UNIVERSIDAD SAN IGNACIO DE LOYOLA

SYLLABUS

Course Information					
Code:	**ENC51003**	Course:	**ENGLISH COMPOSITION I**		
Coordination Area / Program:		**DIRECCION DE DOBLE GRADO SIC**		Mode: **Presencial**	
Credits: **03**		Tipo de hora	Presencial	Virtual	H. Totales
		H.Teoria	48	0	48
		H.Práctica	0	0	0
		H.Laboratorio	0	0	0

Autonomous Learning Hours: **96**

Period: **2024-02**	Start date and end of period: **del 19/08/2024 al 08/12/2024**

Career: **ADMINISTRACIÓN - ADMINISTRACIÓN EN TURISMO - ADMINISTRACIÓN HOTELERA - ADMINISTRACIÓN Y EMPRENDIMIENTO - ADMINISTRACIÓN Y FINANZAS CORPORATIVAS - ARQUITECTURA, URBANISMO Y TERRITORIO - ARTE CULINARIO - ARTE Y DISEÑO EMPRESARIAL - CIENCIA DE DATOS - COMUNICACIONES - DERECHO - ECONOMÍA - ECONOMÍA Y FINANZAS - ECONOMÍA Y NEGOCIOS INTERNACIONALES - GASTRONOMÍA Y GESTIÓN DE RESTAURANTES - GESTIÓN AMBIENTAL EMPRESARIAL - GESTIÓN E INNOVACIÓN EN GASTRONOMÍA - INGENIERÍA AGROINDUSTRIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA DE SISTEMAS DE INFORMACIÓN - INGENIERÍA DE SOFTWARE - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - INGENIERÍA MECATRÓNICA - INTERNATIONAL BUSINESS - MARKETING - MÚSICA - PSICOLOGÍA - RELACIONES INTERNACIONALES**

Course Pre-requisites		
Code	**Course - Credits**	**Career**
FC- P-IDI ENG04	ENGLISH IV	ING AGROIND - ING SIST INFORM - GEST-INNOV-GASTRON - ECO. NEG. INT. - ING. INDUSTRIAS ALIM. - ING-SOFT - ECONOMIA - ARQUITECTURA - ARTE Y DIS. EMP. - RELAC. INTERNACIONALES - ECO. Y FINANZAS - ADM. HOTELERA - CIENCIA DE DATOS - PSICOLOGIA - ING. CIVIL - ING-MECAT
FC-AD-IDI ENG04	ENGLISH IV	MUSICA - ING AGROIND - ING SIST INFORM - GEST-INNOV-GASTRON - ECO. NEG. INT. - ARTE CULINARIO - ING. INDUSTRIAS ALIM. - ADM&FINCORP - ING-SOFT - ECONOMIA - ING. INDUSTRIAL Y C. - ARQUITECTURA - ARTE Y DIS. EMP. - RELAC. INTERNACIONALES - ECO. Y FINANZAS - ING. INFORMATICA - ADM. HOTELERA - PSICOLOGIA - ING. CIVIL - ADM. Y EMPRENDIMIENTO - ING. EMPRESARIAL - ING. AMBIENTAL - ING-MECAT
FC-SP-IDI ENG05	ENGLISH V	ADMINISTRACION - COMUNICACIONES - DERECHO - MARKETING - INTERN. BUSINESS - ADM. TURISMO
FC-IDI ENG06RRE	ENGLISH VI: RREL	GASTR. GEST. REST.
FC-IDI ENG06	ENGLISH VI	GASTR. GEST. REST.
FC-IDI ENG05	ENGLISH V	GEST. AMBIENTAL EMP. - MUSICA - ING SIST INFORM - GEST-INNOV-GASTRON - ADMINISTRACION - COMUNICACIONES - ECO. NEG. INT. - ARTE CULINARIO - ING. INDUSTRIAS ALIM. - ADM&FINCORP - ING-SOFT - ECONOMIA - ING. INDUSTRIAL Y C. - ARQUITECTURA - ARTE Y DIS. EMP. - DERECHO - RELAC. INTERNACIONALES - ING. LOG & TRANSPORTE - ING. INFORMATICA - MARKETING - ECO. Y FINANZAS - ADM. HOTELERA - GASTR. GEST. REST. - INTERN. BUSINESS - ADM. TURISMO - ING. AGROINDUSTRIAL - PSICOLOGIA - ING. CIVIL - ADM. Y EMPRENDIMIENTO - ING. EMPRESARIAL - ING. AMBIENTAL - ING-MECAT

