera de inglés. Puede expresar también sus expectativas de este curso.

b. La novelista y periodista estadounidense Annie Proulx escribió:

“Escribes porque amas la forma de las historias, las oraciones, y la creación de las distintas palabras en una página. La escritura se deriva de la lectura, y la lectura, a su vez, es la mejor maestra para saber escribir.” (Traducido de www.inc.com)

¿Cómo se considera usted como un escritor? ¿Cuáles fortalezas y debilidades posee como escritor? ¿Está de acuerdo con la cita anterior en el sentido de que un buen lector se puede convertir en un buen escritor? Este foro tendrá un plazo de ocho días y es de carácter obligatorio. El contenido, gramática, ortografía, y puntuación serán evaluados.

Actividad evaluada: Trabajo escrito

En la primera clase de la unidad, los estudiantes aprenderán a redactar un párrafo de resumen. Como primera tarea evaluada, deberán leer un texto extenso y resumirlo en un párrafo de aproximadamente quince oraciones. Deben leer el texto titulado *“Brúnkahk Tek (Boruca): An Extinct Language of Costa Rica”*. El docente publicará en el entorno virtual la rúbrica de evaluación.

Objetivos de la tarea evaluada

- Sintetizar el contenido de un texto en el formato de un párrafo académico.
- Producir un párrafo con aproximadamente quince oraciones.

Clase 2: “The Essay”

Objetivos de la clase:

- Organizar las ideas generales para ser plasmadas en un esquema
- Escribir un ensayo de cinco párrafos con la idea central, introducción, tres párrafos de desarrollo, y el párrafo de conclusión.
- Definir los elementos de escritura tales como audiencia, propósito, y tema.
- Aplicar los principios del formato de escritura MLA (*Modern Language Association*)

Contenidos

Parte A:

- Los Fundamentos del Ensayo
- Introducción, párrafos de desarrollo, y párrafo de conclusión
- Esquema de un Ensayo

Parte B:

- El Formato de Escritura MLA

Bibliografía

a. La segunda clase se base en la fundamentación del módulo de la unidad 1:

Navas, César. (2020). *Principles of Paragraph and Essay Writing*. Versión 1.0

b. Los estudiantes harán lectura de un ensayo basado en efectos. Su título es **“The Effects of a Lack of Sleep”**. Posteriormente, los estudiantes deberán extraer las ideas centrales, secundarias, ejemplos, y citas con el fin de diseñar el esquema de un ensayo de cinco párrafos. El ensayo proviene del siguiente sitio de recursos libres para el aprendizaje de la expresión escrita:

Academic Help, Write Better. (01 Feb. 2019). *The Effects of a Lack of Sleep*. Cause and Effect Essay Samples. Blog. Recuperado de <https://academichelp.net/samples/academics/essays/cause-effect/the-effects-of-a-lack-of-sleep.html>

c. Para aprender a redactar las citas con el format MLA, los estudiantes podrán acceder al sitio libre **“The Writing Lab”** de la Universidad Purdue. El mismo contiene numerosos ejemplos de citas con diversas fuentes. El URL del sitio es el siguiente:

The Purdue OWL Family of Sites. The Writing Lab and OWL. Purdue U, 2008. Web. 21 Julio 2014. Recuperado de https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_8th_edition_changes.html

d. Para llevar a cabo la tarea evaluable al final de esta clase, los estudiantes deberán leer el ensayo basado en efectos. El ensayo se titula **“The Effects of Social Media on Communications Skills”**. El ensayo proviene del siguiente sitio de recursos libres para el aprendizaje de composición:

Academic Help, Write Better. (01 Feb. 2019). *The Effects of Social Media on Communications Skills*. Blog. Recuperado de: <https://academichelp.net/samples/academics/essays/cause-effect/the-effects-of-social-media.html>

Recursos multimediales

a. El primer recurso multimedial será la fotografía del tutor al inicio de la primera clase. El nombre del archivo será **Navas_Cesar_Fotografía.jpg** y aparecerá al inicio de cada clase, en la esquina superior izquierda. Al pie de la imagen irá el nombre del tutor.

b. Mediante el recurso de un **Código QR**, los estudiantes accederán a un rompecabezas elaborado con **Jigsawplanet** para evaluar de manera formativa la teoría vista; el título será **“How to Write a Direct Citation”**. Conforme los estudiantes completen el rompecabezas, podrá apreciar cómo hacer una cita usando una fuente con el formato MLA. En el siguiente punto (d.), se detallará la imagen por utilizar en este rompecabezas. El URL es el siguiente: <https://www.jigsawplanet.com/?rc=play&pid=1e47b4c7de37>

c. En relación con el punto mencionado anteriormente (c.), el docente adaptará la imagen alusiva a una cita sobre el uso de la red social *Facebook* en el aula y la cual ejemplifica el formato MLA. La imagen será editada con *Gimp* para adaptarla y titularla **“How to Write a Direct Citation”**. Los estudiantes deberán construir la imagen relacionada con la teoría de la clase. El URL donde se encuentra la imagen de la cita es el siguiente:

<https://tacomacc.libguides.com/c.php?g=373227&p=2522369>

d. La siguiente presentación, cuyo formato será de folioscopio inscrito con la herramienta digital **Flipsnack**, se titula **“The Features of Good Essays”**. Este desplegable digital explicará aspectos tales como el formato de un ensayo, el formato de un esquema (**“Outline”**), y recomendaciones puntuales de cómo seleccionar fuentes para elaborar un ensayo. El URL es el siguiente: <https://www.flipsnack.com/narrativas/features-of-good-essays.html>

e. Los estudiantes podrán ver un video titulado **“Writing Workshop: Formatting Quotations”** sobre el uso correcto de las comillas a la hora de redactar citas con fuentes siguiendo el formato MLA. Otros temas secundarios tratados en el video

son: puntuación, uso de mayúsculas, y redacción de citas. El contenido del video será usado en un ejercicio de corrección de errores dentro de la herramienta **LearningApps.org**. El video es tomado de la siguiente fuente:

Why We Read. (2018). *Writing Workshop: Formatting Quotations*. [Video].

Recuperado de: <https://www.youtube.com/watch?v=ASAxEqIqCnM>

El URL del recurso es el siguiente: <https://learningapps.org/14591662>

f. El último recurso multimedial será el logotipo de la firma del profesor e incluirá el texto "**César N.**". Dicho logotipo será hecho con la herramienta **Cooltext**. Esta firma todavía no ha sido hecha y posteriormente se añadirá el URL. Es importante aclarar que este recurso aparecerá al final de las tres clases de la Unidad 1.

g. El docente publicará un banner con el título de la clase 2 "**The Essay**" al inicio. El banner será hecho con la herramienta digital **Bannersnack**.

El URL es el siguiente: <https://share.bannersnack.com/b13f4iit/>

Actividades evaluadas

Esta clase tendrá dos actividades evaluadas: un foro grupal y un trabajo escrito entregable con el recurso Tarea de *Moodle*. En cuanto a la tarea evaluable, los estudiantes deberán diseñar un esquema con base en un ensayo suministrado por el docente. Cabe señalar que los estudiantes aprecian leer ensayos redactados por estudiantes de años superiores. Esto es más significativo que leer un ensayo de un texto comercial y no contextualizado a la realidad costarricense.

Objetivo del Segundo foro

- Presentar el tema tentativo en el cual se basará la redacción de un futuro ensayo basado en efectos.
- Suministrar realimentación positiva a los compañeros del curso.

Foro 2

Consigna del foro 2:

a. Con base en el concepto de escritura académica y no formal, haga un aporte en el foro grupal con el fin de comunicar el tema por desarrollar en las futuras lecciones de este curso. El tema debe tratar sobre efectos de una temática, por ejemplo, tres efectos del cambio climático o de los trastornos alimentarios.

b Además de indicar el tema de su elección, debe responder a las siguientes dos preguntas: *¿Qué lo motivó a elegir el tema? ¿Qué tipo de fuentes consideraría para redactar las citas dentro del futuro ensayo de efectos?*

Objetivos de la tarea evaluada

- Sintetizar las ideas centrales de un ensayo.
- Diseñar un esquema de ensayo de cinco párrafos.

Tarea evaluada 2

Su tutor le proporcionará un ensayo. Debe leerlo cuidadosamente. Identifique las partes de un ensayo académico: **(1)** párrafo de introducción, **(2)** idea central al final del párrafo introductorio, **(3)** los tres párrafos de desarrollo, **(4)** y la conclusión.

Diseñe el esquema para este ensayo con base en el punto anterior.

Clase 3: “Two Rhetorical Patterns”

Objetivos de la clase 3:

- Diseñar un mapa mental como actividad de pre-escritura de un ensayo de causas.
- Diseñar un diagrama Venn como actividad de pre-escritura de un ensayo de contraste.

Contenidos:

Parte A

Ensayo basado en efectos (tres efectos o consecuencias)

Parte B

El ensayo de contraste (tres diferencias principales)

Bibliografía

a. La tercera clase se base en la fundamentación del módulo de la unidad 1:

Navas, César. (2020). *Principles of Paragraph and Essay Writing*. Versión 1.0

b. Un ensayo de contraste titulado “***Differences Between Conventional Medicine and Traditional Medicine,***” el cual será leído por los estudiantes con el fin de diseñar un esquema. El ensayo proviene del siguiente blog sobre el aprendizaje de la composición titulado:

Academic Help, Write Better. (01 Feb. 2019). *Differences Between Conventional Medicine and Traditional Medicine*. Blog. Recuperado de <https://academichelp.net/samples/academics/essays/compare-contrast/medicine.html>

Recursos multimediales

a. El primer recurso multimedial será la fotografía del tutor al inicio de la primera clase. El nombre del archivo será **Navas_Cesar_Fotografía.jpg** y aparecerá al inicio de la clase, en la esquina superior izquierda. Al pie de la imagen irá el nombre del tutor. Es importante aclarar que este recurso multimedial aparecerá en las otras dos clases de la Unidad 1.

b. El juego de asocie interactivo titulado “***Reflecting on my Progress***” se implementará como una autoevaluación formativa y no sumativa en esta clase; por lo tanto, por medio del recurso digital **LearningApp.org**, los estudiantes completarán una actividad incrustada en el EVA para asociar conceptos teóricos con la definición correcta. El URL es el siguiente: <https://learningapps.org/14592203>

c. Como el objetivo de este curso virtual es innovar el proceso de escritura, el docente incrustará un mapa mental titulado “***The Effects of Bullying in High School***” con la herramienta digital **Coggle** y así ejemplificar lo que los alumnos deberán hacer posteriormente. Dicho mapa mental reforzará la etapa de pre-escritura de un ensayo de efectos. El URL del mapa mental es el siguiente:

<https://coggle.it/diagram/Xotz46gqP3wqBZam/t/effects-of-bullying-in-high-school/bbd38ca3d92251dac29000f8a4f66a9cefd7c5f2802f3c72a7433b61fc8b3252>

d. El docente creará un diagrama de Venn titulado “**Summary Writing Versus Essay Writing**”. Por medio de la herramienta **Lucidchart** el docente explicará la importancia de los diagramas de Venn como actividad de pre-escritura de un ensayo de contraste. Una versión muy básica y preliminar de este diagrama de Venn basado en **diferencias** se puede acceder a esta herramienta digital por medio del siguiente enlace:

<https://app.lucidchart.com/documents/view/8b76d525-cb2c-4ffe-9d20-e238a6b00dfd>

e. La presentación corta titulada “**The Contrast Essay**” por medio de **Google Slides** se usará para explicar algunos aspectos centrales de la teoría en la elaboración de un ensayo de contraste de cinco párrafos y a su vez contendrá instrucciones de la importancia de hacer un diagrama de Venn en la etapa de pre-escritura. El URL es el siguiente: <https://docs.google.com/presentation/d/e/2PACX-1vRXrK5Rc7VpTGU4fdSO6X8xqjrD-ornwEXgJ9XalqfkySp7Sqp3cfPWocp-RAo8vPNgOImzMvIDNSNC/pub?start=false&loop=false&delayms=3000>

f. El último recurso multimedial será el logotipo de la firma del profesor e incluirá el texto “**César N.**”. Dicho logotipo será hecho con la herramienta **Cooltext**. Esta firma todavía no ha sido hecha y posteriormente se añadirá el URL. Es importante aclarar que este recurso aparecerá al final de las tres clases de la Unidad 1.

g. El docente publicará un banner con el título de la clase 3 “**Two Rhetorical Patterns**” al inicio. El banner será hecho con la herramienta digital **Bannersnack**. El URL es el siguiente: <https://share.bannersnack.com/b7n52mmm/>

h. Al final de la Clase 3 se incorpora una imagen alusiva a la celebración del Aniversario 80 de la Universidad de Costa Rica. El nombre del archivo es **UCR_aniversario.jpg** El motivo de incorporar esta imagen es la importancia de ilustrar visualmente dentro del EVA que el curso pertenece a dicha casa de educación superior.

Actividades evaluadas

Para la clase 3, los estudiantes deberán participar en un foro y además elaborar un diagrama Venn como tarea evaluada.

Objetivos del tercer foro

- Publicar un mapa mental para el ensayo de efectos.
- Intercambiar realimentación con los demás compañeros del curso.

Foro 3

Consigna del foro

a. Como parte del proceso de escritura, deberá elaborar un mapa mental para exponer los tres efectos del tema de su elección, por ejemplo, tres efectos de la emergencia sanitaria a raíz del Covid-19 en la educación. Agregue ideas secundarias y ejemplos.

b. Una vez hecho el mapa, deberá hacer una entrada en el foro incrustando el mapa y explicando brevemente su contenido. Deberá además leer los mapas de sus compañeros y hacer al menos dos comentarios o preguntas sobre sus temáticas.

Objetivos de la tarea evaluada 3

- Crear un diagrama de Venn con al menos tres diferencias entre dos elementos.
- Intercambiar realimentación con los demás compañeros del curso.

Tarea evaluada

Antes de escribir el esquema de su ensayo, deberá elaborar un diagrama de Venn con la herramienta **LucidChart** o alguna otra que ha manejado antes con el fin de explicar las tres diferencias entre los dos elementos de su tema, por ejemplo, universidades públicas versus universidades privadas.

4. Redacción de las Clases



Tutor: César Navas

Lesson 1:



PART A: The Writing Process

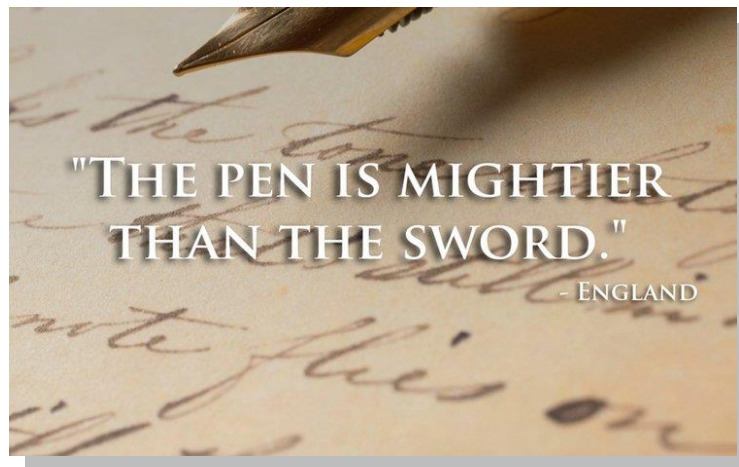
Welcome!

Dear students, let me introduce this unit by sharing an anecdote with you. Many years ago, I was invited to revise several essays at the Ministry of Public Education. They were written by potential candidates who wanted a position as English teachers in public schools in Costa Rica. We had more than three hundred papers to revise by using a rubric. The guidelines were clear: They were requested to write an in-class essay about education. I checked approximately ten essays, but there was something unusual. All the essays had completely different formats, length, register, and levels of sentence construction; amazingly, some ranged from three to eight pages. One of the evaluators explained that most candidates have not taken formal instruction in writing, and the essays proved it right. It was really hard to grade them!

As English majors, on the other hand, you will be asked to write an essay in real-life contexts. Think of letters of acceptance as part of the admission process of a graduate program; also, some of you will face a similar task if you need to work for a multinational company. Writing a formal essay is a requisite in many contexts, and you need to be prepared for it. So, let's work on it from now on!

These following three lessons are based on the [Module of Unit 1](#).

The Concept of Writing



Source: www.awesomeinventions.com

Writing has been an essential part of humankind for centuries. No matter the channel or medium of communication in which people have transmitted their knowledge or ideas, this is a skill that has a powerful effect on the writer and the reader. There is an English proverb that says: "***The Pen is Mightier than the Sword.***" We can communicate powerful messages, emotions, feelings, knowledge, among others, by implementing a series of writing conventions that make us understood by others. This is what this e-course is all about: the use of writing principles that make our written ideas coherent and cohesive.

So, learning a foreign language has four macro skills and four micro skills. The macro skills are: listening, speaking, reading, and writing, according to the order in which they are acquired. The micro skills are: vocabulary, grammar, and pronunciation. Culture is the fourth micro skill. In the case of the writing skills, it is enriched mainly by vocabulary, grammar, and to some extent, our notion of cultural aspects and our experience of the world; this is called background knowledge.

Let's begin with a hands-on exercise. First, you are going to read and reflect on three proverbs of writing. Then, you will create yours. Be creative!

Exercise 1: Reflecting on three definitions of writing

The following proverbs about writing were expressed by well-known writers (Source: www.inc.com). Read the three sayings and reflect on the answers to these

questions: ***Which one did you like the most? Do you agree or disagree with these proverbs? How would you interpret them?***

"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that." –by Stephen King

"Either write something worth reading or do something worth writing."

--by Benjamin Franklin

"No tears in the writer, no tears in the reader. No surprise in the writer, no surprise in the reader." –by Robert Frost

Exercise 2: “My Personal Definition of Writing”

What does writing mean to you? Think of your own definition of this important skill. You may come up with a short definition or even an original proverb. By accessing the QR Code below, you will see an interactive wall. Then, post your definition or proverb. Also, include your name and a picture to illustrate your idea. Follow your professor’s sample post.



It is now time to continue with the content of this e-class. As writing students, you must know about the crucial elements that academic texts should incorporate implicitly. Read the Word Cloud below and try to identify the SIX elements of Writing. Can you see the six terms? Access the link below to see the large version of the Word Cloud.



Did you find the six target words? Well, to make sure you identified them, the six elements of writing are: PURPOSE, AUDIENCE, CLARITY, UNITY, COHERENCE, and COHESION.

Interestingly, in many real contexts, there are speakers who are good at transmitting their knowledge in the oral mode; however, they may fail to do so in the written mode. This situation may occur otherwise as some people make themselves clear when they write their ideas. Keith S. Folse et al (2015) list the following elements in writing; just click on the treasure map below:



The elements of writing are related to the following topic, but before reading about it, let's review the following entry that defines the word QUEST:

Quest: Noun. (1) A long search for something that is difficult to find, or an attempt to achieve something difficult.

Taken from the Cambridge English Dictionary

The Quest of the Writing Process

So, we can say that **writing is a quest** because it is a long, time-consuming, and difficult journey...**it is somewhat painful sometimes**. Up to this moment, you have the basic knowledge of writing conventions from the previous writing course: LM-1235 English Composition I. You have written a few paragraphs with the level of complexity of a second-year course. **So, it is time now to move on...and move up**. This means you are going to learn how to improve your writing skill and learn to develop a summary paragraph and four academic essays.

In fact, you are going to take time to follow some steps because writing is a never-ending process. **Writing cannot be seen as a product. WRITING IS A**

PROCESS...and we are going to develop a process approach in this course...**a VIRTUAL process approach.**

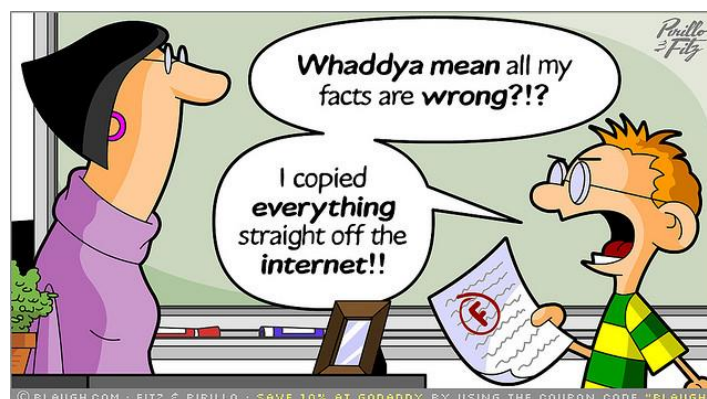
Access this QR code to get acquainted with all the steps of this quest!



