

## Written Expression II

Code: IG-111	Credits: 4
Modality: Quarterly	Prerequisites: IG-110
Major: Bilingual Preschool	Quarter: V
Major: Teaching of English I and II Cycles	Quarter: V
Major: English Teaching	Quarter: VI
<u>Nature of the course</u> : Theoretical-practical	Practical hours per week: 2
Hours per week theoretical: 1	Hours of independent study per week: 9

### 1. General description

Written expression II reinforces writing skills initially acquired in the previous course and aims to reinforce them. It provides the students with tools to develop quality paragraphs such as narrative, descriptive, persuasive, informative. It also guides students through writing quality letters, emails and journals. It encourages students to develop the basic concepts necessary for proper written expression as well as backing up their writing with references and citation following the APA format.

### 2. Objectives

#### 2.1 General objective:

- To develop different types of paragraphs using a wide variety of vocabulary, structures and writing styles and genres show a maturity in the writing process.
- To produce a coherent and organized writing piece where opinion or facts are supported by evidence.

#### 2.2 Specific objectives:

- To distinguish among the different writing styles and genres and their characteristics..
- To construct different writing pieces: descriptive, narrative, persuasive, expository, letter, email and journal; with appropriate writing mechanics and content.
- Identify in written discourse the steps for an effective and creative writing process so that students interact with their classmates in the analysis and discussion of themes.
- To produce persuasive and informative texts that provide evidence from online research.
- To construct appropriate references and citation according to the APA format.

### 3. Contents:

1. Review paragraph organization
2. Review punctuation and capitalization rules.
3. The 5 steps of the Writing Process
4. Letter and Emails production
5. Types of paragraphs
  - 3.1 Narrative
  - 3.2 Descriptive
  - 3.3 Process
  - 3.3 Persuasive
  - 3.4 Expository/ Informative
  - 3.5 Journals
4. Genre
  - 4.1 Fiction
  - 4.2 Nonfiction
  - 4.3 Fantasy
5. Research
  - 5.2 Research before writing
  - 5.3 references and citation information: APA format

### 4. Teaching methodology

The professor will guide the students through the process of developing different types of paragraphs. By presenting information, characteristics, and providing support; students will get to

produce the necessary pieces of writing. Working in stations is a new strategy to be applied in this course to let the students experience different activities in one class.

#### 5. Learning strategies

. By applying the new information obtained from the professors presentations, examples and most importantly research, the students will develop the necessary writing skills to create their own pieces of writing based on given genres. Students will distinguish among these genres and they'll be able to produce a quality paragraph for each one of them. Research and investigation skills will be developed as well by the students and they will be able to support their facts and opinion with references and citation following the APA format. Students are required to have an active role in the class, participate, create and use their critical thinking at all times.

#### 6. Teaching resources:

Basic classroom supplies, computer, video beam, and ipads/ tablets.

#### 7. Course Timeline

<b>Session</b>	<b>Content</b>	<b>Activities</b>
1	1. Review punctuation and capitalization rules <ul style="list-style-type: none"> <li>• Full stop/period, commas, colon, semicolon, question and exclamation marks, quotation marks, parentheses, hyphen.</li> </ul>	1. Program presentation 2. Review the concepts learned in written expression 1 3. Provide writing prompts and have students produce an outline and its corresponding paragraph.

Session	Content	Activities
	2. Review paragraph organization <ul style="list-style-type: none"> <li>• Topic sentence, major and minor details, concluding sentence.</li> </ul> 3. Graphic Organizers <ul style="list-style-type: none"> <li>• Outline, concept map, web, flow chart.</li> </ul>	4. Provide punctuation and capitalization exercises.
2	1. The 5 steps of the writing process review. <ul style="list-style-type: none"> <li>• Drafting, Editing,</li> </ul> 2. Letters and Emails <ul style="list-style-type: none"> <li>• How to lay a letter:</li> <li>• Friendly letter -Business letter ( from teachers perspective: to parents)</li> <li>• How to write an email:</li> <li>• Business email ( to parents or coworkers)</li> </ul>	1. Work in stations in order to accomplish the 5 steps of the writing process. 2. Produce a paragraph on their own. 3. Show models of the different letters. 4. Explain the format for both: friendly and business. 5. Show models of business emails 6. Explain email punctuation and spacing. 7. Practice: have students produce a friendly letter, and a business letter ( to parents) 8. Write a business email and send it to the professor.
3	1. Narrative paragraph - Genre: Nonfiction <ul style="list-style-type: none"> <li>• Narrating or telling a experience</li> <li>• Narrating or telling an adventure</li> <li>• Narrating or telling a happening</li> </ul>	1. Explain the narratives characteristics ( topic sentence grabs the readers attention, ideas follow a sequence, plenty of interesting details) 2. Explain what non fiction is. 3. Show different vocabulary expressions to start a narrative. 4. Brainstorm – outline ideas 5. Write a narrative paragraph to tell an experience 6. Write a narrative paragraph to tell an adventure. Assigned article: <b>Narrative Nonfiction: A Writer Reflects on Writing Real Stories</b>
4	1. Narrative paragraph- Genre: Fiction <ul style="list-style-type: none"> <li>• Narrating or telling a story</li> </ul>	1. Show a video to illustrate fantasy – fiction 2. Explain what fiction is. 3. Review the narrative characteristics.

