

## Written Expression I

**Code:** IG-110

**Credits:** 4

**Modality:** Quarterly

**Prerequisites:** IG-103

**Major:** Bilingual Preschool

**Quarter:** IV

**Major:** Teaching of English I and II Cycles

**Quarter:** IV

**Major:** Teaching of English

**Quarter:** V

**Nature of the course** : Theoretical/practical

**Practical hours per week:** 2

**Hours per week theoretical:** 1

**Hours of independent study per week:** 9

### 1. General description

During this writing course, students are exposed to the paragraph structure for the first time. It aims to introduce the basic concepts necessary for proper written expression from capitalization and punctuation to the use of graphic organizers. Students are required to develop certain skills to be able to produce paragraphs.

In educational settings, written expression is fundamental. It's necessary for assignments, exams, research papers, and essays. The ability to articulate ideas coherently and eloquently greatly influences academic success.

The course will encourage critical thinking as students learn to organize their thoughts logically, analyze information, and present arguments or opinions cohesively. It also fosters creativity as individuals explore different writing styles, experiment with language, and express their unique perspectives.

### 2. Objectives

#### 2.1 General objective:

- Offer students the knowledge and opportunities to develop their skills at mastering the English language in order to elaborate formal and coherent paragraphs.

#### 2.2 Specific objectives:

- Teach students to organize their ideas through different schemes that serve in the construction of the paragraph.
- Teach students to elaborate an appropriate topic sentence to lead the development of

the paragraph.

- Identify the correct use of the linking words and the transitional phrases to provide coherence and unity.
- Recognize the proper use of the punctuation rules in English writing.
- Study elements of writing in the English language so that students can construct their paragraph in an organized way.
- Encourage the organization of ideas about a general or educational theme that serves for writing paragraphs in English.

### **3. Content:**

#### 1. Punctuation and Capitalization.

1.1 Capital Letter

1.2 Period

1.3 Comma

1.4 Semi colon

1.5 Colon

1.6 Question and Exclamation marks

1.7 Quotation marks

1.8 Parentheses

1.9 Hyphen

#### 2. The Paragraph

2.1 Topic sentence

2.2 Supporting details

2.3 Minor and Major details

2.4 Concluding sentence

2.5 Brainstorming before producing a paragraph.

#### 3. Organization of Ideas: Graphic Organizers.

3.1 Outline

3.2 Concept map

3.3 Web

3.4 Flow Chart

#### 4. Transition Words

- 4.1 Addition/ Agreement
- 4.2 Opposition/ Limitation
- 4.3 Cause / Condition
- 4.4 Effect /Consequence
- 4.5 Emphasis/ Support
- 4.6 Example
- 4.7 Sequence/ Time
- 4.8 Conclusion/ Summary
- 5. The 5 step writing process.
  - 5.1 Pre- writing
  - 5.2 Drafting
  - 5.3 Editing
  - 5.4 Proofreading
  - 5.5 Publishing

#### **4. Teaching methodology**

The professor will guide and encourage students to use and develop basic writing skills from the sentence production and punctuation through the use of vocabulary and skills in order to develop a paragraph. Individual and group activities are promoted, always guided by the professor and receiving the necessary feedback after each written production.

#### **5. Learning strategies**

Students will work on the basis of the writing processes, they will use the given vocabulary and writing rules by doing writing exercises, games, online practice, using new vocabulary and using outlines to organize ideas. Once the writing skills have been strengthened students will be ready to produce a paragraph by following a writing process step by step and practicing every class. Students are required to practice in class and at home in order to improve their writing skills, style and use of vocabulary. Students are responsible for building their learning process through the application of the different skills taught in class. Several quizzes will be applied, and students will develop a project where they will have the opportunity for simulating a writing class. Once the content is taught to them, they will put it in to practice as future English professors.

## 6. Teaching resources:

Basic classroom supplies, computer and video beam. Their own device (cellphone or iPad; to work on online exercises)

## 7. Course Timeline

Session	Content	Activities
1	Course presentation  Introduction to writing  Punctuation and Capitalization <ul style="list-style-type: none"> <li>• Capital Letter</li> <li>• Period</li> <li>• Colon</li> <li>• Semicolon</li> </ul>	1. Program presentation  2. Presentation of capitalization rules: names, holidays, abbreviations, beginning of sentence, questions, places, days of the week, month, titles  3. Presentation of use of period or full stop, in sentences, statements, abbreviations, commands, indirect questions, website addresses. Also present the use of comma, colon and semicolon  Provide practice after each punctuation mark is presented.  Suggested links: <a href="https://www.quia.com/quiz/113746.html">https://www.quia.com/quiz/113746.html</a> <a href="http://esl.fis.edu/grammar/satz/capital1.htm">http://esl.fis.edu/grammar/satz/capital1.htm</a> <a href="https://www.quia.com/quiz/300690.html?AP_rand=1091986733">https://www.quia.com/quiz/300690.html?AP_rand=1091986733</a> <a href="https://www.ixl.com/ela/grade-4/commas-with-a-series">https://www.ixl.com/ela/grade-4/commas-with-a-series</a> <a href="https://www.ixl.com/ela/grade-9/semicolons-colons-and-commas-review">https://www.ixl.com/ela/grade-9/semicolons-colons-and-commas-review</a>
2	Punctuation (part II) <ul style="list-style-type: none"> <li>• Question marks</li> <li>• Exclamation marks</li> </ul>	1. Present question and exclamation marks: their use and rules. Review capitalization for questions and exclamations.  2. Present quotation marks, parenthesis, and hyphen.  3. Provide practice after each topic is presented.