So, in your opinion from an English student, what is the most difficult step of this process? Which is the easiest step for you? Think of your previous experience as a student of English or any other language. By following all the previous steps carefully and thoroughly, novice writers will avoid one of the most pervasive problems in writing: **plagiarism.**

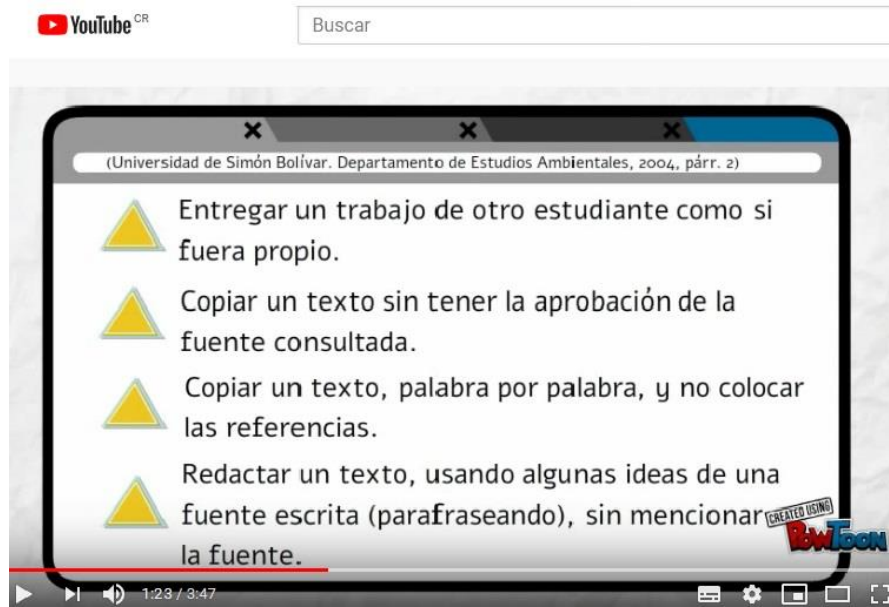
Plagiarism: An Academic Crime

Plagiarism can be defined as the unethical use of somebody else's words as yours without acknowledging the source. In the case of novice writers, this may occur at failing to use direct or indirect citations; the incorrect use or even omission of single and double quotation marks may lead to plagiarism. Failing to paraphrase may constitute a case of plagiarism as well. What do you think of the image below?



Source: Cartoon by Fitz & Pirillo (Blaugh.com)

Now, you are going to watch a video clip about plagiarism; it was produced by SIBDI (*Sistema de Bibliotecas, Documentación, e Información*, UCR). This video clip is in Spanish as this is the official language at UCR.



Source: <https://www.youtube.com/watch?v=BQECxpbrXLc>

Once we have learned about basic concepts of writing, let's start to learn how to write an academic paragraph.

The Basics of an Academic Paragraph

What is a paragraph?

A paragraph is a group of unified and coherent sentences that develop a given topic. The topic of a composition may be developed by choosing a rhetorical pattern, which is a specific way of organizing and presenting information; for example, a process paragraph includes several ideas on how to follow a series of steps (e.g., how to prepare for a job interview or how to create a Wiki). There are many types of rhetorical patterns: classification, narration, process, definition, and the like. However, in this initial unit, you will focus on three types of texts:

- An academic summary paragraph
- An effect-based essay
- A contrast-based essay

It is now time to close this e-book and learn about the parts of an academic paragraph. Open the following presentation and learn to develop all the components of a paragraph.

Parts of a Paragraph

Although a paragraph may contain several sentences, in this part of the course, you will be required to write a summary with at least fourteen or sixteen complete and meaningful sentences. This depends on how you summarize the original text; for example, your paragraph may have a couple of initial sentences and a topic sentence, three supporting ideas, three explanatory ideas (three or four sentences for each supporting idea), and a concluding sentence. Overall, your composition will have fourteen complete sentences. You will find a sample paragraph later in this virtual lesson.

Writing an effective topic sentence

Your first task is to structure your paragraph. Then, you need to write an effective topic sentence. This is a very important part of the process. The topic sentence is the most general sentence of your composition as it summarizes its content. A good topic sentence has two elements: (1) the topic itself and (2) the controlling idea. Let me illustrate these concepts with a clear example. To do so, take a good look at a painting by the artist Rene Magritte (1928). This unusual painting is called *The Lovers*.



Source: <https://www.renemagritte.org/the-lovers-2.jsp>

Let's suppose that you are required to write a descriptive paragraph based on this painting. Before writing the topic sentence, you need to think about the topic and controlling idea. (1) **The topic**: in this case the topic refers to the title of the painting to be described. (2) **The Controlling idea**: this is a word or phrase (adjectives) that indicates the writer's opinions about the topic (for example, boring, ugly, beautiful, mysterious, interesting or amazing, and so on). Remember! Your controlling idea leads the content of your description.

Weak versus strong topic sentences

Well, time to go back to our topic at hand...

A careful writer knows how to differentiate weak from strong topic sentences. A weak topic sentence is sometimes too general or too specific. Read this example: **"The Lovers" is a nice painting.** What does the writer mean by "nice"? "Nice" is a very general and, to some extent, vague word.

"The Lovers" is a painting by Rene Magritte. This topic sentence does not say anything new. What is its controlling idea?

A good topic sentence, on the other hand, contains an effective controlling idea. What do you think about this example?

"The Lovers" by Rene Magritte is a mysterious painting that shows an ambiguous scene.

Notice that the quotation marks enclose the title of the painting. You may use italics or quotation marks to indicate that it is a proper name.

In this case the topic itself is the title of the masterpiece while the controlling idea includes the words "mysterious" and "ambiguous." **Important!** A question is never the topic sentence of a composition; however, it may be a catchy sentence to get your reader's attention. After this, you can now write your topic sentence.

Failing to choose a clear controlling idea and a topic sentence may be the effect of skipping an important step of the writing process: Brainstorming on your topic.

Brainstorming: Video about Brainstorming

Once you have chosen a topic, you need to do a brainstorm to generate possible ideas (words, phrases, causes, effects, reasons, problems, solutions, and the like).

There are many ways to come up with possible ideas. This video about brainstorming will give you some tips to do so.



Source: <https://www.youtube.com/watch?v=yAidvTKX6xM>

So, what brainstorming technique is the most appropriate or feasible for you? After this step, the next part of the process is to create an outline.

Outlining

Have you ever thought of your ideal house? What would it be like? When you want your ideal house to be built, your architect must plan a sketch beforehand. No one can structure a house without a thorough design. A similar situation takes place with writing. As writers, your next step is to prepare a preliminary plan for your composition. This plan is called outlining. An outline is a sketch in which you write words or phrases to guide your supporting ideas, minor details, and examples.

Let's explain this with a clear example. Let's suppose that you need to write a paragraph on the negative effects of pollution. You already have your topic sentence, but you have NOT written all your composition yet. A sample outline will look like this:

Title:

Topic sentence:

I. Supporting idea 1

II. Supporting idea 2

III. Supporting idea 3

Concluding sentence:

Sample Paragraph and its Outline

The following paragraph was written by your professor. Read it carefully and compare it with its outline.

The Influence of Technology in Sports: Is it Really Fair?

Technology should not directly influence the world of sports nowadays, and three examples illustrate this. The first case involves FIFA's decision on replaying videos during soccer matches. In fact, this aid is currently on the brink of being used at the World Cup in Russia, and the controversy has rapidly taken place as opponents argue this will negatively interfere with the pacing and natural emotions of a match. The second example deals with the use of high-tech prostheses among professional runners. For non-paralympic competitors, the use of carbon fiber prostheses gives them a totally unfair advantage; a similar effect is seen with state-of-the-art suits among professional swimmers. Thus, many people think such amputees should exclusively compete with other paralympic participants. A third case has to do with the design and manufacture of 3D printed personalized shoes for elite sports players, being this the case of marathoners, short-distance runners, and even tennis and basketball players. Even though these products are aimed at improving players' performance and endurance, some others think this is unfair for competitors without enough resources to afford this high-tech footwear. So, to what extent may technology influence competitions? Perhaps, there is not a definite answer, but no one can deny that technological advances such as video replays, carbon fiber prostheses, and 3D printed personalized shoes will have an impact on the world of sports from now on as professional players are pushed harder to succeed and remain on top positions.

Title: The Influence of Technology in Sports: Is it Really Fair?

Topic sentence: Technology should not directly influence the world of sports nowadays, and three examples illustrate this.

I. Technology and Soccer Matches

II. High-tech prostheses

III. 3D printed personalized shoes

Concluding sentence: Perhaps, there is not a definite answer, but no one can deny that technological advances such as video replays, carbon fiber prostheses, and 3D printed personalized shoes will have an impact on the world of sports from now on as professional players are pushed harder to succeed and remain on top positions.

Once this first component of the lesson is covered, we are going to continue with a more challenging writing pattern; it is called the Summary Paragraph.

The Summary Paragraph

Summarizing is not a rhetorical pattern per se. Instead, it is a learning strategy we have always used to synthesize a larger text into a shorter one. However, we need to summarize the original content by using **OUR OWN WORDS**. When we summarize a text, we cannot combine our own sentences with the author's original ones in order to avoid plagiarism. Since we will not insert citations or quotations at this point, it is a must to **EXPLAIN AND SUMMARIZE WITH OUR OWN WORDS**.

The resulting summary paragraph must include the references at the end of the text. List the source under the title "Works Cited" to refer to the original text being summarized. Also, to write a good summary paragraph, one must paraphrase the author's original text. Regarding this strategy, Smalzer (1996) explains that to paraphrase, novice writers should

"use their ideas, but express them in your own words, for two reasons: First, you want your audience to know that you understand the ideas and are not just copying them for the text. Second, direct quotations from other writers do not belong in pieces of paragraph length. Quotations can be used effectively in essays and other longer pieces" (p. 17).

Coherence and cohesion play a key role while summarizing. To achieve this, there are key words and phrases that function as signals and make the summary more coherent and smooth. Read the list of useful language to summarize:

The words of this original author can be summarized by saying that...

In short...To begin with...To sum up...To wrap up this idea...

For the most part... Secondly, the author explains... He or she argues...

Then, ... Consequently,... In fact,... Finally,... Summing up, ...

Now, to practice this topic, we are going to carry out an activity on transitions.

Interactive Activity: Guessing Transitions in Context. You are going to read a paragraph was written by your professor. This activity consists of filling the blank spaces with the missing transition words/phrases or connectors. Pay attention to the surrounding words or phrases as well as punctuation marks before choosing the correct transitional word. Keep in mind that you cannot repeat any word or phrase.

[You may access this game here.](#)

After completing this activity, it is time to get familiar with a sample summary paragraph. This is crucial because we are going to write a similar text at the end of the lesson.

Sample Summary paragraph:

Interactive Activity: In order to do this activity, follow the following steps:

1. First of all, read the original essay entitled “Should Students Download Content?”
2. After reading the essay, you will play an interactive game in which you need to match the correct order of the six sentences that summarize the essay. The summary was adapted from <http://user.keio.ac.jp>.
3. You may access the matching game by clicking on the icon below:



It is now time to work on grammar, so turn this page.

PART B: The Syntactic Errors in Sentence Writing

Grammar Capsule

Novice writers often make mistakes in regard to sentence formation. These mistakes are referred to as syntactic errors. Basically, there are three main errors: Fragments, Comma Splices, and RUN-ON sentences or, commonly known as FUSED sentences. There is a fourth type called unparallel form or parallelism. A sentence is a complete idea that clearly expresses a thought until an end mark is written (period, question, or exclamation mark). Example:

I visit my doctor when I feel sick.

How does it differ from a fragment?

A fragment is an INCOMPLETE thought. Sometimes a fragment misses a subject, a verb, or both a subject and a verb.

When I feel sick.

Even though many students make an effort to obtain good grades.

How can you correct the two sentences above? Well, think of the structure Subject + Verb + Predicate.

What is a sentence Comma Splice?

A comma splice occurs when two independent ideas are joined with a comma. This is a very common mistake in academic writing.

College writing is very challenging, it is time-consuming. (Comma Splice)

To correct the Comma Splice, you need to implement one of these corrections:

1. Separate the sentences with a period.
2. Join sentences with a comma followed by a coordinating conjunction.
3. Join sentences with a semicolon.
4. Join sentences with a connecting word and correct punctuation marks.
5. Join sentences with a subordinating conjunction and correct punctuation.

Correcting a Fused sentence or RUN-ON:

A fused sentence is also known as a RUN-ON sentence. A fused sentence occurs when two independent clauses are joined without any punctuation.

Academic writing is challenging it is not an easy task.

To correct Fused sentences, we need to apply the same rules seen with the case of Comma Splices. How would you correct the previous sentence?

Problems with Unparallel Sentences

Let's read the following sentence:

Pedro likes to read, dance, listen to music, and also, *riding his motorcycle*.

What problem can you identify in this sentence? Notice that there are three parallel verbs, which are: read, dance, and listen. However, the last verb, “**ride**” is not parallel. So, there is a problem with parallelism. This mistake takes place with various verb forms. To fix the sentence, we can correct it like this:

Pedro likes to read, dance, listen to music, and also, **ride** his motorcycle.

Learning about these four types of syntactic errors is extremely useful, especially if you will work on academic or formal contexts. For this, we are going to put into practice what we learned in the previous step.

Interactive Game: *Identifying Sentence Errors*

To finish this grammar review, carry out a short interactive activity quiz and identify each syntactic errors by choosing the correct option: fragment, comma splice, run-on sentence, and parallelism. To play this game, read the question carefully and choose the alternative that you consider correct. You will receive feedback at the end of the game. [Access the game here](#).

Well, we have learned the basic aspects behind academic writing and you have written your first summary paragraph in English. These principles will be helpful to start learning about a more challenging task in our next e-lesson: how to write a five-paragraph essay. Let's continue with this quest!

EVALUATED ACTIVITIES:

Breaking This Virtual Ice!

FORUM

It is now time to get familiar with the class:

Introductory Forum 1: Introducing Myself to my Classmates

1. Introduce yourself to the rest of the class and share the reason(s) why you study English. Comment on your course expectations, likes or dislikes, among others.
2. ***How do you see yourself as a writer? What strengths and/or weaknesses do you have as a writer?***

Instructions: You have five days to post your entry. While writing your entry, keep in mind that you need to monitor your grammar, spelling, punctuation, and mechanics. Also, read and reply to at least two of your classmates' entries. This activity is mandatory but non-graded. I am looking forward to reading your posts!

TIME TO START WRITING!

EVALUATED ASSIGNMENT

As our first evaluated assignment of this e-lesson, you need to write a summary paragraph in which you apply all the principles learned so far. To begin with, **you need to access a text by clicking on the image below:**

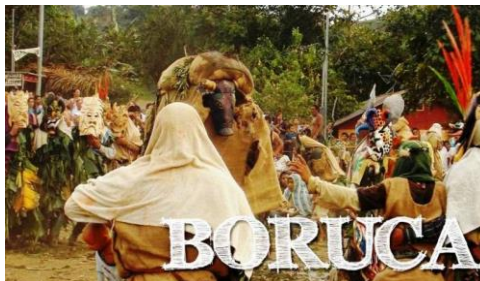


Image taken from: <https://enchanted-costarica.com>

You will open text which is an adaptation from an article written by the Costa Rican linguist Damaris Castro. The task consists of summarizing its content in

approximately 12-14 sentences. Write a title, three supporting sentences, and a concluding sentence. Monitor your grammar, spelling, content, and organization. Keep in mind that you need to paraphrase. Also, you need to prepare an outline. You may consult [The English Cambridge Dictionary](#) if you have doubts. Also, if you need to review the rules of a punctuation mark, visit [The Punctuation Guide Below](#).

Additional instructions: Once your summary is ready, save the document and label it as **LAST_NAME_NAME_SUMMARY.Doc**

Use the tool “Assignment” or “Tarea” in the virtual classroom and post the file there.

Evaluation: Your professor will use an evaluative rubric to grade your paragraph. To read its content, access the bottom below:

Evaluation Scale

SOCIAL NETWORKING: TWITTER

Write a Tweet in which you post a brief comment on the experience of writing a summary paragraph. React to one of your classmates' publications. Use the hashtag #englishcomposition2

Deadline: You have 8 days to carry out this task.

CÉSAR NAVAS BRENES

Bibliography

The readings and the useful website included in Lesson 1 are:

Castro, Damaris. (2008). Revista Letras. ***Brúncakh Tek: An Extinct Language***. Letras n.º 43, pp. 51-74.

Penn, Jordan. (2011-2020). ***The Punctuation Guide***. A Summary on Punctuation Marks.

Zernike, Kate. (2003). The New York Times. ***Students Shall Not Download. Yeah, Sure!***

CLASS 2:



PART A: What are the fundamentals of essay writing?



Tutor: César Navas

Welcome!

Introductory comment

Let's work on a more challenging writing task. So far, we have written paragraphs. Do you remember your first paragraph in English? What was it about? So far, you have been developing short texts with an approximate length of 8-10 sentences. Now, in LM-1245 Composition II, we are marking an important transition.

We are taking a bigger step! That is, from now on we are going to write essays by using the MLA format, as this is a topic included in the [MODULE OF UNIT 1](#). This topic is going to be presented and divided into two parts:

- (1) What is an essay?
- (2) How can we write essays with the MLA style?

What is an Essay?

You will learn that an essay is a type of text that requires a higher level of planning and construction. In academic writing, an essay allows the writer to express his or her thoughts in a more flexible and organized form: you have more room for communication! However, we never write an essay without proper preparation. If it is probably hard for you to write an academic paragraph, you need to be even more careful to plan a five-paragraph essay.

Briefly, an essay is a series of related ideas that develop and support the writer's point about a topic. In this course, you will write essays with five paragraphs each. The skills to write a paragraph will also help you develop an essay.

The Components of an Essay

The Introduction of an Essay

The first paragraph is an introduction. It usually has four or five sentences. This intro contains the Thesis Statement, being this the one-sentence summary of your essay. It contains the **MAIN IDEA** of your entire essay. To some extent, it is as important as the Topic Sentence of an individual paragraph. The thesis statement mostly appears at the end of the introductory paragraph. It stands as a complete and meaningful statement, and usually it does not include a transitional signal that makes it seem to depend on a previous idea. It is worth mentioning that an interrogative sentence will never be a thesis statement.

The introduction of an essay is a short paragraph and it has to...

- introduce or present the topic to your audience
- include catchy sentences to attract the reader's attention to your writing (this is usually the first sentence)
- give background information about the topic
- include the Thesis Statement, in most cases, at the end of this paragraph

The Body of an Essay

The body contains three longer paragraphs with a similar length. The three paragraphs must include an appropriate topic sentence, being the first sentence of each body paragraph. From now on, we pay attention to both: **ONE thesis statement** and **THREE topic sentences**. The different sentences of each paragraph must support each topic sentence, and overall, all the paragraphs must support your thesis statement. The concluding sentences must briefly re-state the content of the topic sentences.

The Conclusion of an Essay

The last paragraph, which usually consists of three or four sentences, sums up the content of the entire essay. Sometimes, novice writers underestimate the

concluding paragraph; in other words, the essay is well-written but its concluding paragraph is too weak, almost meaningless and repetitive. Good essays finish with memorable conclusions. At this point, we are going to see these aspects on a sample essay.

The following sample essay is entitled ***The Effects of a Lack of Sleep*** (Source: www.academichelp.net). Read the essay and reflect on the format of this type of text.

As you read, try to identify three important sentences:

1. **The thesis statement**
2. **The three topics sentences**
3. **The concluding sentence**

Click on this icon to display the text:



It is now time to see if you could identify the key sentences correctly.

Analysis of the Previous Essay

You may observe that the first paragraph contains the introduction to the topic at hand; that is, the consequences of having such busy life on our sleeping habits and wellbeing. Now, this intro follows a golden rule related to formal writing:

The first sentence of an essay must be a catchy idea. This element is particularly important as it attracts your attention; just by reading the phrase "a lack of sleep seems pervasive," you want to read more.

Remember! To begin an introductory paragraph with a catchy question is valid; however, an interrogative sentence should not be the Thesis Statement of an essay, at least in the academic context. Now...going back to the exercise, you may check your answers now:

1. Thesis statement: The most common effects of sleep deprivation are drowsiness during the day, experiencing microsleeps, a difficulty concentrating, impulsive behavior, a difficulty learning, and lower physical immunity.
2. The three topic sentences are:

TS 1: Drowsiness is a noticeable effect of a lack of sleep.

TS 2: In addition to regular drowsiness, we can experience microsleeps due to sleep deprivation.

TS 3: In the same vein, concentration becomes more difficult with a lack of sleep.

3. The concluding sentence is:

There are many other effects that could be listed when speaking about how a lack of sleep affects our well-being; however, these examples are the most apparent.

So, the main idea of this lesson is to keep in mind the structure of a good essay:

- Effective title
- Good introduction
- Good conclusion
- The basic framework of a five-paragraph essay (the body paragraphs)
- Types of sources to quote in an essay
- The Framework of an outline

Now that you have learned the basic of an essay, let's pay attention to its various features.

The Features of Good Essays

A good essay needs to have a memorable title, an effective introductory paragraph, and a catchy concluding paragraph. The body is, similarly, enriched by the quotations that the writer includes. The selection of effective and up-to-date sources is a must.

1. Effective Titles

Read the title below. What do you think about it?

Three effects of vaping.

It is not a correct title because...

- it is not very interesting,
- the content words are not capitalized,
- it does not refer to negative OR positive effects,
- it is a phrase with an end mark,

- it is italicized, and
- it is boldfaced.

2. Effective Introductions

The first sentence of your essay should have an impact on your reader's interest. It also leads the context and introduces your thesis statement. Read this effective introductory sentence. It is based on a direct quotation:

As the well-known British leader Winston S. Churchill once wrote, "healthy citizens are the greatest asset any country can have."

3. Effective Conclusions

A very frequent mistake in paragraph writing occurs when the writer REPEATS the content of the topic sentence. The same mistake takes place when writing a five-paragraph essay. Do not repeat the first paragraph; your audience has already read it! On the other hand, a concluding paragraph has 3-4 sentences that sum up the entire text; summarizing is not necessarily repeating.