Session	Content	Activities
	<ul style="list-style-type: none"> <li>• Use fantasy or fiction characters and setting</li> </ul>	<ol style="list-style-type: none"> <li>4. Show different vocabulary expressions to start a fiction narrative.</li> <li>5. Brainstorm – outline ideas</li> <li>6. Write a fiction/ fantasy paragraph in pairs.</li> <li>7. Assignment n.1</li> <li>8. Write a fiction- fantasy paragraph in pairs and read it aloud to the class.</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Descriptive writing           <ul style="list-style-type: none"> <li>• Describing people</li> <li>• Adjectives and their synonyms</li> <li>• Descriptive paragraph format</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Fantasy – fiction story presentation.</li> <li>2. Have students brainstorm adjectives they commonly use, have them research for synonyms for each of those adjectives.</li> <li>3. Explain the descriptive paragraph characteristics ( to describe someone with characteristics that allow you to see that person as you read the paragraph)</li> <li>4. Choose a of famous person, show his/her picture and produce a descriptive paragraph as a whole group activity.</li> <li>5. In small groups, choose one classmate from each group and describe her/him in a paragraph.</li> <li>6. Assigned reading:</li> <li>7. Effects of Modeling Instruction on <b>Descriptive Writing</b> and Observational Skills in Middle School.</li> </ol>
6	I Midterm	Apply acquired knowledge and concepts
7	<ol style="list-style-type: none"> <li>1. Descriptive writing           <ul style="list-style-type: none"> <li>• Describing an object or place</li> <li>• Adjectives and their synonyms</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Review the descriptive writing characteristics (to describe something with words that allow you to see, smell or feel what you`re describing)</li> <li>2. Show images of real objects and brainstorm adjectives they would use to describe them. Research for synonyms and variety of vocabulary.</li> </ol>

Session	Content	Activities
		<ol style="list-style-type: none"> <li>3. Have students brainstorm and outline their ideas to describe an object and a place.</li> <li>4. Produce a paragraph for each one of them.</li> <li>5. Read the paragraph to the class and have them guess what object or place it is.</li> <li>6. Assigned article:</li> <li>7. Theoretical Principles to Guide the Teaching of <b>Adjectives</b> to Children Who Struggle With Word Learning: Synthesis of Experimental and Naturalistic Research With Principles of Learning Theory.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. Processes writing ( How to)           <ul style="list-style-type: none"> <li>• Sequencing vocabulary words</li> <li>• Writing prompts</li> <li>-</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the “How To” uses and show some examples.</li> <li>2. Explain the sequencing words.</li> <li>3. Provide writing prompts to generate ideas for the “How To” paragraph.</li> <li>4. Brainstorm some ideas in a sequencing chart.</li> <li>5. Write a “How to” piece and share with the class.</li> </ol> <p>Assignment n.2 Prepare a “How To” speech ( write a paragraph )</p>
9	<ol style="list-style-type: none"> <li>1. How To presentations</li> <li>2. Persuasive Writing           <ul style="list-style-type: none"> <li>• Writer`s point of view in the first sentence.</li> <li>• -Supporting sentences to back up the opinion.</li> <li>• Transition words: opposition, cause, effect, etc.</li> <li>-</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students presentations ( The paragraph should be in a power point)</li> <li>2. Provide immediate feedback</li> <li>3. Explain what persuasive writing is, how it tries to change the reader`s mind or to persuade the reader to agree with the writer. Show some examples.</li> <li>4. Provide one or two topics to develop a persuasive paragraph together.</li> <li>5. Brianstorm some ideas together.</li> </ol>