Session	Content	Activities
	<ul style="list-style-type: none"> <li>• Quotation marks</li> <li>• Parentheses</li> <li>• Hyphen</li> </ul>	4. Suggested links <a href="http://www.primaryresources.co.uk/english/pdfs/PC_questexcl.pdf">http://www.primaryresources.co.uk/english/pdfs/PC_questexcl.pdf</a> <a href="https://www.topmarks.co.uk/Interactive.aspx?cat=46">https://www.topmarks.co.uk/Interactive.aspx?cat=46</a>
3	The paragraph <ul style="list-style-type: none"> <li>• Topic sentence</li> <li>• Difference among main idea and topic sentence</li> <li>• Supporting details:</li> <li>• Major and minor details</li> </ul>	<ol style="list-style-type: none"> <li>1. Present topic sentence: explain the difference among main idea and topic sentence.</li> <li>2. Have them produce topic sentences for given paragraphs.</li> <li>3. Present supporting details:</li> <li>4. Have them produce supporting details for given topic sentences.</li> </ol>
4	The paragraph  Major and minor details <ul style="list-style-type: none"> <li>• Concluding sentence</li> </ul>	<ol style="list-style-type: none"> <li>1. Produce major and minor details on their own.</li> <li>2. Concluding sentence production: encourage students to give a strong concluding sentence for their paragraph.</li> <li>3. Brainstorming before writing a paragraph on their own.</li> </ol>
5	Graphic organizers <ul style="list-style-type: none"> <li>• Outline</li> <li>• Concept map</li> </ul>	<ol style="list-style-type: none"> <li>1. Present the different types of graphic organizers.</li> <li>2. Have students use them before writing a paragraph.</li> <li>3. Produce a paragraph after their outline is complete.</li> <li>4. Suggested article:</li> <li>5. <b>Graphic Organizers:</b> Understanding the Basics.</li> </ol>
6	First Evaluation	Apply knowledge and concepts

Session	Content	Activities
7	Graphic Organizers (part II) <ul style="list-style-type: none"> <li>• Web Flowchart</li> </ul>	<ol style="list-style-type: none"> <li>1. Present the two types of graphic organizers</li> <li>2. Have students use them to organize ideas before writing</li> <li>3. Produce a paragraph after the outline in complete</li> <li>4. Suggested article:</li> </ol> <p><b>Graphic Organizers: Research Starters</b></p>
8	Transitions <ul style="list-style-type: none"> <li>• Addition/ agreement</li> <li>• Opposition/ limitation</li> <li>• Cause</li> <li>• /condition</li> </ul>	<ol style="list-style-type: none"> <li>5. Present different types of transitions such as:               <ul style="list-style-type: none"> <li>• Addition: as a matter of fact, in like manner, in addition, in the same way, first, second, third, also, moreover, as well as, together with, likewise, similarly, etc</li> <li>• Opposition: in contrast, on the other hand, although, despite, whereas, otherwise, however, rather, nevertheless, but, still, unlike, etc.</li> <li>• Cause: so long as, on the condition that, in case, provided that, given that, in case of, owed to, with this in mind, etc.</li> </ul> </li> <li>6. Provide opportunity for students to put new vocabulary in practice: Sentence production and completion.</li> <li>7. Paragraph production based on a topic.</li> <li>8. Identification of transitions in a text.  <a href="http://www.k12reader.com/worksheet/identify-the-transition-words/view/">http://www.k12reader.com/worksheet/identify-the-transition-words/view/</a> </li> </ol>
9	Transitions (part II) <ul style="list-style-type: none"> <li>• Effect / consequence</li> </ul> Emphasis / Example	<ul style="list-style-type: none"> <li>• Effect: as a result, under those circumstances, therefore, consequently, for this reason, in that case, thereupon, etc</li> <li>9. Example: in other words, to put it differently, in detail, to point out, specifically, expressively, etc</li> </ul>