All the aspects explained before will be mended from now on; in other words, it is now time to learn about the basic elements of an essay outline as you will read the sample outline of the essay you read before.

4. BASIC Essay Framework

A basic outline for a five-paragraph essay will look like this:

MLA Heading	Title	(Last name + page number)
I. Introduction		
Thesis statement:		
Body		
II. Topic sentence (second paragraph)		
A.		
B.		
III. Topic sentence (third paragraph)		
A.		
B.		
IV. Topic sentence (fourth paragraph)		
A.		
B.		

V. Conclusion

SAMPLE OUTLINE

Keep in mind that outlines may vary depending on one's topic, major and minor ideas, details, and examples. Also, you may have short or long quotations. So, there is not a fixed number of sentences.

The next two pages illustrate a sample outline based on the following topic: Being sleep deprived. Remember: It is just a **SAMPLE** outline! You need to create yours.

What a Lack of Sleep Does

I. Introduction

Thesis Statement: Being awake for 24 hours even once in a long period of time has three unpleasant effects on college students' health and on their grades.

Body

II. Physical and mental effects of sleep deprivation

A. Fatigue and bad mood

B. Inability to focus and make decisions

1. Having a foggy brain

2. Unclear thinking

III. Effects of sleep deprivation compared to mild concussion: a research study

A. Blood exams reveal a correlation between neurochemical markers and brain damage

B. Dysfunctional sleep injures the brain

IV. New research: An increase in the levels of dopamine as a compensatory response to sleep deprivation

V. Conclusion

5. Looking for GOOD sources

Designing a good outline is as important as selecting good sources for our future essays. Writers should know about two major concepts in writing: facts and opinions.

A fact is a piece of information that is true according to evidence. An opinion is somebody else's perception or point of view regarding a particular topic. A good essay combines both types of information. For this reason, a good writer enriches his or her paper by using in-text citations from different sources (books, journals, and so on).

How can I identify good source? To know if you are using reliable sources, answer the following questions: Is the source academic? Is this book written by an expert on this field of study? Am I consulting an academic journal? Who is the author you are quoting? How correct is the information? How does the information relate to the topic of your essay? When was the information written? 5 years ago? 20 years ago?

6. Types of sources

Writers should look for three or four sources. This is a time-consuming task, so do not procrastinate. After deciding on a topic, you need to look for some sources:

1. One book or chapter of a book
2. An academic article
3. A newspaper article

Sometimes, a topic is great but finding sources is not easy!

7. A basic definition of QUOTING

When you quote, you use the exact words of an expert or another person whose message is relevant to your essay. You use quotes when a specific idea definitely enriches your writing and supports your message. Also, you may paraphrase. You may write a direct quotation or an indirect one. Writers **MUST** acknowledge all their sources, in this case, by using the MLA format. If you use somebody else's words without citing properly, this is called plagiarism.

SUMMING UP...

This e-booklet has summarized our path from now on. We will now develop each stage thoroughly. I know you have lots of questions. The idea is to lead you through this process **STEP BY STEP**. So far, you have decided on a tentative topic for our first essay: the **EFFECT-BASED ESSAY**. Now, to formative evaluate the theory seen so far, carry out the activity below.

Interactive game: Let's Take a Break and Play!

In order to see how much you have learned up to this moment, open the following game and read the questions carefully. To earn more money, try to answer as many questions correctly as possible. Each question has four options to choose from. Time to start! [Click here to access the Who Wants To Be a Millionaire Game!](#)

Class 2: PART B

The MLA Writing Style

When writing an essay, one must follow a formal system of conventions in order to have a unified text that can be read easily globally. Perhaps, the most important formats are the MLA (Modern Language Association) and the APA (American Psychological Association). As English majors, you need to learn how to manage both formats. Some of you may study literature or teaching; depending on your area of expertise, a certain format will be used in your academic career.

Thus, from now on, we are going to use our sources and enrich our essays with in-text citations in the body. However, you may also incorporate a citation or quotation in your introduction and conclusion.



Source: Google Images

Taking the First Step...A Crucial Step!

In this course I will ask you to decide on a topic of your choice and identify the THREE effects of an issue. For homework, you have to look for three

sources...varied sources: a book or chapter from a book, an academic article from a journal (“revista científica”), and a newspaper or magazine article. By magazine or newspaper, I mean NatGeo or The Washington Post. Sometimes, we are in a hurry and browse the Web for any text that fits our topic. The job is done...**supposedly!** Then, while writing our essay, we encountered an obstacle: that piece of text is not academic or we have trouble writing the reference since it lacks all the elements to cite or list in the Work Cited page. At this point, writing the essay now becomes a painful and time-consuming task as we need to look for better sources.

The Use of Quotation Marks with MLA Citations or Quotations

Perhaps, one of the most challenging aspects that many novice writers usually struggle with at the beginning of this quest is punctuation. You must visit the website of [the Purdue University Writing Lab](#) to see examples on citations and quotations. To learn and practice how to format quotations, we are going to watch a video clip entitled “**Formatting Quotations**”. As you watch, you need to answer seven questions about the content of the video. You will get immediate feedback. [To open the activity, click here.](#)

To finish this lesson, you are going to study the image of an in-text citation. Turn the page to see the activity! To see how a direct MLA quotation looks like, try to carry out the activity that follows.

Puzzle-solving Game: How to Write a Direct Quotation

Interactive game. In this case, you need to solve a puzzle about a sample in-text citation with the MLA writing style. After solving the puzzle and seeing the resulting image, study the format of the in-text citation. [Access the puzzle here.](#)

So far, where are we located in our quest or journey? Well, we just covered the MLA basics, which is new aspect in your writing courses. Now, we are about to start the last topic of this unit. To combine everything we have learned so far, the next e-lesson will cover two types of essays: the cause-effect essay and the contrast essay.

CÉSAR NAVAS BRENES

EVALUATED ACTIVITIES:

FORUM:

Your participation on this forum is mandatory but non-graded.

a. Write a formal entry in which you will inform your tentative effect-based topic to be developed later on.

b. Also, you need to answer the following questions: ***Why did you choose this topic? What kinds of sources would you look for?***

You have five days to make your contribution to this forum. As usual, monitor your grammar, spelling, and punctuation. At the end, try to interact with at least two of your classmates and give them feedback on their topics. You may also ask them questions. **Deadline:** You have five days to complete this task.

Evaluated Assignment:

For this activity, you need to read a sample essay about the effects of social media. You may open the document by clicking on the bottom below:

Essay on Social Media

Read the essay carefully. Identify its thesis statement, topic sentences, and the concluding idea. The evaluated activity consists of writing the outline for such essay.

Additional instructions: Once your outline is ready, save the document and label it as **LAST_NAME_NAME_OUTLINE.Doc**

Use the tool “Assignment” or “Tarea” in the virtual classroom and post the file there.

Evaluation: The outline will be graded in terms of grammar, punctuation, MLA format, parallelism, and content. Include the MLA heading as well.

Deadline: You have eight days to complete this task.

Bibliography

The readings and the useful website included in Lesson 2 are:

Academic Help, Write Better. (01 Feb. 2019). ***The Effects of a Lack of Sleep***. Cause and Effect Essay Samples. Blog.

Academic Help, Write Better. (01 Feb. 2019). ***The Effects of Social Media on Communications Skills***.

Purdue University. (1995-2020). ***Purdue Online Writing Lab***. College of Liberal Arts.



Tutor: César Navas

CLASS 3:



PART A:

Welcome!

Let's suppose that you are undergoing the pre-selection process at a multinational company. As part of the evaluations, your potential employer asks you to write about the advantages or benefits of working there. Perhaps, this RRHH employee asks you to contrast two of your previous jobs. Notice that in these two types of essays, you need to follow the conventions of two rhetorical patterns: the cause-effect essay and the contrast essay. In this lesson, you will learn how to do so and you will eventually succeed at writing both kinds of essays. Lesson 3, Unit 1, is also based on the Module of Unit 1.

The Cause-based Essay

As included in our [**MODULE OF UNIT 1**](#), this is a practical rhetorical pattern to learn. A cause-effect essay is a type of rhetorical pattern that consists of presenting and developing several reasons (causes) or consequences (effects) of a main issue. From now on, the task at hand is to focus our writing exclusively on effects; that is, the first essay will concentrate on these key terms: effects, consequences, or benefits. Any other concepts such as advantages, obstacles, solutions, or problems do not necessarily enclose effects. Your instructor will give you feedback on the topic

and a mind map to guide you through the pre-writing process before creating your draft outline.

Folse et al (2015) explained that “cause-effect essays deal with the action-result relationship. They explain why things happen (causes) and what happens as a result (effects). They can be written to inform or to persuade” (p.140). Based on this definition, we can come up with these sample topics:

- The **effects** of this pandemic on the Costa Rican economy
- The **consequences** of dropping out of college
- The **consequences** of committing plagiarism

Before learning about these two rhetorical patterns, let’s take a coffee break and see how good we are at remembering details.

Interactive game. Before continuing, it is now time to “**Take a Break and Play.**” In this interactive game, you need to match the concept with its correct definition. This idea is to review the concepts seen so far in this virtual course. To increase the level of difficulty and work on our short-term memory, all the cards will be hidden. [You may access the game here.](#)

It is now time to read about the target pattern of organizing your ideas for a cause-based essay.

Pattern of Organization

An essay like this must present content in a well-structure pattern of ideas. For instance, the same source (Folse et al, 2015) points out that writers may distribute their content in patterns of organization (p. 140), but you follow this one:

Pattern 4: THE SAME cause leads to THREE DIFFERENT effects:



Thus, in this e-lesson, all of you will follow the previous pattern of organization, which means that, based on the topic already selected, you need to

develop three effects around the same issue. One effect will be covered in each body paragraph.

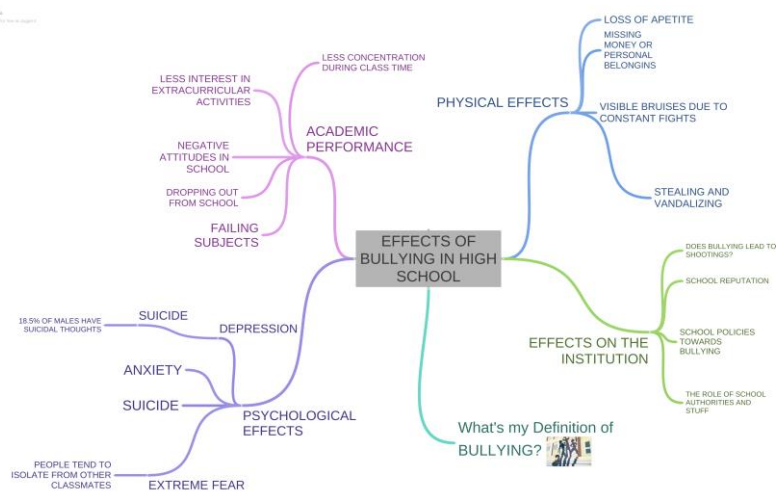
It is time to see an example. Let's suppose that our topic is bullying in high schools. We already know that the last pattern of organization will be followed. To put in simple words, three different effects will originate from the same cause. Now that we have this step done, the next one is to brainstorm as many ideas as possible.

Creating a Digital Mind Map as a Pre-writing Technique

Sometimes, novice writers underestimate the value of pre-writing activities such as brainstorming. Since they are in a hurry, they rapidly write an outline which, in most cases, ends up being a complete mess. So, taking time to reflect on your topic will definitely save time in the subsequent steps. No one wants to hear that they need to start over because the outline is confusing.

So, the next step is to create a mind map about the topic at hand: The effects of bullying in high school. The main issue takes a central position and it is surrounded by major branches that contain at least four effects. Then, several minor ideas, details, and examples are positioned around the key words and phrases.

You may read the mind map below, which was created by your professor, to see how the ideas were arranged:



Source: www.coggle.com

Writing an Outline Based on the Mind Map

The next step in this writing process is to design an outline for a five-paragraph essay. There are two types of outlines: the word outline and the sentence outline. The word/phrase outline contains, as the name suggests, word and phrases **within all the minor ideas, minor details, and examples**. On the opposite, a sentence outline contains only sentences for every minor idea, detail, and/or example. This is more challenging and time consuming.

Frequently, students prefer to prepare a word outline because of time-saving considerations. Keep in mind that this type of outline requires five complete sentences to be included: the thesis statement (**introduction**) and the three topic sentences (**body paragraphs**), and a concluding statement (**conclusion**). This may be confusing at the beginning.

You do not necessarily need to include the same items in the same order. The number of elements may vary based on your mind map. Remember that we should not leave an item standing alone (i.e., ONE minor idea, ONE detail, or ONE example). In this case, use colon (:) to insert that element next to the preceding minor idea (see the outline framework: Par. IV). All the elements should be aligned. Remember that we already refer to this in previous e-lessons. Since we are incorporating direct (the author's exact words) or indirect (paraphrasing) MLA quotations into our essay, the term Works Cited refers to a separate page positioned at the end of the essay that includes your three bibliographical sources.

Keep in mind that an outline is a mirror of your future essay. If you read the mind map about bullying, we need to rank THREE effects out of the four ones mentioned originally. We need to choose the most significant effects.

Let's see our resulting sample outline on bullying in high schools. It means that the more elements your outline includes, the longer your essay will be.

Student's last name and name
Professor's name
LM-1245 Composition II
Date

Topic: Three consequences of bullying

Title: Bullying in High School: An Never-ending Nightmare

I. Introduction

Thesis statement: Bullying within the high school walls, which is defined as the action of hurting others physically, emotionally, and psychologically, leads to three major consequences on a victim's integrity.

II. There are visible signs of physical aggression on the victim.

- A. Constant violence and bruises
- B. Stealing student's property

III. Victimized students undergo psychological problems.

- A. Extreme fear and anxiety
- B. Social isolation and suicidal thoughts

IV. The victim's academic performance worsens.

- A. Less interest in school activities and duties
- B. Tendency to look for a new high school: Dropping out may occur

Conclusion

Concluding sentence:(Note: As you have not written the essay, omit this at this point)

Works Cited

Keep in mind that you need to create a mind map as well as an outline based on a topic of your choice at the end of Lesson 3. Now, close this e-book and let's read about the second rhetorical pattern which is the contrast-based essay.

PART B

The Contrast-based Essay

Setting the context

This essay is one of the most common forms of format writing. In the case of a Contrast essay, the author discusses TWO elements which are similar in nature (i.e, two teaching methods, a book and its movie, two computer programs, two painters). Then, he or she identifies THREE points of contrast (differences). One form of contrasting both elements is by following the point-by-point method.

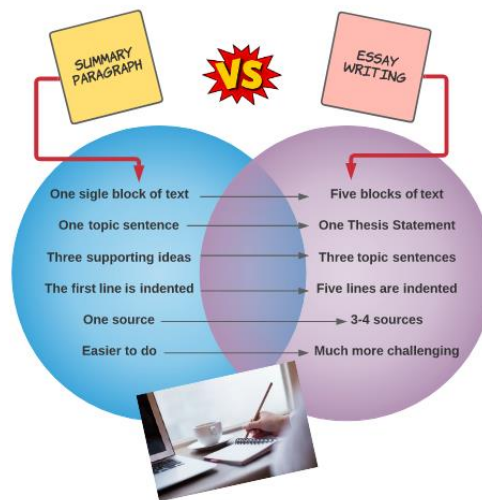
THE PROCESS WRITING OF A CONTRAST ESSAY

Choosing a good topic:

The choice of topic for this kind of essay is crucial. You may have two great elements to contrast; however, you need to reflect on this: Are there good sources (academic) about my topic? If not, do I need to change my topic?

Creating a Venn Diagram:

Once you have two items to contrast, sometimes you may have some difficulty at the moment of ranging the most relevant differences, being the first one the strongest one. So, a good recommendation is to fill out a Venn Diagram to CLEARLY SEE if you have a solid topic with relevant differences. Do not skip this step; it definitely helps you save time! Another aspect is to AVOID THE OBVIOUS. That is, if you contrast desktop computers with laptop ones, do not spend an entire paragraph saying that the former type is bigger than the other. The reader knows this. The sample diagram below was created by your instructor. Read its content:



LucidChart diagram. Contrasting a summary writing and essay writing.

Once you have your Venn Diagram with at least four or five pairs of differences, the next step is to create your outline. That is, we select the three MOST INTERESTING AND RELEVANT pairs of differences; and most importantly, we need to identify the CONCEPT those two differences refer to. In the Venn Diagram, we can see the following categories of contrast: format of the text (either paragraph or essay, indentation, use of sources, and level of difficulty). After completing these preliminary steps, they may now write the first draft of the essay. In the essay, we could probably notice that a contrast essay IS NOT A DESCRIPTIVE OR CLASSIFICATORY text in which two items are explained. In this case, we learned

that writer uses the comparative or superlative form to constantly note down on the major differences between conventional and traditional medicine. To finish this lesson, you are going to read the last sample essay of Unit 1.

Read the sample essay below. As you go over the text, think of the way the writer organizes the information to contrast two types of medicine: traditional medicine versus conventional medicine.

Contrast-based Sample Essay

TIME TO SAY "SEE YOU SOON..."

As we have walked along this quest, we have learned new concepts that will be of practical use later on. This journey has not been easy...writing takes lots of time and effort. However, you have acquired new tools that you need to embrace as we move into a new unit next week. I am looking forward to seeing you!

CÉSAR NAVAS BRENES

EVALUATED ACTIVITIES:

FORUM

Based on the topic previously approved by your professor, it is now time to design a mind map with *Coogole* or *Mindmeister* in which you fully expand on the three or four effects of the main issue. After this, write a forum entry to share the mind map. Be ready to answer some of your classmates' questions. You need to interact with two classmates and ask them questions.

Deadline: You have five days to prepare and post your mind map.

Evaluated Assignment

Instructions: You may probably have a topic for a contrast-based essay. Your evaluated task consists of creating a Venn diagram with the digital tool *LucidChart*. The idea is to include as many parallel differences as possible. Refer to two items that are similar in nature (e.g., two cars, two computers, two programming languages, among others). Keep in mind that by parallel differences, you may think of general categories: price, format, length, color, age, and the like.

Additional guidelines: You need to download the Venn diagram and save it as LAST_NAME_NAME_DIAGRAM.PNG

Use the tool “Assignment” or “Tarea” in the virtual classroom and upload the file there.

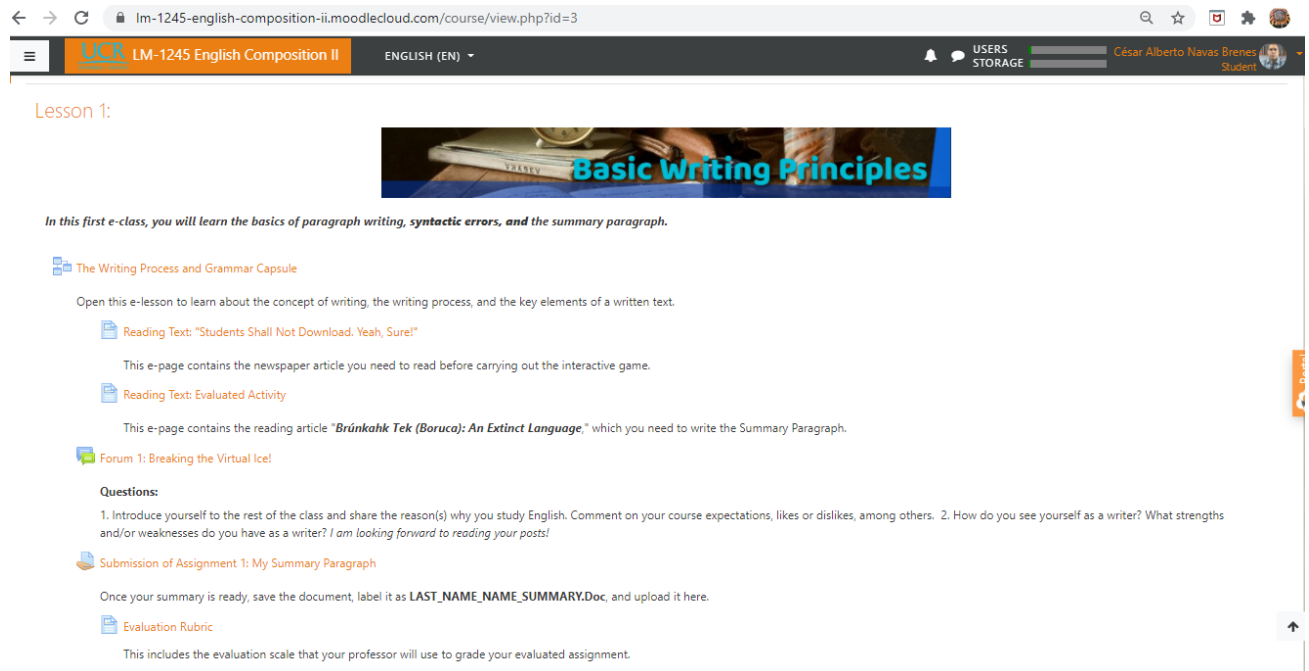
Deadline: You have 8 days to carry out this task.

Bibliography

Academic Help, Write Better. (01 Feb. 2019). *Differences Between Conventional Medicine and Traditional Medicine*. Blog.