Session	Content	Activities
		<ol style="list-style-type: none"> <li>6. Guide students through expressing their point of view in a strong convincing way.</li> <li>7. Review vocabulary “ transition words” to express their point of view in a strong way.</li> <li>8. Assigned reading:</li> <li>9. Teaching <b>persuasive</b> texts: Building a language of evaluation through hedging and moderated intensification.</li> </ol>
10	<ol style="list-style-type: none"> <li>1. Persuasive paragraph</li> <li>2. Review general characteristics.               <ul style="list-style-type: none"> <li>• Evidence ( research for information)</li> <li>• APA format for citation.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Review persuasive paragraph characteristics.</li> <li>2. Guide students through expressing their point of view in a strong convincing way.</li> <li>3. Guide students through the research ( online research) for evidence to support their point of view.</li> <li>4. Explain APA format for citation.</li> <li>5. Explain APA format for references.</li> <li>6. Write a persuasive paragraph providing evidence and references ( APA)</li> </ol>
11	II Midterm	Apply acquired knowledge and concepts
12	<ol style="list-style-type: none"> <li>1. Expository/ Informative Paragraph               <ul style="list-style-type: none"> <li>• Topic sentence, Supporting details in a logical sequence, concluding sentence.</li> <li>• Facts ( supported by evidence)</li> </ul> </li> <li>2. APA Format.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain what an Expository/ Informative text is.</li> <li>2. Show samples</li> <li>3. Provide writing prompts to have them brainstorm ideas and complete an outline.</li> </ol>

Session	Content	Activities
		<ol style="list-style-type: none"> <li>4. Have students research for facts according to their topic.</li> <li>5. Produce an informative paragraph. ( APA format for citation and references)</li> <li>6. Assignment n. 3</li> <li>7. Produce an expository paragraph on a science or technology topic and present it to the class.</li> </ol>
13	<ol style="list-style-type: none"> <li>1. Journal writing           <ul style="list-style-type: none"> <li>• General review of past tense</li> <li>• Journal writing format: less formal, telling experiences, personal opinion, etc.</li> </ul> </li> <li>2. APA Format.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students expository paragraph presentation.</li> <li>2. Explain what journal writing is.</li> <li>3. Provide examples.</li> <li>4. Have them brainstorm ideas for their journal.</li> <li>5. Produce a journal writing paragraph.</li> <li>6. Assigned reading: Engaged Journalism: Using Experiential Learning Theory (ELT) for In-Class Journaling Activities</li> </ol>
14	Review and practice	<ol style="list-style-type: none"> <li>1. Review the different types of paragraphs</li> <li>2. Review fiction and nonfiction characteristics.</li> <li>3. Review APA format for citation and references.</li> <li>4. Work in stations: have students produce 3 different paragraphs.</li> <li>5. Provide writing prompts and an iPad in each station to have them research.</li> </ol>
15	Final Exam	Apply acquired knowledge and concepts

8. Evaluation:

Activity	Percentage

First midterm	15%
Second midterm	15%
Final Exam	20%
In-class written paragraphs	15%
Assignments	15%
English Learning Software	20%
<b>Total</b>	<b>100%</b>

Note: ELS This evaluation (including the use of the English Learning Software) applies only for the students of the English Teaching. For students of other majors, the grade will be based on the 80% of the evaluation items that do NOT include the learning software program portion and the mathematical proportion will be applied with the goal of extrapolating the grade and work one in class to the maximum grade of 100%.

## 9. Bibliography

### Core Bibliography

- Bradbury, J. Kennedy-Scanlon, M. & Cebrian, J. (2009). Guided error correction: exercises for Spanish-speaking students of English: level C1 book 1. Universitat Autònoma de Barcelona. <https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/50357>
- Monippally, M. M., & Pawar, B. S. (2010). Academic Writing: A Guide for Management Students and Researchers. Los Angeles: Sage Publications Pvt. Ltd.