FC-IDI ENG04	ENGLISH IV	COMUNICACIONES - DERECHO - ADM. TURISMO - ING. AGROINDUSTRIAL

Course Coordinators

Surname and First Name	Email	Contact Hour	Contact Site
LAVALLE TERRY, ALABEL	ALAVALLE@USIL.EDU.PE		

Instructors

You can check the timetables for each teacher in their INFOSIL in the **Classes Development Teachers** option **Teachers.**

Course Overview

This course aims at helping students learn how to write clear, correct and effective paragraphs. Along the sessions, students will learn the organization of different types of paragraphs as well as reinforce the practice of complex sentences and connectors commonly used in academic writing.

Learning Objectives

At the end of this course student will be able to…
Understand how to organize an academic essay
Understand and develop the writing process
Develop certain basic reading skills as they analyze sample essays
Develop critical thinking as they evaluate information to be included in an essay
Become acquainted with different types of essays
Reinforce transition use in essays
Write well-organized essays

General Course Result	Unit Result
At the end of the course, and after taking a stance on a debatable statement, the student writes a coherent argumentative paragraph (final exam) and is able to defend his position with valid evidence showing respect and following ethical principles.	1. At the end of unit, the student uses the phases of the writing process to generate ideas and devise the outline of an opinion paragraph showing respect and responsibility.
	2. At the end of unit, the student writes the outline and draft of a compare-and-contrast and of an argumentative paragraph.
	3. At the end of unit, the student writes an argumentative paragraph based on an outline and according to ethical principles.

Development of activities

Unit Result 1: *At the end of unit, the student uses the phases of the writing process to generate ideas and devise the outline of an opinion paragraph showing respect and responsibility.*

Session 1: *At the end of the session, the student is able to respond to a prompt about a controversial topic, applies the prewriting techniques to generate ideas and devises an outline of a paragraph.*	Semana 1 a 4

Learning Activities	Contents	Evidence
The student … Produces different types of sentences. Identifies the phases of the writing process and the activities that they imply Applies the pre-writing techniques when generating ideas about a controversial topic: brainstorming, clustering, listing, free writing by working in groups. Distinguishes the main parts of a topic sentence through analyzing an infographic. Writes a topic sentence according	Type of sentences: simple, compound, complex, compound-complex. Framework showing the phases of the writing process. Infographics on the different pre-writing techniques to organize ideas. Models of outlines. Examples of topic sentences produced by any of the cases. Models of re-statements. The Opinion essay The essay's introductory paragraph	Evaluation 1. Given a prompt about a controversial topic, the student generates ideas and devises an outline.

to the cases: when given a question, when given a topic and when given supporting ideas. Develops supporting ideas using three basic elements: facts, examples and explanations. Produces a concluding sentence using paraphrasing techniques. Identifies the sections of a paragraph outline: Topic sentence – Supporting Sentences and Re-statement through a text. Produces a reverse outline based on a given text.		

Session 2: *At the end of the session, the student applies the phases of the writing process to produce the prewriting, outline and draft of an opinion paragraph, confidently.*	Semana 5 a 7

Learning Activities	Contents	Evidence
The student … Reviews the four pre-writing techniques and the structure of an outline for a future opinion paragraph. Analyses samples of outlines of opinion paragraphs that show the basic structure: topic sentence – supporting sentences with details/ examples / explanations and a re-statement. Drafts the pre-writing process for a given topic: • Selection of one of the four techniques: brainstorming – listing – clustering – free writing. Writes the complete paragraph outline for the set topic stating; • The topic sentence • Supporting sentences with details/ examples / explanations • The re-statement. Reviews and applies linking words or connectors in the written production according to their function: adding, comparing and contrasting, cause-effect, sequence, etc	Difference between fact and opinion. Charts containing the four pre-writing techniques: brainstorming – listing – clustering – free writing. Standard outline structure Model paragraphs each showing the basic structure: topic sentence – supporting sentences with details/ examples / explanations – re-statement. Tables containing lists of connectors grouped according to their functions in the discourse.	Evaluation 2: Based on the reading of a piece of news on current affairs, the student generates prewriting ideas, devises an outline and writes a draft of an opinion paragraph.