5. Capturas de pantalla de las clases

Las siguientes imágenes corresponden a la **Clase 1**:



The screenshot shows a Moodle course page for 'LM-1245 English Composition II' in English. The page title is 'Lesson 1:'. Below the title is a banner image with the text 'Basic Writing Principles'. The main content area contains the following information:


- The Writing Process and Grammar Capsule**: Open this e-lesson to learn about the concept of writing, the writing process, and the key elements of a written text.
 - Reading Text: "Students Shall Not Download. Yeah, Sure!"**: This e-page contains the newspaper article you need to read before carrying out the interactive game.
 - Reading Text: Evaluated Activity**: This e-page contains the reading article "*Brúnkahk Tek (Boruca): An Extinct Language*," which you need to write the Summary Paragraph.
- Forum 1: Breaking the Virtual Ice!**
 - Questions:**
 1. Introduce yourself to the rest of the class and share the reason(s) why you study English. Comment on your course expectations, likes or dislikes, among others. 2. How do you see yourself as a writer? What strengths and/or weaknesses do you have as a writer? *I am looking forward to reading your posts!*
- Submission of Assignment 1: My Summary Paragraph**: Once your summary is ready, save the document, label it as LAST_NAME_NAME_SUMMARY.Doc, and upload it here.
 - Evaluation Rubric**: This includes the evaluation scale that your professor will use to grade your evaluated assignment.

LM-1245 English Composition II ENGLISH (EN) César Alberto Navas Brenes Student

The Writing Process and Grammar Capsule

Open this e-lesson to learn about the concept of writing, the writing process, and the key elements of a written text.

1. Introductory Message to Students



Tutor: César Navas Brenes

Welcome!

Dear students, let me introduce this unit by sharing an anecdote with you. Many years ago, I was invited to revise several essays at the Ministry of Public Education. They were written by potential candidates who wanted a position as English teachers in public schools in Costa Rica. We had more than three hundred papers to revise by using a rubric. The guidelines were clear: They were requested to write an in-class essay about education. I checked approximately ten essays, but there was something unusual. All the essays had completely different formats, length, register, and levels of sentence construction; amazingly, some ranged from three to eight pages. One of the evaluators explained that most candidates have not taken formal instruction in writing, and the essays proved it right. *It was really hard to grade them!*

As English majors, on the other hand, you will be asked to write an essay in real-life contexts. Think of letters of acceptance as part of the admission process of a graduate program; also, some of you will face a similar task if you need to work for a multinational company. Writing a formal essay is a requisite in many contexts, and you need to be prepared for it. **This first lesson is based on the MODULE OF UNIT 1.**

So, let's work on it from now on!

Next

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- 1. Introductory Message to Students
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- 11. TWO EVALUATED ACTIVITIES
- Bibliography of Lesson 1

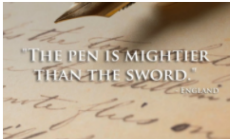
LM-1245 English Composition II ENGLISH (EN) César Alberto Navas Brenes Student

The Writing Process and Grammar Capsule

Open this e-lesson to learn about the concept of writing, the writing process, and the key elements of a written text.

2. The Concept of Writing

The Concept of Writing



Writing has been an essential part of humankind for centuries. No matter the channel or medium of communication in which people have transmitted their knowledge or ideas, this is a skill that has a powerful effect on the writer and the reader. There is a proverb that says: **"The Pen is Mightier than the Sword."** We can communicate powerful messages, emotions, feelings, knowledge, among others, by implementing a series of writing conventions that make us understood by others. This is what this e-course is all about: the use of writing principles that make our written ideas coherent and cohesive.

So, learning a foreign language has four macro skills and four micro skills. The macro skills are: listening, speaking, reading, and writing, according to the order in which they are acquired. The micro skills are: vocabulary, grammar, and pronunciation. Culture is the fourth micro skill. In the case of the writing skills, it is enriched mainly by vocabulary, grammar, and to some extent, our notion of cultural aspects and our experience of the world; this is called background knowledge.

Let's begin with a hands-on exercise. First, you are going to read and reflect on three proverbs of writing. Then, you will create yours. Be creative!

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The Writing Process and Grammar Capsule

Open this e-lesson to learn about the concept of writing, the writing process, and the key elements of a written text.

3. Reflecting on three definitions of writing

My Definition of Writing


The following proverbs about writing were expressed by well-known writers. Read the three sayings and reflect on the answers to these questions: **Which one did you like the most? Do you agree or disagree with these proverbs? How would you interpret them?**

"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that." --by Stephen King

"Either write something worth reading or do something worth writing." --by Benjamin Franklin

"No tears in the writer, no tears in the reader. No surprise in the writer, no surprise in the reader." --by Robert Frost (Source: www.inc.com)

What does writing mean to you? Think of your own definition of this important skill. You may come up with a short definition or even an original proverb. **By accessing the icon below, you will see an interactive wall.** Then, post your definition or proverb about writing. Also, include your name and a picture to illustrate your idea. Follow your professor's sample post. **Click on the sticky notes below!**



After posting your definition of writing, let's move on and learn about the key elements of writing...

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The Writing Process and Grammar Capsule

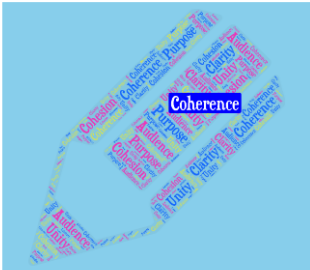
Open this e-lesson to learn about the concept of writing, the writing process, and the key elements of a written text.

4. The elements of Writing

The Elements of Writing

It is now time to continue with the content of this e-class. As writing students, you must know about the crucial elements that academic texts should incorporate implicitly. Read the Word Cloud below and try to identify the SIX elements of Writing. Can you see the six terms? **Move your cursor over the Word Cloud below to visualize the key terms.**

[Word Cloud](#)



Powered by WordArt.com

avascriptvoid(0); **Did you find the six target words? Turn this page to learn more about each element.**

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Well, to make sure you identified them, the six elements of writing are: **PURPOSE, AUDIENCE, CLARITY, UNITY, COHERENCE, and COHESION.**

Interestingly, in many real contexts, there are speakers who are good at transmitting their knowledge in the oral mode; however, they may fail to do so in the written mode. This situation may occur otherwise as some people make themselves clear when they write their ideas. Keith S. Folse et al (2015) list the key elements in writing. To know more about the terms included in the previous Word Cloud, **read the infographic below:**

KEY ELEMENTS OF WRITING

As you write an essay, there are some aspects that should be observed.

- 1. PURPOSE:** Why do writers write for? To inform, persuade, or entertain?
- 2. AUDIENCE:** The term audience refers to the readers. Who is going to read your text? A friend? A professor?
- 3. CLARITY:** Writers should make their point clear and precise.
- 4. UNITY:** Good writers stay on the topic by making sure that each supporting sentence relates to the topic sentence or thesis statement.
- 5. COHERENCE & COHESION:** All the sentences of a paragraph or essay must be connected in terms of content.

UNCLEAR ESSAY → **CLEAR ESSAY**

FOLSE ET AL. (2015) LEST THESE ELEMENTS!

genially

Users: César Alberto Navas Brenes, Student

- 7. Plagiarism: An Academic Crime
- 8. What is a Paragraph: A Short Definition
- 9. Sample Summary Paragraph
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La siguiente imagen corresponde al bloque principal de la **Clase 2:**

padlet.com

6. The Quest of the Writing Process

The Quest of the Writing Process

So, we can say that **writing is a quest** because it is a long, time-consuming, and difficult journey...*it is somewhat painful sometimes*. Up to this moment, you have the basic knowledge of writing conventions from the previous writing course: LM-1235 English Composition I. You have written a few paragraphs with the level of complexity of a second-year course. **So, it is time now to move on...and move up.** This means you are going to learn how to improve your writing skill and learn to develop a summary paragraph and four academic essays.

In fact, you are going to take time to follow some steps because writing is a never-ending process: **Writing cannot be seen as a product. WRITING IS A PROCESS**...and we are going to develop a process approach in this course...**a VIRTUAL process approach.**

Access this QR code to get acquainted with all the steps of this quest!

So, in your opinion from an English student, **what is the most difficult step of this process? Which is the easiest step for you?** Think of your previous experience as a student of English or any other language. By following all the previous steps carefully and thoroughly, novice writers will avoid one of the most pervasive problems in writing: **plagiarism**. Turn this page to learn about it.

Next

You have completed 92% of the lesson

Users: César Alberto Navas Brenes, Student

- 4. The elements of Writing
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LM-1245 English Composition II

The Quest of the Writing Process

Step 1: Getting acquainted with the text format and rhetorical pattern.
The word "genre" refers to the type of text you are about to develop. A genre is, therefore, a specific type of text with a clear-cut format, length, lexicon, and level of formality. Before writing, we should know what we are about to write. Is this an essay, an essay test, a poem, a recipe, a review of literature?

Step 2: Warming Up
At this point, we decide on a series of topics to choose from. Keep in mind that sometimes we may decide on a great topic but finding academic sources is not easy. If necessary, our professor will advise you to choose a new topic. Also, think of academic topics for the level of a second-year course.

Step 3: Brainstorming
This is a pre-writing step no one should skip! At this point of the process, we generate a brainstorm of words, ideas, or phrases related to our topic and genre. The good news is that all ideas are valid and useful. This process can be done with the use of digital tools that facilitate this stage, examples of Web 2.0 tools include mind maps or Venn diagrams. **Don't skip any step!**

Step 4: Outlining
This is the creation of a tentative sketch that includes all the ideas behind your future text. At this moment, you may have your tentative topic sentences, main ideas, and supporting ideas, details or examples. Since you have not written your text, you may not include the concluding idea. A common mistake is to copy/paste the topic sentence by adding a concluding phrase (e.g., in conclusion, to sum up, to finish, etc.). The conclusion is not a repetition of your topic sentence.

Step 5: Drafting
This is the moment when you write the preliminary version of your text. This is not the final version. There should be a correlation between the outline and the draft. That is, if your outline includes three supporting paragraphs and the essay contains only two, something is definitely wrong with your paper. You will need to go back and correct its structure.

Step 6: Revising
Individual or peer review takes place. When your work, consult your outline. There is a piece of advice here to give you: **read your work out loud.** Did you write short sentences? Do they sound somewhat awkward? Did you write extensive sentences you ran out of a How does your writing "sound"? Believe it or not, this tip really works.

LM-1245 English Composition II

ENGLISH (EN)

USERS STORAGE

Cesar Alberto Navas Brenes Student

The Writing Process and Grammar Capsule

Open this e-lesson to learn about the concept of writing, the writing process, and the key elements of a written text.

7. Plagiarism: An Academic Crime

What is Plagiarism?

Plagiarism can be defined as the unethical use of somebody else's words as yours without acknowledging the source. In the case of novice writers, this may occur at failing to use direct or indirect citations; the incorrect use or even omission of single and double quotation marks may lead to plagiarism. Failing to paraphrase may constitute a case of plagiarism as well.

What do you think of the image below?

Now, you are going to watch a video clip about plagiarism; it was produced by SIBDI (Sistema de Bibliotecas, Documentación, e Información, UCR). This video clip is in Spanish as this is the official language at UCR.

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Now, you are going to watch a video clip about plagiarism; it was produced by SIBDI (Sistema de Bibliotecas, Documentación, e Información, UCR). This video clip is in Spanish as this is the official language at UCR.



Once we have learned about basic concepts of writing and the definition and consequences of plagiarizing someone else's work, let's start to learn how to write an academic paragraph.

Next

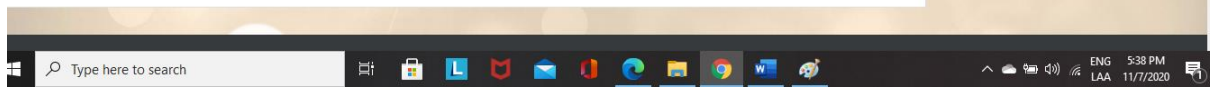
You have completed 92% of the lesson



Module

Jump to..

Reading Text: "Students Shall Not Download. Yeah, Sure!"



A screenshot of a learning management system interface. At the top, there is a header with "LM-1245 English Composition II" and "ENGLISH (EN)". Below the header is a blue slide titled "The Basics of an Academic Paragraph" with "LM-1245 Composition II" underneath. Below the slide, there is a text prompt: "Now, open carry out this exercise on transitions:". Underneath is a document viewer showing a text passage about "Technology and Advertising: A Trendy Connection (by César Navas)". A "Task" dialog box is overlaid on the document, containing the text: "This paragraph was written by your professor. This game consists of filling the blank spaces with the corresponding transition words/phrases or connectors." and an "OK" button. The bottom of the screen shows a Windows taskbar with a search bar, icons, and system tray.

LM-1245 English Composition II ENGLISH (EN) César Alberto Navas Brenes Student

9. Sample Summary Paragraph

After completing the activity, it is time to get familiar with a sample summary paragraph. This is crucial because we are going to write a similar text at the end of the lesson.

Sample Summary paragraph:

Interactive Activity: In order to do this activity, follow the following steps:

1. First of all, read the original essay entitled "STUDENTS SHALL DOWNLOAD. YEAH. RIGHT!"
2. After reading the essay, you will play an interactive game in which you need to match the correct order of the six sentences that summarize the essay. The summary was adapted from <http://user.keio.ac.jp>.

Task
Read the original essay entitled "Should Students Download Content?" Then, after reading the essay, match the correct order of the seven sentences that summarize the essay. That is, match the box "Sentence #1" with the correct sentence that summarizes a segment of the essay. Pay attention to the

Sentence #1: In fact, the money that the not know had it no illegal dr

Sentence #2: all, the author ut that while aware of the they think that t to ignore the his issue, just ignore the age it on the amption of lcohol.

Sentence #3: This attitude is encouraged by various factors: the ease by which they are able to download, their assumption that the Internet belongs to everyone, and the availability of Internet services on campus and their importance to university life.

Sentence #4: Kate Zerni published on York Times, she describes the attitudes of students at Pennsylvania State University to illegal loading of jet material.

Sentence #5: ...

Sentence #6: ...

Sentence #7: ...

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10. PART B: The Syntactic Errors in Sentence Writing

PART B: The Syntactic Errors in Sentence Writing

Novice writers often make mistakes in regard to sentence formation. These mistakes are referred to as syntactic errors. Basically, there are three main errors: Fragments, Comma Splices, and RUN-ON sentences or, commonly known as FUSED sentences. There is a fourth type called nonparallel form or parallelism. A sentence is a complete idea that clearly expresses a thought until an end mark is written (period, question, or exclamation mark). Example:

I visit my doctor when I feel sick. OR: *How does it differ from a fragment?*

A fragment is an INCOMPLETE thought. Sometimes a fragment misses a subject, a verb, or both a subject and a verb (example: When I feel sick).

How can you correct the the sentences above? Well, think of the structure Subject + Verb + Predicate.

What is a sentence Comma Splice?

A comma splice occurs when two independent ideas are joined with a comma. This is a very common mistake in academic writing, for example: **College writing is very challenging, it is time-consuming.** (Comma Splice)

To correct the Comma Splice, you need to implement one of these corrections:

1. Separate the sentences with a period.
2. Join sentences with a comma followed by a coordinating conjunction.
3. Join sentences with a semicolon.
4. Join sentences with a connecting word and correct punctuation marks.
5. Join sentences with a subordinating conjunction and correct punctuation.

Correcting a Fused sentence or RUN-ON:

A fused sentence is also known as a RUN-ON sentence. A fused sentence occurs when two independent clauses are joined without any punctuation, for example: **Academic writing is challenging it is not an easy task.**

To correct Fused sentences, we need to apply the same rules seen with the case of Comma Splices. How would you correct the previous sentence?

Problems with Nonparallel Sentences

Let's read the following sentence:

Pedro likes to read, dance, listen to music, and also, *riding his motorcycle*. **What problem can you identify in this sentence?** Notice that there are three parallel verbs, which are: read, dance, and listen. However, the last verb, "ride" is not parallel. So, there is a problem with parallelism. This mistake takes place with various verb forms. To fix the sentence, we can correct it

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Interactive Game: Identifying Sentence Errors

To finish this grammar review, carry out a short interactive activity quiz and identify each syntactic errors by choosing the correct option: fragment, comma splice, run-on sentence, and parallelism. To play this game, read the question carefully and choose the alternative that you consider correct. You will receive feedback at the end of the game.

1 / 6

Which of the two options contains a comma splice?

Task

To finish this grammar review on syntactic errors in writing, carry out a short interactive activity and identify each syntactic errors by choosing the correct option: fragment, comma splice, run-on sentence, and parallelism. To play this game, read the question carefully and choose the alternative that you consider correct. Are you ready?

OK

ENGLISH

We'll, we have learned the basic aspects behind academic writing and you have written your first summary paragraph in English. These principles will be helpful to start learning about a more challenging task in our next e-lesson: how to write a five-paragraph essay. **Let's continue with the EVALUATED ACTIVITIES of this lesson!**

César Navas

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11. TWO EVALUATED ACTIVITIES

EVALUATED TASKS

Lesson 1 has the following evaluated activities:

FORUM

It is now time to get familiar with the class:

FORUM "Breaking the Virtual Ice!"

1. Introduce yourself to the rest of the class and share the reason(s) why you study English. Comment on your course expectations, likes or dislikes, among others.
2. *How do you see yourself as a writer? What strengths and/or weaknesses do you have as a writer?*

Instructions: You have five days to post your entry. While writing your entry, keep in mind that you need to monitor your grammar, spelling, punctuation, and mechanics. Also, read and reply to at least two of your classmates' entries. This activity is mandatory but non-graded. I am looking forward to reading your posts!

EVALUATED ASSIGNMENT

As the first evaluated assignment, you need to write a summary paragraph of a reading text entitled: "**Brínkahk Tek (Boruca): An Extinct Language.**" It is an adaptation from an article written by the Costa Rican linguist Damaris Castro. Summarize its content in approximately 14-16 sentences. Write a title and monitor your grammar, spelling, content, and organization. Keep in mind that you need to paraphrase. Also, you need to prepare an outline. You may consult the *English Cambridge Dictionary* if you have doubts. Also, consult *The Punctuation Guide* in case of question on the use of punctuation marks.

Once your summary is ready, save the document and label it as **LAST_NAME_NAME_SUMMARY.Doc**

You need to upload your work and submit it in the **Assignment Section** of Lesson 1.

Evaluation: Your professor will use the following **Evaluation Rubric** to grade your paragraph.

SOCIAL NETWORKING: TWITTER

Write a **Tweet** in which you post a brief comment on the experience of writing a summary paragraph. React to one of your classmates' publications. Use the hashtag **#englishcomposition2**

Deadline: You have 8 days to carry out this task.

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The Writing Process and Grammar Capsule

Open this e-lesson to learn about the concept of writing, the writing process, and the key elements of a written text.

Bibliography of Lesson 1



Bibliography

The readings and the useful website included in Lesson 1 are:

Castro, Damaris. (2008). Revista Letras. *Brúncakik Tek: An Extinct Language*. Letras n.º 43, pp. 51-74.

Penn, Jordan. (2011-2020). *The Punctuation Guide*. A Summary on Punctuation Marks.

Zernike, Kate. (2003). The New York Times. *Students Shall Not Download. Yeah, Sure!*

This is the end of this material. Click [HERE](#) to go back to LESSON 1.

This is the end of the Lesson

You have completed 92% of the lesson

92%

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Windows search: Type here to search

Taskbar: File Explorer, Mail, Edge, Word, etc.

System tray: ENG LAA, 5:45 PM, 11/7/2020

Las siguientes imágenes incluyen las lecturas de la Clase 1:

LM-1245 English Composition II ENGLISH (EN) César Alberto Navas Brenes Student

Reading Text: "Students Shall Not Download. Yeah, Sure!"

Students Shall Not Download. Yeah, Sure!

By Kate Zernike, Sept. 20, 2003. Newspaper article taken from The Tico Times

In the rough and tumble of the student union here at Pennsylvania State University, the moral code is purely pragmatic.

Thou shalt not smoke -- it will kill you.

Thou shalt not lift a term paper off the Internet -- it will get you kicked out.

Thou shalt not use a fake ID -- it will get you arrested.

And when it comes to downloading music or movies off the Internet, students here compare it with under-age drinking: illegal, but not immoral. Like alcohol and parties, the Internet is easily accessible. Why not download, or drink, when "everyone" does it? This set of commandments has helped make people between the ages of 18 and 29, and college students in particular, the biggest downloaders of Internet music. "It's not something you feel guilty about doing," said Dan Langlitz, 20, a junior here. "You don't get the feeling it's illegal because it's so easy." He held an MP3 player in his hand. "They sell these things, the sites are there. Why is it illegal?"

Students say they have had the Internet for as long as they can remember, and have grown up thinking of it as theirs for the taking. The array of services available to them on campus has only encouraged that sense. Penn State recently made the student center, known as the Hub, entirely wireless, so students do not even have to dial up to get on the Internet. In comfortable armchairs, they sit clicking on Google searches, their ears attached to iPods, cellphones a hand away. A swipe of a student ID gets them three free newspapers. They do not need cash -- only a swipe card, the cost included in their student fees -- to buy anything from a caramel caffè latte to tamale pie at an abundance of fast food counters. There is a bank branch and a travel agency, and a daily activities board lists a Nascar simulator as well as rumba lessons.