Session	Content	Activities
	<ul style="list-style-type: none"> <li>• Sequence/ time</li> <li>• Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence: from time to time, at the same time, as soon as, in the meantime, in that moment, prior to, before, by the time, etc.</li> <li>• Conclusion: As can be seen, generally speaking, to sum up, to summarize, in essence, overall, ultimately, etc</li> <li>1. Provide opportunity for students to put new vocabulary in practice: Sentence production and completion.</li> <li>2. Paragraph production based on a topic.</li> <li>3. Identification of transitions in a text.</li> <li>4. Suggested practice:</li> <li>5. <a href="https://jeopardylabs.com/play/transition-words2">https://jeopardylabs.com/play/transition-words2</a></li> <li>6. <a href="https://www.proprofs.com/quiz-school/story.php?title=transitional-words-phrases">https://www.proprofs.com/quiz-school/story.php?title=transitional-words-phrases</a></li> </ul>
10	Transitions practice:	<ol style="list-style-type: none"> <li>1. Review transitions.</li> <li>2. Find examples of different transitions in songs, or printed material provided by the professor</li> <li>3. Produce paragraphs using transitions in context.</li> </ol>
11	Second Evaluation	Apply knowledge and concepts
12	The five step writing process: <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Publishing</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain each step of the writing process</li> <li>2. Illustrate it with examples ( whole group activity)</li> <li>3. Producing a paragraph in small pairs, going through the 5 step process.</li> <li>4. Suggested article:</li> <li>5. Writing process (planning, drafting, revising, editing, publishing)</li> </ol>

<b>Session</b>	<b>Content</b>	<b>Activities</b>
13	The five-step writing process practice.	<ol style="list-style-type: none"> <li>1. Practice: guide the students through the 5-writing step process to help them produce a paragraph.</li> <li>2. Provide writers prompts to have the students produce a quality paragraph using the content that has been studied along the quarter.</li> </ol>
14	Project presentation	<p>Project presentation: students will teach a writing class, they can choose any of the following topic to be developed:</p> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capitalization</li> <li>• Topic sentence- supporting details (minor and major)</li> <li>• Writing a paragraph.</li> </ul>
15	Final Evaluation	

### **8. Evaluation:**

Classwork	10%
First Mid-term Evaluation	15%
Second Mid-term Evaluation	15%
Quizzes	10%
Final Evaluation	20%
Project	10%
English Learning Software	20%

### **TOTAL 100%**

Note: ELS This evaluation (including the use of the English Learning Software) applies only for the students of the Bilingual Preschool. 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%.

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## 6. Bibliography:

### Core Bibliography

Brennan, N. (2017). The Underpinning Factors of Written Expression: The Role of Spelling, Written Grammar, Oral Language and Reading Comprehension in Writing. (n.p.): (n.p.).

Cummins, C. c., Kimbell-Lopez, K. k., & Manning, E. I. (2020). Graphic Organizers: Understanding the Basics. *California Reader*, 49(1), 14-22.

López Rúa, P. (2011). English spelling for EFL students (manuais). Vol.13. Universidad de Santiago de Compostela. <https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/61513>

### Complementary bibliography

American Psychological Association, APA, 7th Edition, 2019.

Dziak, M. (2019). Writing process (planning, drafting, revising, editing, publishing). *Salem Press Encyclopedia*.

Mertens, N. L. (2021). *Writing: Processes, Tools and Techniques*. New York: Nova Science Publishers, Inc

Suggested links:

<https://www.quia.com/quiz/113746.html>

[https://www.quia.com/quiz/300690.html?AP\\_rand=1091986733](https://www.quia.com/quiz/300690.html?AP_rand=1091986733)

<https://www.ixl.com/ela/grade-4/commas-with-a-series>

<https://www.ixl.com/ela/grade-9/semicolons-colons-and-commas-review>

[http://www.primaryresources.co.uk/english/pdfs/PC\\_questexcl.pdf](http://www.primaryresources.co.uk/english/pdfs/PC_questexcl.pdf)

<https://www.topmarks.co.uk/Interactive.aspx?cat=46>

<http://www.k12reader.com/worksheet/identify-the-transition-words/view/>

<https://www.proprofs.com/quiz-school/story.php?title=transitional-words-phrases>

<https://jeopardylabs.com/play/transition-words2>

Rubric 24 points

Aspects	Limited (1pt)	Needs improvement (2 pts)	Excellent (3 pts)
<b>Topic Sentence</b>	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.	<b>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.</b>
<b>Supporting Details</b>	Major and minor 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.	<b>Major and Minor details are well created sentences. They support clearly the topic sentence and provide strong support to the intention developed.</b>
<b>Concluding Statement</b>	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.	<b>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.</b>
<b>Coherence</b>	Most of the sentences are not related to each other and create confusion to the reader. Also, the supporting details are mere sentences with not detail or support to help comprehension.	Some sentences are well elaborated. Just a few of them have to be eliminated to avoid confusion. Details are present in some cases. There is a relation among the ideas and support.	<b>The supporting details are related to each other. Also, there is a clear connection to the rest of the sentences. The supporting details present examples or details that help to develop each idea.</b>
<b>Transitions</b>	Transitional phrases are not used appropriately.	Transitional phrases are used in the paragraph; however, some of them are misused.	<b>Transitional phrases are used appropriately, and they provide a wide variety of vocabulary.</b>
<b>Grammar</b>	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.	<b>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.</b>
<b>Punctuation</b>	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.	<b>Punctuation rules are present and well used. The punctuation is not negatively affecting the message and provides clear transmission of it. It is possible to see the correct understanding of the punctuation rules by the writer.</b>
<b>Capitalization</b>	<b>Words are not capitalized correctly.</b>	<b>Some words and statements are capitalized; however the lack of some capital letters affect the paragraph.</b>	<b>Capitalization is used according to the rules.</b>