Unit Result 2: *At the end of unit, the student writes the outline and draft of a compare-and-contrast and of an argumentative paragraph.*

Session 3: *At the end of the session, the student writes a compare-and-contrast paragraph for a given topic using the By Block and Point-by-Point methods.*	Semana 8 a 11

Learning Activities	Contents	Evidence
The student … Differentiates between comparisons and contrasts. Generates comparison and contrast ideas about a particular topic using a Venn Diagram. Recognizes the structure of an outline based on the By Block. Identifies the format of the outline when using the Point-by-Point method. Outline through analyzing the sample paragraphs. Transfer ideas from the Subject-by-Subject method to the Point-by-Point method to devise the appropriate outline. Uses the pre-determined outlines to write two	• Venn diagrams for comparisons and contrasts. • Model outlines showing the block method. • Model outlines showing the point-by-point method. • Sample paragraphs showing the block method and its basic structure: topic sentence – supporting sentences with details/ examples / explanations – re-statement. • Sample paragraphs showing the point-by-point method and its basic structure: topic sentence – supporting sentences with details/ examples / explanations – re-statement. Body	Evaluation 3: A comparison and contrast paragraph that shows prewriting, outline and draft.

paragraphs stating: • The topic sentence • Supporting sentences with details/ examples / explanations • The re-statement.	paragraphs The concluding paragraph	

Session 4: *At the end of the session, the student writes an outline for a future argumentative paragraph on a given controversial statement.*		Semana 12 a 14
Learning Activities	**Contents**	**Evidence**
The student … Is exposed to controversial statements and adopts a position towards them through analyzing their pros and cons. Classifies ideas into a T-Chart that shows points in favor and against for a given stance. Incorporates the selected ideas in the T-Chart into an outline format that includes the PROS and CONS and develops the supporting ideas using details/examples/explanations, research findings and personal experience. Familiarizes with the MLA conventions for the heading format, in-text citations and works cited.	• Lists of controversial statements. • Samples of T-Charts stating ideas for and against given statements. • Model outlines for argumentative paragraphs. • An informative text on MLA conventions for citing and quoting.	Evaluation 4: An outline for a future argumentative paragraph based on a given controversial statement.

Unit Result 3: *At the end of unit, the student writes an argumentative paragraph based on an outline and according to ethical principles.*

Session 5: *At the end of the unit, the student writes an argumentative paragraph following and outline previously prepared.*		Semana 15 a 16
Learning Activities	**Contents**	**Evidence**
The student ... Analyses a variety of samples of argumentative paragraphs in pairs. Writes the complete paragraph for the outline previously prepared. Revises and edits drafts. Elaborates the Woks Cited page. Proofreads and submits the final product.	• Outline previously prepared. • Samples of argumentative paragraphs. • Samples of MLA for citations and quotations. • Samples of Work Cited pages	FINAL EXAM: A complete argumentative paragraph that includes generation of ideas, outline and draft. based on the pre-set outline for a controversial statement.

Methodology
The course will be developed based on the following methodologies: Participatory learning, which is an approach to teaching and learning that focuses on the learners -who are involved as actively in the learning process as possible. It encourages learning by doing, using small groups, concrete materials, open questioning, and peer teaching. There is an intentional sequence of activities or learning events that will help the learner achieve the specified objective or desired outcome.

Assessment System				
Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam. The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.				

Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Evaluación Permanente	**70%**			
Promedio de Evaluaciones	**100%**			
Evaluación 1	25%	Reading	Semana 4	No
Evaluación 2	25%	Reading	Semana 7	No
Evaluación 3	25%	Writing	Semana 11	No

Evaluación 4	25%	Writing	Semana 14	No
Evaluación Final	**30**%		Semana 16	No

Attendance Policy	
Total Percentage Absences Permitted	30%

Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).

In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.

Basic Required Reading

[1] Zemach, Dorothy E. (2011). *Writing paragraphs : from sentence to paragrph. [Student book] /.* Macmillan Ed.,.
[2] Franko, Patrice M., (2017). *The puzzle of twenty-first-century globalization : an international economics primer /.* Rowman & Littlefield,.
[3] De Chazal, Edward. (2014). *English for academic purposes /.* Oxford University Press.

References Supplementary

[1] Harmer, Jeremy. (2003). *The practice of English language teaching /.* Longman ,.
[2] Dew, Stephen E. (2012). *Learn english paragraph writing skills /.* [s.n.,.

Prepared by:	Approved by:	Validated by:
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Date: 19/06/2024	Date: 30/06/2024	Date: 15/07/2024