Many courses put all materials -- textbook excerpts, articles, syllabuses -- online. Residence halls offer fast broadband access -- which studies say makes people more likely to download. "It kind of spoils us, in a sense, because you get used to it," said Jill Wilson, 20, a sophomore. The ease of going online has shaped not only attitudes about downloading, but cheating as well, blurring the lines between right and wrong so much that many colleges now require orientation courses that give students specific examples of what plagiarism looks like. Students generally know not to buy a paper off the Internet, but many think it is O.K. to pull a paragraph or two, as long as they change a few words.

"Before, when you had to go into the library and at least type it in to your paper, you were pretty conscious about what you were doing," said Janis Jacobs, vice-provost for undergraduate education here. "That means we do have to educate students about what is O.K. It's the same whether you're talking about plagiarizing a phrase from a book or article or downloading music -- it all seems free to them." Last year and again last week, the university sent out an e-mail message reminding students that downloading copyrighted music was illegal, and pleading with them to "resist the urge" to download. It also warned students that it had begun monitoring how much information students are downloading, and that they could lose their Internet access if their weekly use exceeded a limit administrators described as equivalent to tens of thousands of e-mail messages sent.

This year, all students had to take an online tutorial before receiving access to their e-mail accounts, acknowledging that they had read and agreed to university policy prohibiting the downloading of copyrighted material. At the same time, realizing the difficulties of stopping downloading, Penn State's president, Graham B. Spanier, is hoping to try out a program this spring where the university would pay for the rights to music, and then allow students to download at will.

To students, the crackdown seemed like a sudden reversal. "Up until recently, we were not told it was wrong," said Kristin Ebert, 19. "We think if it's available, you can use it. It's another resource."

Windows search: Type here to search


Taskbar: File Explorer, Mail, Edge, Word, etc.

System tray: ENG LAA, 5:47 PM, 11/7/2020

LM-1245 English Composition II ENGLISH (EN) César Alberto Navas Brenes Student

Reading Text: Evaluated Activity


Brúncakh Tek (Boruca): An Extinct Language



I. Only recently have the indigenous languages of Costa Rica been studied greater in depth. Although there has always been a relative interest in these languages, acknowledged through the implementation of projects and academic studies, only a few of these studies and projects have resulted in material that could actually be of use in the true preservation of these languages. This takes us to the case of *Boruca* or *Brúncakh Tek*, which has not been able to survive the change and pressure of both exogenous and endogenous aspects. The *Boruca* indigenous group is located in the south of Costa Rica, in the province of Puntarenas, specifically in the area of Buenos Aires. The people are divided mainly into two reserves: *Boruca* and *Curré*. The language once spoken by the *Boruca* people is now considered a dead language, despite the effort and interest of linguists and other researchers.

Background information

II. Despite the difficult access to the reserve during the rainy season, many changes have reached the town of *Boruca*. With the growth in population, urbanization is clearly evident in the area, also giving way to a more modern infrastructure, different from that observed there in the past. A series of governmental urbanization projects have resulted in the proliferation of cement houses, offering the comfort that people enjoy in other communities throughout the country; zinc roofs, indoor bathrooms, running water, electricity, among others. Only a few *ranchos* can still be found around the *Boruca* community. Some families like to have one by their houses so that they can enjoy them during the hot months. One in particular stands out: that found where the *Museo Comunitario Indígena* de *Boruca* is located. The architecture of this museum offers a quick glance at the past by showing how the living facilities used to be years ago.



III. The proud *Borucas* exhibit their art crafts as a way of showing the visitors that some of their traditions and customs are still alive today. Unlike the language, the traditional crafts are still present in the community and they enjoy a healthy

Las siguiente imagen incluye la rúbrica de la Clase 1:

Ciclo de Maestría en Entornos Vi... Symboloo - Tus favoritos accesil... LM-1245: Evaluation Rubric

lm-1245-english-composition-ii.moodlecloud.com/mod/page/view.php?id=44

Evaluation Rubric

Before writing the summary paragraph, read the following rubric to know what you need to focus on.

EVALUATION RUBRIC						
Percentage	Features	Points				
Content (20%)	Ideas are accurate and relevant fully supported and make sense exceptional analysis shown purpose no logic errors no overgeneralization	10-9	8-7	6-5	4-3	2-1
Organization (30%)	Appropriate title; a clear, well-focused topic sentence; coherent, logically developed paragraph; clear controlling idea; necessary transition; effective powerful conclusion; appropriately outline, no errors	10-9	8-7	6-5	4-3	2-1
Grammar (25%)	Clear evidence of control over structure: complete sentences; effective structures, very good use of verbal modal forms, tense sequencing, agreement pronouns, articles, prepositions, relative clauses, phrases, no FRAG/CS/RO	10-9	8-7	6-5	4-3	2-1
Vocabulary / Expressions (15%)	Appropriate, precise, varied vocabulary; consistent and appropriate variety of sentence structures; consistent and appropriate variety of sentence structure; consistent and appropriate register; concise (no wordiness); meaning clear and expression fluent thanks to appropriate register, concise (no wordiness); meaning clear and expression fluent thanks to appropriate word choice and idiomatic usage, no errors.	10-9	8-7	6-5	4-3	2-1
Mechanics (10%)	Neat and legible; submitted in required type of paper; correct use of heading and margins, indentation, spelling, spacing, punctuation, capitalization; outline follow standards	10-9	8-7	6-5	4-3	2-1

Las siguientes imágenes corresponden a la Clase 2:

The screenshot shows the LMS interface for Lesson 2: The Essay. The header includes the course name "LM-1245 English Composition II" and the user "César Alberto Navas Brenes Student". The main content area is titled "Lesson 2:" and features a banner image with the text "The Essay". Below the banner, there is a paragraph: "In this second lesson of Unit 1, you will learn the most important features of essay writing and the MLA format. Open the e-lesson below." This is followed by a link "The Essay and the MLA Writing Format". The text continues: "In this e-lesson, you will learn how to write an academic essay by using the MLA writing conventions." There are two reading text links: "Reading Text: 'The Effects of a Lack of Sleep'" and "Reading Text: 'The Effects of Social Media on Communication Skills'", each with a brief description. A forum link "Forum 2: Choosing My effect-based topic!" is also present. A "Questions:" section follows, with a sub-point "a. Write a formal entry in which you will inform your tentative effect-based topic to be developed later on. b. Also, you need to answer the following questions: *Why did you choose this topic? What kinds of sources would you look for?*". Below this is a "Submission of Assignment 2: Writing an Outline" link with instructions to upload a file named "LAST_NAME_NAME_OUTLINE.Doc". An "Evaluation Rubric to Grade Your Outline" link is also provided. The footer of the page states "This e-page contains the evaluation criteria to grade your outline." The Windows taskbar at the bottom shows the time as 5:53 PM on 11/7/2020.

The screenshot shows the LMS interface for the e-lesson "The Essay and the MLA Writing Format". The header is the same as in the previous screenshot. The main content area is titled "The Essay and the MLA Writing Format" and contains the text: "In this e-lesson, you will learn how to write an academic essay by using the MLA writing conventions." Below this is the section "1. Introductory Message" which includes a profile picture of the tutor "César Navas Brenes" and an "Introductory comment" that discusses the transition from paragraphs to essays. A "What is an Essay?" section follows, explaining the requirements of an essay. A "Next" button is visible at the bottom of the content area. On the right side, there is a "Lesson menu" sidebar with a list of 9 items: 1. Introductory Message, 2. The Components of an Essay, 3. Analysis of the Previous Essay, 4. The Features of Good Essays, 5. Interactive Assessment Game, 6. The MLA Writing Style, 7. The Use of Quotation Marks with MLA Citations, 8. How to Write a Direct Quotation: Puzzle, 9. TWO EVALUATED ACTIVITIES, and Bibliography of Lesson 2. The Windows taskbar at the bottom shows the time as 5:54 PM on 11/7/2020.

LM-1245 English Composition II ENGLISH (EN) César Alberto Navas Brenes Student

2. The Components of an Essay

What are the components of essays?

The Introduction of an Essay

The first paragraph is an introduction. It usually has four or five sentences. This intro contains the Thesis Statement, being this the one-sentence summary of your essay. It contains the **MAIN IDEA** of your entire essay. To some extent, it is as important as the Topic Sentence of an individual paragraph. The thesis statement mostly appears at the end of the introductory paragraph. It stands as a complete and meaningful statement, and usually it does not include a transitional signal that makes it seem to depend on a previous idea. It is worth mentioning that an interrogative sentence will never be a thesis statement.

The introduction of an essay is a short paragraph and it has to...

- introduce or present the topic to your audience
- include catchy sentences to attract the reader's attention to your writing (this is usually the first sentence)
- give background information about the topic
- include the Thesis Statement, in most cases, at the end of this paragraph

The Body of an Essay

The body contains three longer paragraphs with a similar length. The three paragraphs must include an appropriate topic sentence, being the first sentence of each body paragraph. From now on, we pay attention to both: **ONE thesis statement** and **THREE topic sentences**. The different sentences of each paragraph must support each topic sentence, and overall, all the paragraphs must support your thesis statement. The concluding sentences must briefly re-state the content of the topic sentences.

The Conclusion of an Essay

The last paragraph, which usually consists of three or four sentences, sums up the content of the entire essay. Sometimes, novice writers underestimate the concluding paragraph; in other words, the essay is well-written but its concluding paragraph is too weak, almost meaningless and repetitive. Good essays finish with memorable conclusions. At this point, we are going to see these aspects on a sample essay.

The following sample essay is entitled *The Effects of a Lack of Sleep*. Read the essay and reflect on the format of this type of text (Source: www.academichelp.net).

As you read, try to identify three important sentences:

- The thesis statement
- The three topics sentence
- The concluding sentence

5. Interactive Assessment Game
6. The MLA Writing Style
7. The Use of Quotation Marks with MLA Citations
8. How to Write a Direct Quotation: Puzzle
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Bibliography of Lesson 2

Type here to search

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3. Analysis of the Previous Essay

Let see if you identified the key sentences accurately!

You may observe that the first paragraph of the essay contains the introduction to the topic at hand; that is, the consequences of having such busy life on our sleeping habits and well-being. Now, this intro follows a golden rule related to formal writing:

The first sentence of an essay must be a catchy idea. This element is particularly important as it attracts your attention; just by reading the phrase "a lack of sleep seems pervasive," you want to read more.

Remember! To begin an introductory paragraph with a catchy question is valid; however, an interrogative sentence should not be the Thesis Statement of an essay, at least in the academic context. Now...going back to the exercise, you may check your answers now:

- Thesis statement:** The most common effects of sleep deprivation are drowsiness during the day, experiencing micro-sleeps, a difficulty concentrating, impulsive behavior, a difficulty learning, and lower physical immunity.
- The three topic sentences are:**

TOPIC SENTENCE 1: Drowsiness is a noticeable effect of a lack of sleep.

TOPIC SENTENCE 2: In addition to regular drowsiness, we can experience micro-sleeps due to sleep deprivation.

TOPIC SENTENCE 3: In the same vein, concentration becomes more difficult with a lack of sleep.

- The concluding sentence is:**

There are many other effects that could be listed when speaking about how a lack of sleep affects our well-being; however, these examples are the most apparent.

So, the main idea of this lesson is to keep in mind the structure of a good essay:

- Effective title
- Good introduction
- Good conclusion
- The basic framework of a five-paragraph essay (the body paragraphs)
- Types of sources to quote in an essay
- The Framework of an Outline

4. The Features of Good Essays
5. Interactive Assessment Game
6. The MLA Writing Style
7. The Use of Quotation Marks with MLA Citations
8. How to Write a Direct Quotation: Puzzle
9. TWO EVALUATED ACTIVITIES
Bibliography of Lesson 2

Type here to search

LM-1245 English Composition II ENGLISH (EN) STORAGE César Alberto Navas Brenes Student

The Essay and the MLA Writing Format

In this e-lesson, you will learn how to write an academic essay by using the MLA writing conventions.

4. The Features of Good Essays

To learn about this topic, read the flip book below:

So, are you ready to play a game to assess how much you have learned so far? Turn this page and get ready.

Lesson menu

- 1. Introductory Message
- 2. The Components of an Essay
- 3. Analysis of the Previous Essay
- 4. The Features of Good Essays
- 5. Interactive Assessment Game
- 6. The MLA Writing Style
- 7. The Use of Quotation Marks with MLA Citations
- 8. How to Write a Direct Quotation: Puzzle
- 9. TWO EVALUATED ACTIVITIES
- Bibliography of Lesson 2

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5. Interactive Assessment Game

Interactive game: Let's Take a Break and Play!

In order to see how much you have learned up to this moment, open the following game and read the questions carefully. To earn more money, try to answer as many questions correctly as possible. If you answer a question incorrectly, you must start again. Each question has four options to choose from. **Time to start!**

1. Which statement relates to all the details of Tarea

A The title **B The topic sentence**

C The controlling idea **D The topic sentence**

Tarea
This "Who Wants to Be a Millionaire" aims at evaluating your knowledge on the principles of essay writing. After reading the first part of e-lesson #2, it is now time to play. Keep in mind that if one of your answers is wrong, you must start the game again. Good Luck!

We have reached the end of the first part of this lesson. Turn the page to study the new topic: The MLA format!

- 4. The Features of Good Essays
- 5. Interactive Assessment Game
- 6. The MLA Writing Style
- 7. The Use of Quotation Marks with MLA Citations
- 8. How to Write a Direct Quotation: Puzzle
- 9. TWO EVALUATED ACTIVITIES
- Bibliography of Lesson 2

LM-1245 English Composition II ENGLISH (EN) César Alberto Navas Brenes Student

The Essay and the MLA Writing Format


In this e-lesson, you will learn how to write an academic essay by using the MLA writing conventions.

6. The MLA Writing Style

What does the MLA consist of?

When writing an essay, one must follow a formal system of conventions in order to have a unified text that can be read easily globally. Perhaps, the most important formats are the MLA (Modern Language Association) and the APA (American Psychological Association). As English majors, you need to learn how to manage both formats. Some of you may study literature or teaching; depending on your area of expertise, a certain format will be used in your academic career.

Thus, from now on, we are going to use our sources and enrich our essays with in-text citations in the body. However, you may also incorporate a citation or quotation in your introduction and conclusion.



Taking the First Step...A Crucial Step!

In this course I will ask you to decide on a topic of your choice and identify the THREE effects of an issue. For homework, you have to look for three sources...varied sources: a book or chapter from a book, an academic article from a journal ("revista científica"), and a newspaper or magazine article. By magazine or newspaper, I mean NatGeo or The Washington Post. Sometimes, we are in a hurry and browse the Web for any text that fits our topic. The job is done...**supposedly!** Then, while writing our essay, we encountered an obstacle: that piece of text is not academic or we have trouble writing the reference since it lacks all the elements to cite or list in the Work Cited page. At this point, writing the essay now becomes a painful and time-consuming task as we need to look for better sources.

Lesson menu

- 1. Introductory Message
- 2. The Components of an Essay
- 3. Analysis of the Previous Essay
- 4. The Features of Good Essays
- 5. Interactive Assessment Game
- 6. The MLA Writing Style
- 7. The Use of Quotation Marks with MLA Citations
- 8. How to Write a Direct Quotation: Puzzle
- 9. TWO EVALUATED ACTIVITIES
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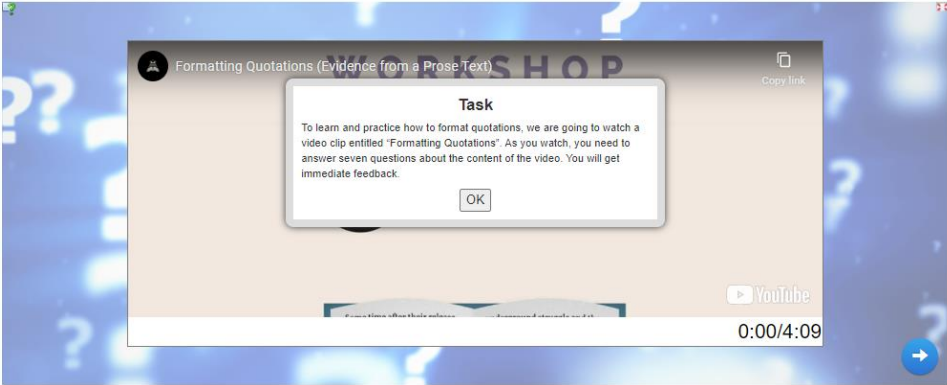
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7. The Use of Quotation Marks with MLA Citations

The Use of Quotation Marks with MLA Citations

Perhaps, one of the most challenging aspects that many novice writers usually struggle with at the beginning of this quest is punctuation. You must visit the website of [The Purdue University Writing Lab](#) to see examples on citations and quotations. To learn and practice how to format quotations, we are going to watch a video clip entitled "**Formatting Quotations**". As you watch, you need to answer seven questions about the content of the video.



Task

To learn and practice how to format quotations, we are going to watch a video clip entitled "Formatting Quotations". As you watch, you need to answer seven questions about the content of the video. You will get immediate feedback.

OK

0:00/4:09

To finish this lesson, you are going to study the image of an in-text citation. Turn the page to see the activity!

Lesson menu

- 4. The Features of Good essays
- 5. Interactive Assessment Game
- 6. The MLA Writing Style
- 7. The Use of Quotation Marks with MLA Citations
- 8. How to Write a Direct Quotation: Puzzle
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Puzzle-solving Game:

To see how a direct MLA quotation looks like, try to carry out the activity that follows.

How to Write a Direct Quotation Interactive game. In this case, you need to solve a puzzle about a sample in-text citation with the MLA writing style. After solving the puzzle and seeing the resulting image, study the format of the in-text citation.

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- 7. The Use of Quotation Marks with MLA Citations
- 8. How to Write a Direct Quotation: Puzzle
- 9. TWO EVALUATED ACTIVITIES
- Bibliography of Lesson 2

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9. TWO EVALUATED ACTIVITIES

FORUM:

Your participation on this forum is mandatory but non-graded.

a. Visit the FORUM "*Choosing My Favorite Effect-based Topic*" and write a formal entry in which you will inform your tentative effect-based topic to be developed later on.

b. Also, you need to answer the following questions: *Why did you choose this topic? What kinds of sources would you look for?*

You have five days to make your contribution to this forum. As usual, monitor your grammar, spelling, and punctuation. At the end, try to interact with at least two of your classmates and give them feedback on their topics. You may also ask them questions.

Deadline: You have five days to complete this task.

EVALUATED ASSIGNMENT:

For this evaluated activity, you need to read a sample essay entitled *The Effects of Social Media*. Read the essay carefully. Identify its thesis statement, topic sentences, and the concluding idea. The evaluated activity consists of writing the outline for such essay. Include the MLA heading and the reference of the original essay.

Additional instructions: Once your outline is ready, save the document and label it as `LAST_NAME_NAME_OUTLINE.Doc`

Go to the **Assignment Section** of the lesson in order to send the outline.

Evaluation: The outline will be graded in terms of grammar, content, mechanics and capitalization, parallelism, and spelling. Include the MLA heading as well. Before submitting the outline, you should read the **Evaluation Rubric to grade outlines**.

Deadline: You have **eight days** to complete this task.

Next

You have completed 100% of the lesson

100%

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- 3. Analysis of the Previous Essay
- 4. The Features of Good Essays
- 5. Interactive Assessment Game
- 6. The MLA Writing Style
- 7. The Use of Quotation Marks with MLA Citations
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The Essay and the MLA Writing Format

In this e-lesson, you will learn how to write an academic essay by using the MLA writing conventions.

Bibliography of Lesson 2



Bibliography

The readings and the useful website included in Lesson 2 are:

Academic Help, Write Better. (01 Feb. 2019). *The Effects of a Lack of Sleep, Cause and Effect Essay Samples*. Blog.

Academic Help, Write Better. (01 Feb. 2019). *The Effects of Social Media on Communications Skills*.

Purdue University. (1995-2020). *Purdue Online Writing Lab*. College of Liberal Arts.

This is the end of this material. [Click HERE to go back to Lesson 2.](#)

This is the end of Lesson 2.

You have completed 100% of the lesson

Lesson menu

- 1. Introductory Message
- 2. The Components of an Essay
- 3. Analysis of the Previous Essay
- 4. The Features of Good Essays
- 5. Interactive Assessment Game
- 6. The MLA Writing Style
- 7. The Use of Quotation Marks with MLA Citations
- 8. How to Write a Direct Quotation: Puzzle
- 9. TWO EVALUATED ACTIVITIES
- Bibliography of Lesson 2

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Las siguientes imágenes incluyen las lecturas de ejemplos de ensayos de la clase 2:

UCR LM-1245 English Composition II ENGLISH (EN) César Alberto Navas Brenes Student

Reading Text: "The Effects of a Lack of Sleep"

The Effects of a Lack of Sleep

A lack of sleep seems pervasive. We are sleeping less than ever before, some studies have shown. Our lives are becoming more and more difficult with each passing era, and even children are suffering from sleep deprivation due to all the activities they are engaging in. In light of these issues, it is important to know the effects of a lack of sleep. The most common effects of sleep deprivation are drowsiness during the day, experiencing microsleeps, a difficulty concentrating, impulsive behavior, a difficulty learning, and lower physical immunity.

Drowsiness is a noticeable effect of a lack of sleep. In fact, it is quite dangerous, as according to WebMD, "Drowsiness can slow reaction time as much as driving drunk. The National Highway Traffic Safety Administration estimates that fatigue is a cause in 100,000 auto crashes and 1,500 crash-related deaths a year in the U.S. The problem is greatest among people under 25 years old" (Peri, Camille). Therefore, we have to be careful not to become sleepy during the day in order to not harm others.