### Complementary bibliography

- American Psychological Association, APA, 7th Edition, 2019.
- Hakim, J. (2016). Narrative Nonfiction: A Writer Reflects on Writing Real Stories. *American Educator*, 40(1), 33-37.
- Elbow, P. (2000). Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing. New York: Oxford
- Park, D. d., & Logsdon, C. c. (2015). Effects of Modeling Instruction on Descriptive Writing and Observational Skills in Middle School. *International Journal Of Science & Mathematics Education*, 13(1), 71-94. doi:10.1007/s10763-013-9456-2
- Ricks, S. L., & Alt, M. (2016). Theoretical Principles to Guide the Teaching of Adjectives to Children Who Struggle With Word Learning: Synthesis of Experimental and Naturalistic Research With Principles of Learning Theory. *Language, Speech & Hearing Services In Schools*, 47(3), 181-190. doi:10.1044/2016\_LSHSS-15-0034

Mills, K., & Dooley, K. (2014). Teaching persuasive texts: Building a language of evaluation through hedging and moderated intensification. *Literacy Learning: The Middle Years*, 22(3), 33-41.

Jenkins, J. J., & Clarke, T. (2017). Engaged Journalism: Using Experiential Learning Theory (ELT) for In-Class Journaling Activities. *International Journal Of Teaching And Learning In Higher Education*, 29(1), 154-161.

Paragraph Rubric:

Total points:-----

Aspects	Limited (1pt)	Needs Improvement(2 pts)	Excellent (3 pts)
Topic Sentence	There is not presence of a clear topic sentence that leads the development of the paragraph. Also, It is difficult to recognize the topic and the controlling idea of the main sentence.	There is a topic sentence but the topic and / or the controlling idea is not clear. The topic sentence could be more specific to clarify the intention.	The topic sentence is clear and it is possible to identify the topic and the controlling idea. The intention and main thought of the paragraph is clearly shown.
Supporting Details	The supporting details are not complete sentences neither they support the topic sentence. There is not relationship towards the controlling idea of the TS.	Most sentences are complete ideas. Also, just a few of them are not related to the topic sentence or are not directed by the controlling idea.	The supporting details are well created sentences. They support clearly the topic sentence and provide strong support to the intention developed.
Concluding Statement	There is not a concluding statement or the reinforcement of the topic sentence at the end of the paragraph signaling the end of the written piece.	The concluding sentence is at the end of the paragraph and re-states the topic sentence in some way, however there is extra information that should not be present.	The concluding statement clearly sets the end of the written piece and creates a feeling of closure to the reader. There is not misplacing of extra information in the concluding sentence.
Coherence	Most of the sentences are not related to each other and create confusion to the	Some sentences are well elaborated. Just a few of them have to be	The supporting details are related to each other. Also, there is a clear connection

	reader. Also, the supporting details are mere sentences with not detail or support to help comprehension.	eliminated to avoid confusion. Details are present in some cases. There is a relation among the ideas and support.	to the rest of the sentences. The supporting details present examples or details that help to develop each idea.
Unity	The supporting details are not connected to the topic sentence making difficult to understand the idea developed in the paragraph.	Some of the sentences are related to the topic sentence. The intention is shown and understood to some point. Some minor changes should be made.	The supporting details are related to the topic sentence and it is clear the intention developed towards such.
Grammar	There are many considerable grammar errors. Inflections and misspelling is present in the paragraph affecting the reading.	There some grammar errors but still the message is transmitted. Inflections and misspelling is not that present and just few mistakes that affect comprehension.	There is not presence of grammar errors. Third person singular, inflections, and tenses are well applied. Grammar use is quite clear and helps convey understanding of the message.
Punctuation	There is present of run-on sentences that affect comprehension. The punctuation rules are not clear applied in the written piece.	The punctuation marks are applied and a few mistakes are present, however these do not affect comprehension.	Punctuation rules are present and well used. The punctuation is not affecting negatively the message and provides clear transmission of it. It is possible to see the correct understanding of the punctuation rules by the writer.
Development	There is a minimal development of the topic. There is minimal use of examples or relevant details. Analogies, illustrations are not presented.	Appropriate development of the topic. There is a clear use of examples, evidence or relevant details to support the main idea. Considerable use of analogies, illustrations is presented	The task presents a sophisticated development of the topic. The paragraph presents strong use of examples, evidence or relevant details to support the main idea. The use of analogies, illustrations is satisfactory applied.

Evidence ( if applies)	No evidence is provided that supports the opinion or mentioned fact.	Evidence is provided, however it does not follow APA format correctly.	Evidence is provided, citations and references are made according to APA format.
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Pts obtained: \_\_\_\_\_

Percentage: \_\_\_\_\_