In addition to regular drowsiness, we can experience microsleeps due to sleep deprivation. Once again, these occurrences are hazardous, as HealthLine states that, "During these episodes, you'll fall asleep for a few seconds or minutes without realizing it. Microsleep is out of your control and can be extremely dangerous if you're driving. It can also make you more prone to injury due to trips and falls" ("11 Effects of Sleep Deprivation on Your Body"). In order to avoid microsleep, you must get at least six hours of sleep a night.

In the same vein, concentration becomes more difficult with a lack of sleep. According to Healthline, "Sleep deprivation leaves your brain exhausted, so it can't perform its duties as well. You may also find it more difficult to concentrate or learn new things. The signals your body sends may also come at a delay, decreasing your coordination skills and increasing your risks for accidents" ("11 Effects of Sleep Deprivation on Your Body"). A lack of concentration can also affect us seriously at work, where this function is often the name of the game. With a lack of concentration can come impulsive behaviour: A study on the link between this characteristic and sleep deprivation noted that, "Patients with impulse control disorders often report sleep problems, and sleep deprivation even in healthy individuals impairs cognition, decision-making, and perhaps impulse control" (Acheson, A, et al.). In general, neglecting sleep can cause harmful, impulsive behaviour. Not only does not getting enough sleep make us impulsive, but also not as smart. According to WebMD, "Sleep plays a critical role in thinking and learning. First, it impairs attention, alertness, concentration, reasoning, and problem solving. This makes it more difficult to learn efficiently" (Peri, Camille). So, if you want to learn and have all the engines firing up there, so to speak, it is best to sleep the minimum amount to perform well mentally.

Sometimes people wonder why they get sick so often. The reason might be that you are not sleeping enough. In fact, sleep deprivation has been linked to acquiring sickness easier through a deficiency in immunity. According to Healthline, "Sleep deprivation prevents your immune system from building up its forces. If you don't get enough sleep, your body may not be able to fend off invaders. It may also take you longer to recover from illness" ("11 Effects of Sleep Deprivation on Your Body"). It is also known that long-term sleep deprivation causes one to be more prone towards getting diabetes and heart disease. There are many other effects that could be listed when speaking about how a lack of sleep affects our well-being; however, these examples are the most apparent.

Works Cited

Peri, Camille. "10 Things to Hate About Sleep Loss." WebMD, WebMD, www.webmd.com/sleep-disorders/features/10-results-sleep-loss.

"11 Effects of Sleep Deprivation on Your Body." Healthline, Healthline Media, www.healthline.com/health/sleep-deprivation/effects-on-body#4.

Acheson, A, et al. "Effects of Sleep Deprivation on Impulsive Behaviors in Men and Women." *Physiology & Behavior*, U.S. National Library of Medicine, 15 Aug. 2007, www.ncbi.nlm.nih.gov/pubmed/17477941.

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LM-1245 English Composition II ENGLISH (EN) César Alberto Navas Brenes Student

Reading Text: "The Effects of Social Media on Communication Skills"

The Effects of Social Media on Communication Skills

With the emergence of Facebook, the way people communicate with each other changed forever. A social network allowing users to share the events of their lives through posting photos and status updates, to monitor the lives of their friends, and to communicate directly via a built-in messenger has revolutionized Internet communication, causing millions of people all over the world to share all kinds of information about themselves. There were, of course, other social networks before Facebook, but none of them garnered such a significant user base, remained as persistent, and continued to act as an effective form of communication as much as Facebook did. Along with Facebook, currently there are many other social networks, each with their own features and purposes; what unites them all, though, is the idea of sharing. Seemingly, this should positively impact the communication skills of users, since it allows communication even for people far away from each other, or who are unable to communicate live. However, there have been numerous research studies proving the opposite: social media platforms not only impair a user's ability to share thoughts, but distort communication processes, creating more problems than they solve.

Speaking of the positive effects of social networks, they lie on the surface. According to surveys, 39% of respondents reported feeling closer to their friends because of social media, while 26% of the sample felt that they had more friends because of social media (NR Media). Facebook, Twitter, LinkedIn, and other similar services make daily communications between family members, friends, and business partners easier, more accessible, and independent of circumstances, such as distance. Communities existing on such platforms unite people sharing similar interests or concerns, and allow the representatives of various cultural backgrounds to reach each other with no constraints. Helping strangers meet and enabling initial communication between them—this is what social networks are definitely good for.

At the same time, numerous research studies prove that social media platforms negatively affect people's social skills. Probably the most alarming phenomenon connected to the extensive use of social media services is the decrease in quality of interpersonal communication. One of the big problems in modern interpersonal communication is the lack of interest people have for face-to-face communication; even today, there are many people (especially millennials, or younger) who prefer to solve work or personal problems via social messaging systems. Approximately 93 percent of communication today is already nonverbal, and thus requires an additional means of helping people understand each other (such as smileys or emojis), since text does not convey the total palette of intonations or facial expressions. This brings up several problems; for example, without these means, it is often more difficult to understand another person in a messenger system (the classical "he/she did not insert smileys, so I thought he/she is mad at me"); or, in real life, it may become harder to differentiate and understand real emotions. According to some experts, even families prefer texting over face-to-face chat. All this leads to difficulties in professional and personal relationships (Rampage.us).

Substituting real life experiences and events with Facebook-format online updates is another problem. Studies show that about 11 percent of adults prefer to stay at home on weekends and make posts on Facebook about how much fun they are having, instead of going out and acquiring real-life experiences. According to Hussein Chahine, the founder of the service Yazino, "Communication is constantly evolving. Some people are as used to seeing their friends' online avatar as they are their face [...] People increasingly prefer quick and frequent engagement with instant updates on news than a prolonged chat and are also finding new ways to catch up with friends from the comfort of their sofa." Mark Clennon, a graduate of the University of South Florida, says that "People tend to want to show others that they are having fun than actually having fun themselves [...] There's a greater desire to share with other people you barely know, than actually hanging out with friends and making memories" (USA Today College). This is directly connected to another problem: "Facebook depression." Generally speaking, it is the sense of inferiority occurring when people (teenagers, mostly) compare their real lives to the lives of their Facebook friends—based on the posts these friends make online—completely missing out on the fact that what they see is not necessarily true (NVBH). As a result, an interesting and alarming phenomenon emerges: many people sit at home, busy creating visibility of living fulfilled, happy lives, and suffer when they see how fulfilled the lives of other people are—who, in their turn, sit at home, busy creating visibility of living fulfilled, happy lives. This is a poignant example of a vicious circle.

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La siguiente imagen incluye la rúbrica de evaluación del esquema evaluado:

LM-1245 English Composition II ENGLISH (EN) César Alberto Navas Brenes Student

LM-1245 English Composition II

Home / Courses / LM-1245 / Lesson 2: / Evaluation Rubric to Grade Your Outline

Evaluation Rubric to Grade Your Outline

Evaluation Rubric to Grade the Outline

Aspects to Evaluate Student's Outlines	5	4	3	2	1
	Excellent	Very good	Good	Needs Improvement	Poor
Content: The thesis statement, the three topic sentences, and the concluding idea contain an adequate development of content.					
Grammar: The grammatical structure of sentences and phrases is correct. There are no syntactic errors.					
Parallelism: All the sentences, phrases, and words are parallel.					
Spelling: All the words in this outline are correctly written.					
Mechanics and Capitalization: The outline follows the required structure and includes the MLA heading and the Works Cited section. Words are correctly capitalized. Correct punctuation.					

Last modified: Friday, 6 November 2020, 4:34 PM

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Las siguientes imágenes ilustran los componentes de la Clase 3 de la Unidad 1:

The screenshot shows the LMS interface for Lesson 3. At the top, the course title "LM-1245 English Composition II" and language "ENGLISH (EN)" are visible. The user profile "César Alberto Navas Brenes" is in the top right. The main heading is "Lesson 3:" followed by a banner image with the text "Two Rhetorical Patterns". Below the banner, a paragraph states: "To finish this Unit, you are going to start the writing process of a cause-based essay and contrast-based essay by focusing on the pre-writing stage. Read the e-book below." A list of resources follows: "The Cause-effect Essay and the Contrast Essay" (with a sub-link to a reading text), "Forum 3: Sharing My Mind Map!" (with instructions to write a forum entry), and "Evaluated Assignment 3: Uploading my Venn Diagram" (with instructions to download and save a Venn diagram). At the bottom, there is a banner for the "80 - ANIVERSARIO - UNIVERSIDAD DE COSTA RICA". The Windows taskbar is visible at the very bottom.

The screenshot shows the LMS interface for the e-book "The Cause-effect Essay and the Contrast Essay". The course title "LM-1245 English Composition II" and language "ENGLISH (EN)" are at the top. The user profile "César Alberto Navas Brenes" is in the top right. The breadcrumb trail is "Home / Courses / LM-1245 / Lesson 3: / The Cause-effect Essay and the Contrast Essay". The main heading is "The Cause-effect Essay and the Contrast Essay". Below the heading is a profile picture of the tutor, César Navas Brenes, with the text "Tutor: César Navas Brenes". An "Introductory comment:" follows, stating: "Let's suppose that you are undergoing the pre-selection process at a multinational company. As part of the evaluations, your potential employer asks you to write about the advantages or benefits of working there. Perhaps, this RRHH employee asks you to contrast two of your previous jobs. Notice that in these two types of essays, you need to follow the conventions of two rhetorical patterns: the cause-effect essay and the contrast essay. In this lesson, you will learn how to do so and you will eventually succeed at writing both kinds of essays. Lesson 3, Unit 1, is also based on the *Module of Unit 1*." The section "The cause-effect Essay" is highlighted in purple. The text below explains: "A cause-effect essay is a type of rhetorical pattern that consists of presenting and developing several reasons (causes) or consequences (effects) of a main issue. From now on, the task at hand is to focus our writing exclusively on effects; that is, the first essay will concentrate on these key terms: effects, consequences, or benefits. Any other concepts such as advantages, obstacles, solutions, or problems do not necessarily enclose effects. Your instructor will give you feedback on the topic and a mind map to guide you through the pre-writing process before creating your draft outline." It then cites Folse et al (2015) and provides sample topics: "The effects of this pandemic on the Costa Rican economy OR The consequences of dropping out of college." A note says: "Before learning about these two rhetorical patterns, let's take a coffee break and see how good we are at remembering details." The "Interactive game" section states: "Before continuing, it is now time to 'Take a Break and Play.' In this interactive game, you need to match the concept with its correct definition. This idea is to review the concepts seen so far in this virtual course. To increase the level of difficulty and work on our short-term memory, all the cards will be hidden."

Task

Before continuing, it is now time "To Take a Break and Play." In this interactive game, you need to match the concept with its correct definition. Do you have a good memory? This idea is to review the concepts seen so far in this virtual course. Match the pairs of cards correctly.

OK

It is now time to read about the target pattern of organizing your ideas for a cause-based essay.

Pattern of Organization

An essay like this must present content in a well-structure pattern of ideas. For instance, the same source (Folse et al, 2015) points out that writers may distribute their content in patterns of organization (p. 140), but you follow this one:

Pattern 4: THE SAME cause leads to THREE DIFFERENT effects:



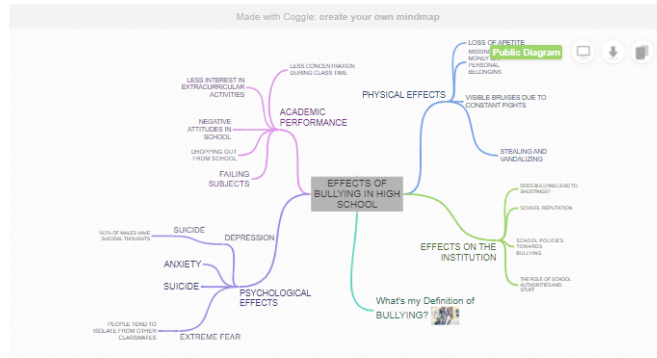
Thus, in this e-lesson, all of you will follow the previous pattern of organization, which means that, based on the topic already selected, you need to develop three effects around the same issue. One effect will be covered in each body paragraph. It is time to see an example. Let's suppose that our topic is bullying in high schools. We already know that the last pattern of organization will be followed. To put in simple words, three different effects will originate from the same cause. Now that we have this step done, the next one is to brainstorm as many ideas as possible.

Creating a Digital Mind Map as a Pre-writing Technique

Sometimes, novice writers underestimate the value of pre-writing activities such as brainstorming. Since they are in a hurry, they rapidly write an outline which, in most cases, ends up being a complete mess. So, taking time to reflect on your topic will definitely save time in the subsequent steps. No one wants to hear that they need to start over because the outline is confusing.

So, the next step is to create a mind map about the topic at hand: The effects of bullying in high school. The main issue takes a central position and it is surrounded by major branches that contain at least four effects. Then, several minor ideas, details, and example are positioned around the key words and phrases.

You may read the mind map below, which was created by your professor, to see how the ideas were arranged:



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Writing an Outline Based on the Mind Map

The next step in this writing process is to design an outline for a five-paragraph essay. There are two types of outlines: the word outline and the sentence outline. The word/phrase outline contains, as the name suggests, word and phrases **within all the minor ideas, minor details, and examples**. On the opposite, a sentence outline contains only sentences for every minor idea, detail, and/or example. This is more challenging and time consuming.

Frequently, students prefer to prepare a word outline because of time-saving considerations. Keep in mind that this type of outline requires five complete sentences to be included: the thesis statement (**introduction**) and the three topic sentences (**body paragraphs**), and a concluding statement (**conclusion**). This may be confusing at the beginning.

You do not necessarily need to include the same items in the same order. The number of elements may vary based on your mind map. Remember that we should not leave an item standing alone (i.e., ONE minor idea, ONE detail, or ONE example). In this case, use a colon to insert that element next to the preceding minor idea (see the outline framework: Par. IV). All the elements should be aligned. Remember that we already refer to this in previous e-lessons. Since we are incorporating direct (the author's exact words) or indirect (paraphrasing) MLA quotations into our essay, the term Works Cited refers to a separate page positioned at the end of the essay that includes your three bibliographical sources. Keep in mind that an outline is a mirror of your future essay. If you read the mind map about bullying, we need to rank THREE effects out of the four ones mentioned originally. We need to choose the most significant effects.

Let's see our resulting sample outline on bullying in high schools. It means that the more elements your outline includes, the longer your essay will be.

Title: Bullying in High School: An Never-ending Nightmare

I. Introduction

Thesis statement: Bullying within the high school walls, which is defined as the action of hurting others physically, emotionally, and psychologically, leads to three major consequences on a victim's integrity.

II. There are visible signs of physical aggression on the victim.

A. Constant violence and bruises

B. Stealing student's property

III. Victimized students undergo psychological problems.

A. Extreme fear and anxiety

B. Social isolation and suicidal thoughts

IV. The victim's academic performance worsens.

A. Less interest in school activities and duties

B. Tendency to look for a new high school: Dropping out may occur

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The Contrast Essay

Setting the context

This essay is one of the most common forms of format writing. In the case of a Contrast essay, the author discusses TWO elements which are similar in nature (i.e. two teaching methods, a book and its movie, two computer programs, two painters). Then, he or she identifies THREE points of contrast (differences). One form of contrasting both elements is by following the point-by-point method.

THE PROCESS WRITING OF A CONTRAST ESSAY

Choosing a good topic:

The choice of topic for this kind of essay is crucial. You may have two great elements to contrast; however, you need to reflect on this: Are there good sources (academic) about my topic? If not, do I need to change my topic?

Creating a Venn Diagram:

Once you have two items to contrast, sometimes you may have some difficulty at the moment of ranging the most relevant differences, being the first one the strongest one. So, a good recommendation is to fill out a Venn Diagram to CLEARLY SEE if you have a solid topic with relevant differences. Do not skip this step; it definitely helps you save time! Another aspect is to AVOID THE OBVIOUS. That is, if you contrast desktop computers with laptop ones, do not spend an entire paragraph saying that the former type is bigger than the other. The reader knows this. The sample diagram below was created by your instructor. Read its content:

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Once you have your Venn Diagram with at least four or five pairs of differences, the next step is to create your outline. That is, we select the three MOST INTERESTING AND RELEVANT pairs of differences; and most importantly, we need to identify the CONCEPT those two differences refer to. In the Venn Diagram, we can see the following categories of contrast format of the text (either paragraph or essay, indentation, use of sources, and level of difficulty). After completing these preliminary steps, they may now write the first draft of the essay. In the essay, we could probably notice that a contrast essay IS NOT A DESCRIPTIVE text in which two items are explained. In this case, we learned that writer uses the comparative or superlative form to constantly note down on the major differences between conventional and traditional medicine. To finish this lesson, you are going to read the last sample essay of Unit 1. So, read the essay entitled "Differences Between Conventional and Alternative Medicine."

TIME TO SAY "SEE YOU SOON..."

As we have walked along this quest, we have learned new concepts that will be of practical use later on. This journey has not been easy...writing takes lots of time and effort. However, you have acquired new tools that you need to embrace as we move into a new unit next week. I am looking forward to seeing you!

César Navas

Two Evaluated Activities

You must participate in these two evaluated tasks:

FORUM

Based on the topic previously approved by your professor, it is now time to design a mind map with Google or Mindmeister in which you fully expand on the three or four effects of the main issue. After this, write a forum entry to share the mind map. Be ready to answer some of your classmates' questions. You need to interact with two classmates and ask them questions.

Deadline: You have five days to prepare and post your mind map in this Forum.

EVALUATED ASSIGNMENT

Instructions: You may probably have a topic for a contrast-based essay. Your evaluated task consists of creating a Venn diagram with the digital tool LucidChart. The idea is to include as many parallel points of contrast as possible. Refer to two items that are similar in nature (e.g., two cars, two computers, two programming languages, among others). Keep in mind that by parallel differences, you may think of general categories: price, format, length, color, age, and the like.

Additional guidelines: You need to download your Venn diagram and save it as LAST_NAME_NAME_DIAGRAM.PNG

Use the Assignment tool in the virtual classroom and upload the file there.

Deadline: You have 8 days to carry out this task.

This is the end of this material. Click HERE to go back to Lesson 3.

Reading Text: "Differences Between Conventional and Alternative Medicine"

Differences Between Conventional and Alternative Medicine

The progress of science is usually believed to have improved the quality of many processes, products, and services. However, in certain spheres of life, traditional methods are still being used; medicine is a bright example of the co-existence of two antipodal approaches. Along with commonly recognized conventional medicine based on science and technology, there also exists alternative medicine, which sometimes includes practices developed thousands of years ago. The superiority of each of these kinds of medicine have a long-standing history, as each of them have proved its effectiveness; therefore, understanding their advantages and drawbacks is crucial for forming one's own point of view.

The first difference between these two systems is their approach to diagnosis. Conventional medicine focuses on the factors that cause diseases and remedying their symptoms; every abnormality is seen as an independent clause, separate from the personality of an individual and their environment. Unlike its counterpart, alternative medicine sees a body as an equilibrium of interrelations between a body and its environment; therefore, a disease is thought to be caused by an imbalance between them. In other words, alternative medicine focuses rather on cleansing the entire system than on curing its particular elements (Buzzle).

Alternative medicine assumes health is a life-long process; therefore, to sustain a healthy body condition, a person should continually maintain proper nutrition, their daily regimen, body care, mind exercises, and so on. Conventional medicine, while also taking these principles in consideration, relies mostly on drugs and surgery. This makes it more effective for managing critical situations (or for quick-fixes), but is less efficient in healing chronic diseases. In addition, it is extremely expensive. On the other hand, alternative medicine is more affordable, it guarantees stronger and more stable results, but is also time-intensive, requiring a commitment to a healing process, and thus may not seem like a reasonable option for quickly healing a patient (AHHA).

Unlike conventional medicine, which relies entirely on chemically synthesized drugs, alternative medicine uses natural components such as herbs as remedying substances. Alternative medicine also uses ancient methods of dealing with diseases, such as acupuncture, massage, yoga, breathing techniques, meditation, and so on. Conventional medicine, in its turn, puts more trust in scientifically-approved methods of diagnosing and treatment, though acupuncture and massage are also approved (Alternative Medicine).

Alternative and conventional medicine have different approaches when it comes to understanding and curing diseases. Whereas conventional medicine often sees a disease as an independent clause, and focuses more on a quick-fix than on systematic approaches, alternative medicine sees a body and its environment as a holistic system; a disease occurs in case of an imbalance between all of the system's elements. Conventional medicine is thus more effective for treating critical situations, but less suitable for managing chronic diseases. Alternative medicine yields gradual results, but they are usually more stable and long-lasting, as they often involve the change of an individual's lifestyle. Alternative medicine relies mostly on natural components and ancient techniques, whereas conventional medicine prefers chemical drugs and scientifically-approved methods of diagnosis and treatment.

Works Cited

Magar, Prashant. "Traditional vs. Alternative Medicine." Buzzle.com. Buzzle.com, 14 Oct. 2011. Web. 20 Jan. 2014. <http://www.buzzle.com/articles/traditional-vs-alternative-medicine.html>.

Ivker, Robert S. "Comparing Holistic and Conventional Medicine." AHHA. N.p., n.d. Web. 20 Jan. 2014. <http://ahha.org/articles.asp?id=38>.

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DOCUMENTOS ELABORADOS



UNIVERSIDAD DE COSTA RICA

Guía Didáctica

LM-1245 English Composition II



Tutor: César Alberto Navas Brenes

2020

Guía Didáctica

1. Fundamentación de la materia **LM-1245 Composición Inglesa II**



LM-1245 es un curso obligatorio de segundo año del Bachillerato en Inglés. El curso está diseñado para que los estudiantes desarrollen su habilidad para escribir efectivamente y para iniciarlos en los principios de redacción de ensayos con el formato de escritura académica *Modern Language Association* (MLA). Los estudiantes utilizarán párrafos de muestra, ensayos y artículos como modelos para analizar patrones retóricos e incrementar su vocabulario. El estudiante deberá dedicar al menos seis horas de estudio semanal; esto se incrementa en las semanas de preparación de un ensayo. Se espera que los estudiantes escriban textos con un nivel de construcción coherente con un curso de segundo año de carrera, siendo intermedio alto. Los conocimientos adquiridos en este curso serán la base para el siguiente curso de escritura de tercer año: Retórica Inglesa I.

2. Objetivos generales y específicos



Objetivo General: Al finalizar el semestre los estudiantes serán capaces de escribir párrafos estructurados y ensayos cortos que sean unificados y desarrollados lógicamente.

Objetivos Específicos: Al finalizar del semestre, los estudiantes serán capaces de:

- a. definir su público meta, objetivo, y tema de su composición.
- b. esquematizar sus ideas para delimitar sus temas.
- c. organizar párrafos y ensayos de cinco párrafos utilizando los siguientes patrones retóricos: comparación/contraste y causa-efecto.
- d. producir oraciones temáticas, oraciones de desarrollo relevantes y oraciones de conclusión apropiadas.
- e. escribir ensayos de cinco párrafos que incluyan: el enunciado de tesis, párrafo introductorio, párrafos de desarrollo y párrafo de conclusión.
- f. usar transiciones lógicas para obtener coherencia y cohesión.
- g. escribir oraciones sintácticamente correctas usando una variedad de patrones gramaticales.
- h. aplicar las reglas de puntuación con respecto al uso del punto, comas, dos puntos, signos de pregunta y comillas en sus redacciones.
- i. aplicar el uso correcto del subrayado y la letra itálica.
- j. aplicar principios básicos de documentación (MLA).
- k. desarrollar destrezas de lectura correctiva y edición para detectar y corregir los errores en sus redacciones.

3. Contenidos



A. UNIDAD 1: Principios de redacción

1. ¿En qué consiste el proceso de escritura? ¿Qué es el plagio?
2. Repaso del párrafo
 - a. La oración temática
 - b. Oraciones de desarrollo
 - c. Oración de conclusión
3. El párrafo de resumen

B. El ensayo

1. Partes de un ensayo
2. Enunciado de tesis
3. Párrafo introductorio, párrafos de desarrollo, y párrafo de conclusión
6. Formato del esquema

C. Patrones retóricos

1. El ensayo de causa-efecto

- a. Conceptos básicos
- b. Preparación de un ensayo de efecto
- c. Preparación de un ensayo de causas

2. El ensayo de comparación y contraste

- a. Conceptos básicos
- b. Preparación de un ensayo de contraste
- c. Preparación de un ensayo de comparación

D. UNIDAD 2: Mecanismos de escritura y estructura de la oración

1. Fragmentos
2. Comas indebidas
3. Paralelismo
4. Expresión efectiva: concisión, concreción, lenguaje figurativo y literal

E. Signos de puntuación

1. Comillas
2. Puntos suspensivos
3. La cursiva o el subrayar
4. El apóstrofe

F. UNIDAD 3: Principios de documentación

1. Introducción a manuales de documentación
2. Selección de fuentes académicas
3. Formato MLA
4. Uso de fuentes variadas (entrevistas, videos, podcasts, etc.)
5. Revisión y edición de textos con el formato MLA

4. Metodología de trabajo



El docente utilizará la plataforma *Moodle* para enseñar los contenidos del curso de forma asincrónica. La clase semanal será habilitada cada martes a las 17:00 horas. Asimismo, se utilizará una antología de curso, así como el manual del formato de escritura *Modern Language Association (MLA)*. Para cada lección, el estudiante será responsable de leer los contenidos de todos los recursos virtuales y de realizar las actividades en las herramientas digitales. Los estudiantes llevarán a cabo las actividades del proceso de escritura y escribirán para desarrollar fluidez; leerán y analizarán textos auténticos y/o escritos por otras personas estudiantes; se involucrarán en la pre-escritura, revisión y edición de textos; escribirán composiciones/ensayos cortos; participarán en discusiones; y realizarán ejercicios sobre mecanismos de redacción y destrezas de redacción. Por la naturaleza del curso, todos los trabajos serán individuales.

Se dará especial énfasis al desarrollo del aprendizaje autónomo, por lo que los estudiantes deben hacer un seguimiento de su propio progreso analizando sus fortalezas y debilidades en la producción escrita. La realimentación de calidad será proporcionada en dos canales de interacción: estudiante-estudiante y docente-

estudiante. Se espera que los estudiantes realicen las lecturas respectivas antes de la clase, busquen información cuando sea requerido, y participen activamente en todos los foros, así como realizar los ejercicios al final de la antología del curso. La modalidad del curso es 100%. De ser necesario, el docente podrá acordar citas sincrónicas por medio de videoconferencia para aclarar dudas sobre la escritura de los ensayos. Para cada uno de los trabajos escritos, el docente suministrará las instrucciones y habilitará un recurso para hacer la entrega puntual de cada asignación. Las asignaciones deberán ser entregadas de manera puntual; sin embargo, las entregas tardías deben ir acompañadas por una justificación pertinente. El plagio no será tolerado.

5. Evaluación de los aprendizajes



La escala de calificación tiene un rango de 1 a 10, siendo la nota mínima para aprobar el curso un 7.0. Se debe tomar en cuenta el sistema de redondeo estipulado en el Reglamento de Régimen Académico Estudiantil. Los estudiantes que obtengan 6.0 y 6.5 tienen el derecho de presentar la prueba de Ampliación; sin embargo, si aprueban el examen con un resultado entre 7 y 10, la calificación será 7.0.

El estudiante deberá cumplir con la entrega puntual de los siguientes trabajos escritos:

¹ Un párrafo de resumen	10%
² Cuatro esquemas	25%

³ Un ensayo centrado en efectos	10%
Un ensayo centrado en causas (examen parcial)	15%
Un ensayo centrado en contraste	15%
Un ensayo centrado en comparación (examen final)	25%

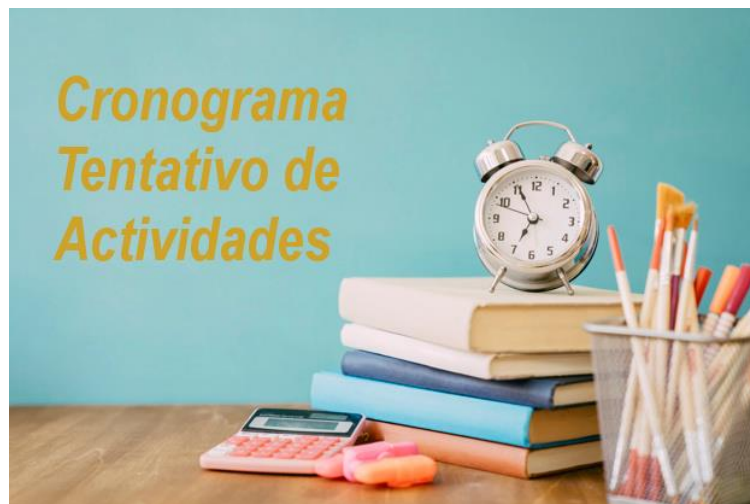
Notas:

1. Este párrafo será calificado según la rúbrica correspondiente suministrada por la coordinación de la cátedra. Los aspectos por evaluar son: contenido (20%), organización (25%), gramática (30%), vocabulario/expresión (15%), y mecanismos de escritura (10%).


2. Los cuatro esquemas evaluados serán calificados con una rúbrica que abarca los cinco aspectos principales: gramática (paralelismo) (20%), formato MLA (20%), puntuación (20%), encabezado (20%), y orden lógico de las ideas (20%).

3. Los cuatro ensayos serán calificados según la rúbrica correspondiente suministrada por la coordinación de la cátedra. Los aspectos por evaluar son: contenido (20%), organización (25%), gramática (30%), vocabulario/expresión (15%), y mecanismos de escritura (10%).

6. Cronograma de trabajo



SEMANA	DESCRIPCIÓN DE ACTIVIDADES	EVALUACIONES Y/O TAREA
Semana 1 Unidad 1 Parte A (párrafo)	<ul style="list-style-type: none"> ¿Qué es el proceso de escritura? Vídeo: ¿En qué consiste el plagio? Repaso del párrafo y su esquema Párrafo de Resumen (Parte A) Cuestionario diagnóstico 	<ul style="list-style-type: none"> Foro de presentación individual Muro en Padlet Leer texto “<i>Boruca: El Lenguaje Extinto</i>”
Semana 2 Parte B (párrafo)	<ul style="list-style-type: none"> Párrafo de Resumen (Parte B) Repaso de errores sintácticos Asignar: El apóstrofe 	<ul style="list-style-type: none"> Foro de debate sobre el proceso de escritura Resumir el texto
Semana 3 Parte A (ensayo efectos)	<ul style="list-style-type: none"> Entendiendo el ensayo (Parte A) Elección del tema (ensayo efectos) 	<p>Entrega Esquema</p> <ul style="list-style-type: none"> Muro en Lino.it
Semana 4 Parte B (ensayo efectos)	<ul style="list-style-type: none"> Entendiendo el ensayo de efectos (Parte B) ¿En qué consiste el formato MLA? Elaboración del mapa mental sobre efectos, previo al esquema 	<p>Entregar párrafo de resumen para editar</p> <ul style="list-style-type: none"> Foro de trabajo en parejas (edición del párrafo de resumen) Mapa mental sobre efectos
Semana 5 Parte A (ensayo contraste)	<ul style="list-style-type: none"> El ensayo de contraste (Parte A) Edición del esquema de contraste Elaboración de un diagrama de Venn digital 	<p>Entregar párrafo de resumen (versión final)</p> <ul style="list-style-type: none"> Foro: Entrega del Esquema 2
Semana 6 Parte B (ensayo contraste)	<ul style="list-style-type: none"> El ensayo de contraste (Parte B) Desarrollo de su punto de vista en un ensayo de causa y efecto, repaso de paralelismo, las comillas, transiciones, cursiva y subrayado. 	<p>Entrega de ensayo de efectos</p> <ul style="list-style-type: none"> Generador de un diagrama de Venn digital
Semana 7 Unidad 2 Parte A (Estructura)	<ul style="list-style-type: none"> Mecanismos de estructura Paralelismo, las comillas, transiciones, cursiva y subrayado Ensayo de causa (examen parcial) 	
Semana 8 Parte B	<ul style="list-style-type: none"> Entendiendo el ensayo, títulos efectivos, introducciones y conclusiones. 	Entrega Esquema 3 (ensayo de causas)
Semana 9 Unidad 3 (Documentación) Parte A	<ul style="list-style-type: none"> Estrategias de investigación y fuentes de información (estilo de documentación MLA) 	EXAMEN PARCIAL (Ensayo de Causas)

Semana 10 Parte B	<ul style="list-style-type: none"> • Retroalimentación sobre el examen parcial • Estrategias de investigación y fuentes de información (continuación) • Uso de fuentes variadas en formato MLA 	Entrega de ensayo de contraste
Semana 11 Parte C	<ul style="list-style-type: none"> • Desarrollo de un tema en un ensayo de comparación • Asignar: Revisión con fines de expresión efectiva 	 Foro sobre la elección del tema
Semana 12	<ul style="list-style-type: none"> • Trabajo extra clase #2: retroalimentación • Revisión con fines de expresión efectiva 	Esquema 4 (ensayo de comparación)
Semana 13	<ul style="list-style-type: none"> • Estudiantes preparan esquema para el ensayo de contraste 	Entrega del esquema del ensayo de comparación
Semana 14	<ul style="list-style-type: none"> • Revisión de esquema/fuentes 	
Semana 15	<ul style="list-style-type: none"> • Retroalimentación 	Consultas en sesión de Zoom o Jitsi Meet
Semana 16	CIERRE DEL CURSO VIRTUAL	ENTREGA DE EXAMEN FINAL (ensayo de comparación)

7. Presentación del tutor



El nombre de su tutor es César A. Navas Brenes y estaré con ustedes a lo largo del presente semestre. Como también imparto un curso de primer año de carrera, seguramente algunas personas ya me conocen. He laborado en la Escuela de Lenguas Modernas de la UCR desde el año 2001. Como dato curioso, mi primera lección presencial como docente ocurrió en un día para todos inolvidable: el ataque a las Torres Gemelas. Me gusta leer y escribir artículos relacionados con la enseñanza del inglés en el contexto universitario.

Desde la perspectiva académica, poseo un Bachillerato en Inglés y una Maestría Profesional en Enseñanza del Inglés como Lengua Extranjera. Actualmente soy estudiante de la Maestría en Entornos Virtuales del Aprendizaje, y entre mis planes académicos a corto plazo, se encuentra el cursar una maestría virtual en Docencia Universitaria. Entre mis publicaciones en revistas de la UCR, se encuentran los siguientes artículos:

- *Analyzing a group of EFL learners' products of two dictations: Foreseeing orthographical difficulties and planning pronunciation exercises*
- *Designing an ESP course for the Computer Center personnel at the University of Costa Rica*
- *Group Work in a Reading Strategies Course*
- *The Acquisition of Phrasal Verbs in the Course Integrated English I at UCR*
- *Using Content-based instruction to create a sample lesson for the English course Oral Communication I at the University of Costa Rica*
- *Using Task-based instruction in an ESP course in the Computer Center at the University of Costa Rica*
- *Using the Webquest model as alternative assessment in the course LM-1001 Integrated English I at UCR*
- *Observing students' syntactic errors and their perceptions towards writing in the course LM-1235 Composition I*

El escribir un texto académico no es sencillo. Sin embargo, esta es una destreza crucial en todo contexto laboral. Estaré con ustedes para guiarlos en el proceso y aclarar sus inquietudes. Tenemos un semestre cargado de lectura y trabajo. ¡Bienvenidos al curso virtual! Les deseo lo mejores éxitos en el curso.

CÉSAR NAVAS BRENES

ELM

Escuela de
Lenguas Modernas

Unit 1



LM-1245 English Composition II

César Alberto Navas Brenes

2020

MODULE OF UNIT 1

MODULE OF THE COURSE LM-1245 ENGLISH COMPOSITION II

Brief Introduction to the Pedagogical Module and its Course Units

Writing is essential beyond the academic boundaries. No one can deny that developing a good piece of written discourse is challenging. This challenge increases even more in the case of Spanish speakers since the writing conventions, format, style, and sentence variety differ from our mother tongue to the target language. In this virtual course, all of us, as novice writers, will have the opportunity to refresh and develop the principles behind this essential skill, which allows us to transmit our ideas to others.

Thus, based on the course contents, in this e-course **LM-1245 ENGLISH COMPOSITION II** you and your classmates will learn about three major units, which are:

UNIT 1: PRINCIPLES OF PARAGRAPH AND ESSAY WRITING

- Basic writing principles
- Writing a summary paragraph
- The Essay: Using the MLA writing format
- The effect-based essay and the contrast-based essay

UNIT 2: BEYOND ESSAY WRITING

- The punctuation marks, underlining, and italics
- Writing mechanisms
- Understanding introductions and conclusions
- The cause-effect essay

UNIT 3: SELECTION OF VARIED SOURCES

- The Comparison-based essay
- Research strategies and resources
- Selecting varied sources
- Revising for effective expression
- Feedback and outline of the final exam



Source: Google Images

To begin with, it is worth noting to say that you, as writers at an intermediate level, will apply the basic skills acquired in this previous course and expand on the notion of

paragraph writing. We will go beyond that and develop a summary paragraph, and then, an academic essay, being this a text, you have never written before—at least in English.

To be more specific, this document will focus on Unit 1, and this important unit has the following three major categories and secondary topics:

A. Class 1: Basic Writing Principles

Part A

- The Concept of Writing and Academic Writing
- The Writing Process
- Plagiarism
- The Basics of a Summary

Part B

- The Summary Paragraph
- Syntactic Errors in Sentence Writing

B. Class 2: The Essay

Part A

- The Basics of an Essay
- Introduction, Body Paragraphs, and Conclusion
- Outlining an Essay

Part B

- The MLA writing style

C. Class 3: Two Rhetorical Patterns

Part A

- The Effect-based Essay

Part B

- The Contrast-based Essay

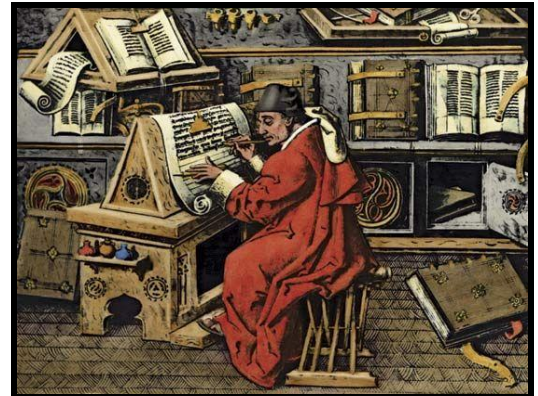
1. The Pedagogical Reasoning Behind Virtual Class 1

1.1 The Notion of Writing

Let's begin the presentation of this module by reading a quotation from the well-known American novelist and journalist Annie Proulx; once she wrote:

"You should write because you love the shape of stories and sentences and the creation of different words on a page. Writing comes from reading, and reading is the finest teacher of how to write." (Taken from www.inc.com)

The quotation above encloses the mission we have ahead of us; that is, we are all about to embark on a difficult quest for constant improvement as writers. Perhaps, you have previously showed weaknesses and strengths in terms of developing our writing skill, but this is normal...***it is a never-ending process.*** Proulx is telling us that individuals write because



A medieval scribe (Source: www.nexofin.com)

there is a continuous need for expression, and this need is fed with the meaningful input that constant reading can give us: “*The more we read, the better we write,*” many teachers say. So, reflect on these questions about how comfortable you feel with the writing skills?

- ✚ *What is the last text you wrote? What was it about?*
- ✚ *Who read it? A friend? A professor? An employer?*
- ✚ *What are your strengths and weaknesses as a writer?*
- ✚ *What techniques or strategies do you implement while writing?*

Linguists Hayes, Ornestein, and Gage (1997) go back to humanity’s first outcomes of writing and the need to our ancestors to express meaning—any kind of written message, and these authors explained that:

“The earliest records that we have of marks intended to communicate are inscriptions on caves, rocks, artifacts, or articles of daily use. The inscriptions occasionally resemble actual drawings of objects: these are sometimes crude approximations but they leave no doubts as to what they were meant to accomplish. The earliest records of writing are to be found on clay, bone, shell, and stone, yet it is not always clear what they “writer” meant to convey” (p.109).



Ancient writing in the Roystone Cave, England (Source: www.ancient-origins.net)

At this point, two important questions appear: What is writing? Why is it so difficult? Try to spend a couple of minutes reflecting on them. What do you think? The first topic that the first part of this e-course will incorporate is the concept of writing as an important medium of communicating our ideas. As part of this bibliographical information, this section will analyze the concept of writing, in this case, given by professor Olson from the University of Toronto:

“Writing renders language visible; while speech is ephemeral, writing is concrete and, by comparison, permanent. Both speaking and writing depend upon the underlying structures of language. Consequently, writing cannot ordinarily be read by someone not familiar with the linguistic structure underlying the oral form of the language. Yet writing is not merely the transcription of speech; writing frequently involves the use of special forms of language, such as those involved in literary and scientific works, that would not be produced orally. In any linguistic

community the written language is a distinct and special dialect; usually there is more than one written dialect. Scholars account for these facts by suggesting that writing is related directly to language but not necessarily directly to speech. Consequently, spoken and written language may evolve somewhat distinctive forms and functions.”

This definition of writing is relevant as it sees this skill as a long-lasting form of knowledge that surpasses time boundaries. This does not necessarily occur with oral tradition because as soon as the message is not passed down, this information will vanish in time. Interestingly, there are speakers who are good at transmitting their knowledge in the oral mode; however, they may fail to do so in the written mode. There are great speakers but poor writers and vice. This situation may occur otherwise as some people make themselves clear when they write their ideas because they take time to think, write, revise, and publish. There are many reasons that tend to explain this because writers, for example, should take into consideration elements that make their writing effective. In fact, Keith S. Folse et al (2015) list the following elements in writing:

- ✚ **Purpose:** Why do I write something?
- ✚ **Audience:** Who will read what I`m now writing?
- ✚ **Sentence clarity:** Are my ideas confusing?
- ✚ **Unity or coherence:** Am I writing a unified piece of text?
- ✚ **Cohesion:** Do my ideas sound choppy? Is this a broken text?

In this e-course, you will learn the role of each element and how to integrate it in your own writing. At this point, I must warn you. A crucial tool to write well is a good dictionary? I have no doubt that you already possess one, but writing instructors suggest you consult some specialized English dictionaries; for instance, these may include:

- ✚ An advanced English Dictionary: <https://dictionary.cambridge.org>
- ✚ A thesaurus (synonyms and antonyms): <https://www.macmillanthesaurus.com/>
- ✚ A dictionary of false cognates (false friends): <https://www.falsefriends.org/en>
- ✚ A dictionary of phrasal verbs: <https://www.oxfordlearnersdictionaries.com>

1.2 The Importance of the Concept of Academic Writing

As novice students of writing, you will learn that **informal writing** greatly differs from **academic writing**, especially in this era of digital messaging. People, specifically younger generations of future writers, seem to shorten their written messages by using abbreviations, emoticons, and fewer words. So, in this e-course you will learn that academic writing encloses a series of formal conventions such as: register or level of formality, tone, format,

sentence clarity, and cohesion (smooth and interrelated ideas). All of us will benefit from this in the academic and working environments as well. One source explained (Celce-Murcia and Olshtain, 2000) that “becoming aware of the composing process, learning about oneself as a writer, and relating to written texts and potential audiences of such texts is, in fact, what novice writers need to experience in either their first or second language” (p.142).

Once again, Hayes, Ornstein, and Gage (1997) point out that the conventions of writing consist of a “written symbolization of a verbal symbolization. Writing serves partially to capture in a semipermanent form a verbal message, although there are differences, as [they] have said, between writing and speech” (109). Precisely, one of these differences is the omission of words that are more likely to occur in the oral mode: formulaic expressions, idioms, vague words or phrases (i.e., *sort of* or *kind of*), contractions, or reductions (i.e., *gonna* or *wanna*).

Thus, in this lesson, you will also develop in your own writing some of the essential “stylistic conventions” of academic essays mentioned by Vasquez (2019):

- ✚ “**Clear and limited focus:**” How to make your thesis statement clear
- ✚ “**Logical structure:**” A piece of writing must show a unified structure
- ✚ “**Evidence-based arguments:**” Academic sources to enrich your text
- ✚ “**Impersonal thought:**” How to avoid subjective language

1.3 The Writing Process

The second topic that this first class will incorporate is crucial in every course focused on composition. In fact, you will experience the opportunity to take time to follow some steps as writing is a never-ending process. ***Writing cannot be seen as a product. WRITING IS A PROCESS...***and we are going to develop a process approach in this course...a ***VIRTUAL PROCESS APPROACH by using a series of digital Web 2.0 tools.***

The Writing Process is a key component that all English majors should learn. According to the Writing Center of the University of Kansas, it consists of **prewriting, research, drafting, revising, editing, and proofreading**. In the context of our course, we can identify the following steps of this writing process:

- ✚ **Step 1: *Getting acquainted with the text format and rhetorical pattern.*** Writers should know the type of writing goal to be achieved and the kind of text to write about. Do I have to write a summary? Does my text include citations? Will my essay cover causes or effects?

Source: Google Images

✚ **Step 2: Warming Up.** Writers evaluate a possible issue to write about, but after reflecting on its effectiveness, we can change our topic. It is important to consider different options before choosing one. If necessary, your professor will advise you to choose a good topic.

✚ **Step 3: Brainstorming.** By using digital tools, you are going to brainstorm on random ideas, words, phrases, details, or categories of items. We can add, insert, or delete as many elements as possible. The goal is to visualize and organize our ideas more effectively. Sometimes, student writers are on a hurry, and they underestimate this step. As a result, they will struggle at the moment of outlining. **Don't skip any step!**

✚ **Step 4: Outlining.** If the previous steps were successfully achieved, writing a good outline will be much easier.

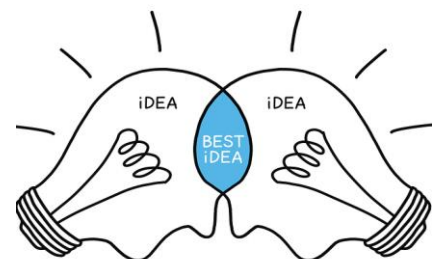
✚ **Step 5: Drafting.** When you reach this step, you start writing the FIRST version of your text. This is not the final version; so, be patient. There should be a correlation between the outline and the text itself. **We need to go back to the outline and check if it is a "mirror" of our text.** Think of the following analogy: an architect is designing and building your house. The sketch shows it will have three roomy bedrooms. **You are so excited and can't wait to decorate them!** Once the house has been built, you discover it has only a master bedroom and a small one. What would you think? You may compare the architect's sketch and the house to see where the problem was. In writing, this is the step in which you anticipate your professor's questions.



✚ **Step 6: Revising.** Individual or peer editing takes place. When revising your work, consult your outline. There is a great piece of advice here I want to give you: read your work out loud. Try to ask yourself these questions:

- ✓ Did I write short sentences?
- ✓ Does my text sound somewhat choppy?
- ✓ Did I write extremely extensive sentences?
- ✓ Am I running out of air while I'm reading it out loud?
- ✓ How does your writing "sound"? **Believe it or not, this tip really works!**

✚ **Step 7: Proofreading.** This step is also called **polishing**. Now, you create a clean, final version of your work. Consult the evaluation rubrics and make

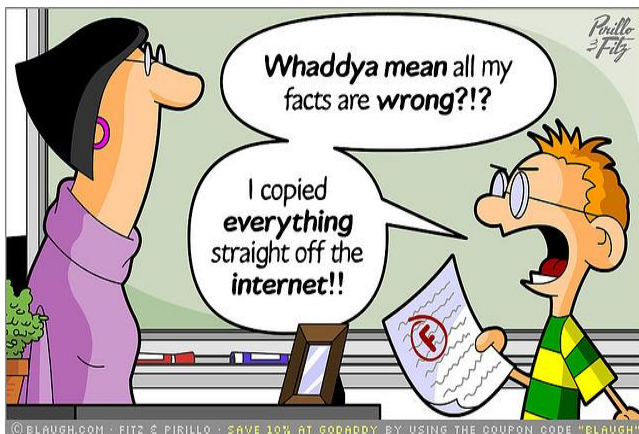


all the necessary adjustments to your writing. Check your professor's guidelines to see the required format, heading, and any detail you need to pay attention to. Some writers prefer to decide on the most suitable title for their text; other make changes or even re-think a new title.

✚ **Step 8: Publishing.** Now, you are ready to submit the final version of your text. Your professor will need time to read your work and give your feedback. Do not ignore this feedback because sometimes writers constantly make the same mistakes.

However, you should be warned that this writing process is not easy. It is, in fact, time consuming and challenging, especially with the incorporation of digital Web 2.0 tools. In relation to this writing process, Celce-Murcia and Olshtain (2000) discussed why this is not easy:

“A skilled writer, who writes often and for a variety of purposes, does not necessarily find the writing process easy. Many such writers report on the difficulties they encounter in sitting down to initiate a writing task or to carry out the final reformulation of something that has already been written in draft form. Personal writing strategies, preferences, and techniques characterize each individual writer. Some writers begin the composing process by drawing up outlines, others design flow charts or make lists of questions to be addressed, while some simply sit down, experience a natural flow of creativity, and start writing. (p.143)



1.4 Steps to Avoid Plagiarism

This is a key topic in any writing course. *Why do some college students commit plagiarism?* We can possibly infer several explanations for such question. Students will get acquainted with the definition of plagiarism as well as the

possible consequences this may bring about. This part of the class evaluates the concept of plagiarism with the content of a Spanish video produced by SIBDI (*Sistema de Bibliotecas, Documentación, e Información*, UCR). In this section, you will learn about:

- ✚ **The definition of plagiarism**
- ✚ **The reasons why students plagiarize**
- ✚ **The academic consequences (the college regulation)**
- ✚ **Types of plagiarism**
- ✚ **Self-plagiarism**
- ✚ **Forms to avoid plagiarism in this writing course**

Cartoon by Fitz & Pirillo (Blaugh.com)

Obviously, when citing sources correctly, your writing will be more enriching and meaningful. About this, one source Swales and Feak (2004) explains that “of course, borrowing the words and phrases of others can be a useful language learning strategy. Certainly, you would not be plagiarizing if you borrowed items that are commonly or frequently used in academic English or that are part of common knowledge” (p.172).

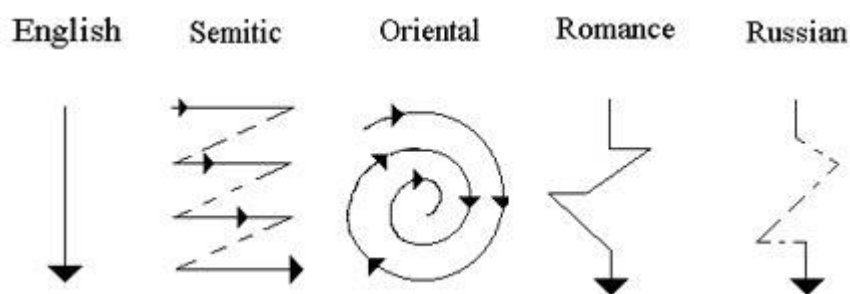
1.5 The Basics of an Academic Paragraph

One of the most significant topics of this class will be a review of the fundamentals of paragraph writing. To exemplify this, you will carry out a descriptive task based on a painting. *Do you like art? What’s your favorite painting? Who painted it?* Regarding this, Baker et al (2003) indicate that “descriptions often begin with general information— information that describes the whole picture. Then, the writer writes specific information that describes smaller parts of the picture” (45). As you and your classmates will go deeper into this concept, you will answer the following questions:

- *What is exactly a paragraph?*
- *How does the topic of a paragraph differ from its controlling idea?*
- *What are the basic components of an academic paragraph?*
- *Which aspects related to mechanics and format should students focus on?*
- *What is outlining?*
- *How can this contribute to unity and clarity?*

All of us, as Spanish speakers, will probably struggle while taking the first steps to structure a paragraph or an essay. *Do you know why this occurs?* One of the reasons is that Spanish speakers tend to write more. You have indirectly experienced what is called **contrastive rhetoric**; this explains that “extensive parallel constructions in the Semitic group, an indirect approach in the Oriental group, and the repeated digressions in Romance and Slavic groups” (Sokolik, cited in Nunan, 2003, p.90). In other words, this means that while some writers of foreign language distribute content in **unparallel form**, native English speakers write in a more **linear pattern**. This can be observed in the following image:

Fig. 1 The Contrastive Patterns of Various Languages



Source: Kaplan's Model, cited in Sokolik, 2003, p. 90

1.6 Summarizing Someone Else's Words

The second part of Unit 1 will cover the strategy of summarizing. Summarizing is not a rhetorical pattern per se. Instead, it is a learning strategy we have always used to synthesize a larger text into a shorter one. However, we need to summarize the original content by using **OUR OWN WORDS**. When we summarize a text, we cannot combine our own sentences with the author's original ones in order to avoid plagiarism. Since we will not insert citations or quotations at this point, it is a must to **EXPLAIN AND SUMMARIZE WITH OUR OWN WORDS**.

Regarding this strategy, Smalzer (1996) explains that to paraphrase, novice writers should:

“use their ideas, but express them in your own words, for two reasons: First, you want your audience to know that you understand the ideas and are not just copying them for the text. Second, direct quotations from other writers do not belong in pieces of paragraph length. Quotations can be used effectively in essays and other longer pieces” (p.17).

Additionally, Smalzer (1996) pointed out that “in courses that you take, your teachers want you to learn from what you read. They want you to absorb new ideas from authors and improve your English from exposure to new texts” (p. 46). **Is summarizing a type of genre or a type of learning strategy?** In this section, you will learn that this concept includes both. So, novice writers in this virtual course will face the challenge of synthesizing somebody else's writing into a shorter form of text by using their own words.

At this point, there is an important question to ask ourselves: **Why is it relevant to me to summarize a large text and write a paragraph?** Well, Celce-Murcia and Olshtain (2000) have the answer for you as these authors explained that “summarizing is also an assignment that is often required as part of an academic course. Summaries have two types of audiences: (1) the instructor who uses them to find out if the students have understood the material or (2) fellow students who share their readings through summaries of the articles”

(p.158). Writing an academic summary paragraph involves a series of learning strategies that will part of a writing process. Thus, in order to do so, Unit 1 has been divided into three extensive classes, and each class will consist of two parts.

1.7 The Importance of Correcting Syntactic Errors in Writing

Novice writers often make mistakes in regard to sentence formation. These mistakes are referred to as syntactic errors. Basically, there are three main errors: Fragments, Comma Splices, and RUN-ON sentences or, commonly known as FUSED sentences. There is a fourth type called unparallel form or parallelism. In this part of the unit, you will also learn how to identify and correct these four mistakes. In short, you will learn how to correct syntactic errors by...

- a. Correcting punctuation marks,*
- b. Using connecting words,*
- c. Using transitional words, or*
- d. Separating ideas.*

2. The Pedagogical Content of Virtual Class 2

2.1 How to Write an Essay

This part of the virtual course is not easy. You will learn that an essay is a type of text that requires a higher level of planning and construction. In academic writing, an essay allows the writer to express his or her thoughts in a more flexible and organized form: ***you have more room for communication!*** If it is probably hard for students to write an academic paragraph, they will now need to plan a five-paragraph essay. So, as you work on this virtual class, you will answer these questions along the way:



- What is an essay?
- What are the parts of an academic five-paragraph essay?
- What does MLA stand for?
- How can we write essays with the MLA style?

2.2 How Can Students Write an MLA Essay?

At this point, it is important to connect all the various topics of this virtual course. They are all interconnected. When writing an essay, one must follow a formal system of conventions in order to have a unified text that can be read easily globally. Perhaps, the most important formats are the MLA (Modern Language Association) and the APA (American Psychological Association). As English majors, the students of this virtual course will need to learn how to manage both formats. Some of them may study literature or teaching; depending on their area of expertise, a certain format will be used in your academic career.

Thus, from now on, you are going to use academic sources and enrich their essays with in-text citations in the body. You will use the 8th Edition of the *MLA Handbook for Writers of Research Paper*. I suggest you consult the resource below to get acquainted with the MLA style in its 8th edition:

The Purdue Writing Center: <https://owl.purdue.edu/>

3. The Pedagogical Content of Virtual Class 3

3.1 How Can Students Write an Effect-based Essay?

In this particular section of the second part of this e-class, you will combine all the information seen so far and develop an interesting type of genre: ***an effect-based essay***. A cause-effect essay is a type of rhetorical pattern that consists of presenting and developing several reasons (**causes**) or consequences (**effects**) of a main issue.

Think of the following questions:

- ✓ ***What would you do if you win the lottery?***
- ✓ ***What happens if you get married before graduating?***
- ✓ ***What are the consequences of this pandemic on global education?***

The aforementioned questions show a cause-effect relationship. From now on, the future task at hand is to focus their writing exclusively on effects; that is, the first essay will concentrate on these key terms: effects, consequences, or benefits. Folse et al (2015) explained that “cause-effect essays deal with the action-result relationship. They explain why things happen (causes) and what happens as a result (effects). They can be written to inform or to persuade” (p.140).

Thus, in this e-course, students will follow the following pattern of organization (pattern 4), which means that, based on the topic already selected, you need to develop three effects around the same issue.



3.2 Creating a Digital Mind Map as a Pre-writing Technique

Sometimes, we, as novice writers underestimate the value of pre-writing activities such as brainstorming. Since we are in a hurry, we tend to rapidly write an outline which, in most cases, ends up being a complete mess. So, taking time to reflect on the topic will definitely save time in the subsequent steps. No one wants to hear that they need to start over because the outline is confusing. One of the best pre-writing techniques for such task is a mind map. Yang (2020) explained that

“a mind map is a visual tool used to organize information graphically. It is hierarchical and represents relationships among parts of the whole. A mind map usually begins with a single concept, then drawn as an image in the center of a blank page, where associated representations ideas will be added, such as words and images. Main ideas will be connected directly to the central concept, and other sub topics branch out from the major ones.”

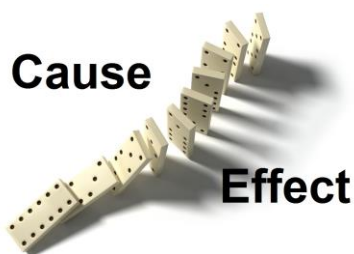
By using a digital tool, students will include several minor ideas, details, and examples to be positioned around the key words and phrases. After completing this, the next steps will be outlining and drafting.

Source: Google Images

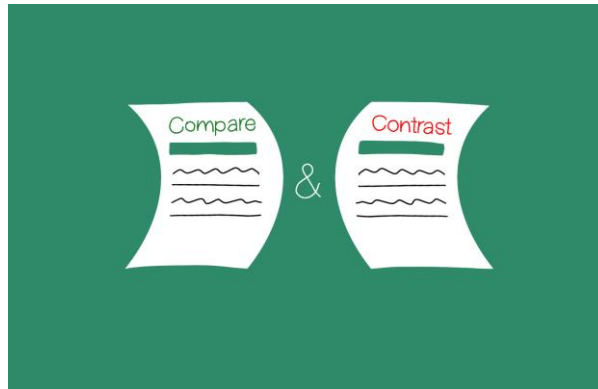
3.3 How Can Students Write a Contrast Essay?

In this virtual lesson, the class will learn how to write a more challenging type of essay. This essay is one of the most common forms of format writing. In the case of a Contrast essay, the author discusses TWO elements which are similar in nature (i.e, two teaching methods, a book and its movie, two computer programs, two painters). Then, we identify THREE points of contrast (differences). The choice of topic for this kind of essay is crucial.

It is important to learn that you will have the opportunity of using a digital tool called Lucidchart in order to create a Venn diagram. According to the Lucidchart website, there are multiple advantages in using Venn diagrams in educational contexts:



A Venn diagram uses overlapping circles or other shapes to illustrate the logical relationships between two or more sets of items. Often, they serve to graphically organize things, highlighting how the items are similar and different. Venn diagrams, also called Set diagrams or Logic diagrams, are widely used in mathematics, statistics, logic, teaching, linguistics, computer science and business. Many people first encounter them in school as they study math or logic, since Venn diagrams became part of “new math” curricula in the 1960s.



Source: Google Images

Once you have your Venn Diagram with at least four or five pairs of differences, the next step is to create your outline. To do so, we are going to follow the **POINT-BY-POINT METHOD**. That is, we select the three **MOST INTERESTING AND RELEVANT** pairs of differences; and most importantly, we need to identify the **CONCEPT** those two differences refer to.

Conclusion

We can finish this description of the contents of Unit 1 by saying that to improve, we should read as much as possible, incorporate new lexicon (academic words in English), and write continuously to keep track of our own progress. As we develop our understanding of writing conventions and more varied sentences, we can go beyond this unit and study the contents of Units 2 and 3 of this e-course.

To finish this description of the module, we can read Joel L. Swerdlow's opinion (cited in Douglas and Bohlke, 2016) of writing as one of the greatest inventions of humankind:

"No other invention—perhaps only the wheel comes close—has had a longer and greater impact on humanity's development than **writing**. Written words have overthrown governments and changed the course of history. So powerful is writing that the beginnings of civilization and history are most often defined as the moment cultures develop it. The transformation of language into written words has immortalized passion, genius, art, and science" (p.195).

Having reflected on his thought, it is now our opportunity to use writing as a form of expression to transmit our knowledge to our audiences, in this case, our classmates and professor.

Let's get to work...



Source: Google Images

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OTHER RESOURCES

-  An advanced English Dictionary: <https://dictionary.cambridge.org>
-  A thesaurus (synonyms and antonyms): <https://www.macmillanthesaurus.com/>
-  A dictionary of false cognates (false friends): <https://www.falsefriends.org/en>
-  A dictionary of phrasal verbs: <https://www.oxfordlearnersdictionaries.com>

Conclusiones

Sin lugar a dudas, la enseñanza en modalidad virtualidad tendrá un papel primordial en los nuevos paradigmas educativos actuales. La emergencia sanitaria global ha hecho que prácticamente todos los docentes se interesen más en descubrir los beneficios de los entornos virtuales de aprendizaje. Hay que tomar en cuenta que las nuevas herramientas digitales y plataformas educativas son el medio para transmitir el conocimiento; es decir, son un puente entre el conocimiento disciplinar y pedagógico de los educadores y lo que los estudiantes deben desarrollar en términos de competencias y habilidades. Es importante que los docentes de los cursos de expresión escrita puedan participar en charlas para así compartir sus experiencias y intercambiar herramientas.

Para el caso del curso LM-1245 Composición Inglesa II, su virtualización hará que los estudiantes actuales y futuros asimilen los contenidos temáticos de una manera más efectiva para sacar provecho del proceso de escritura. Habrá más oportunidad de reflexionar sobre las fortalezas y debilidades a la hora de desarrollar una destreza tan importante como la escritura, siendo en este contexto académico algo fundamental. Antes del auge de la modalidad virtual, los cursos de expresión escrita se han caracterizado por la incorporación de mucho material impreso: antologías, folletos complementarios, manuales de escritura (MLA y APA), lecturas complementarias, y listas de vocabulario. Si bien es cierto dicho material es pertinente, es hora de manejar material en línea que sea más actualizado y que se ajuste al contexto universitario. Para esto, los EVA tienen la facilidad de ser actualizados y modificados fácilmente según los cambios curriculares de los planes de estudio.

De igual manera, otro efecto importante de virtualizar este curso de escritura consiste en exponer a los estudiantes en el manejo de herramientas digitales diversas. Para lo cual, los estudiantes se darán cuenta que los EVA ya no son un simple repositorio de textos o presentaciones; por el contrario, se trata de entornos generadores de constante interacción y creación de conocimiento por medio de actividades y recursos colaborativos. De esta manera, los estudiantes incrementarán su grado de motivación y entusiasmo al verse retados al manejo de recursos tecnológicos que podrán usar en sus futuros contextos laborales y académicos.