



Course Information					
Code:	ENC51051	Course:	ENGLISH COMPOSITION II		
Coordination Area / Program:	DIRECCION DE DOBLE GRADO SIC			Mode: Presencial	
Credits: 03	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: 96
	H.Teoria	48	0	48	
	H.Práctica	0	0	0	
	H.Laboratorio	0	0	0	
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
DGA-ENGCOMPOS01	ENGLISH COMPOSITION I	GEST. AMBIENTAL EMP. - MUSICA - ING AGROIND - 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 - CIENCIA DE DATOS - ADM. TURISMO - ING. AGROINDUSTRIAL - PSICOLOGIA - ING. CIVIL - ADM. Y EMPRENDIMIENTO - ING. EMPRESARIAL - ING. AMBIENTAL - ING-MECAT

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 to explore process writing as a key tool in academic writing. Since writing is a creative process, this course will engage students along this complex process, made up of various sub-processes that occur not one after another in a strict linear sequence, but cyclically and in varying patterns. We will also examine the area of drafting and editing as students become acquainted with a wide variety of essay

types. The exploration of these areas will give room to further practice on the use of transitions in academic writing and the development of coherent texts.

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, the student writes an argumentative essay (final exam) taking into consideration their reading comprehension and text production skills basing their arguments with a critical, confident and responsible sense.	1. At the end of the unit, the student analyzes different key structures, transitions and designs an outline of an opinion essay thoroughly showing respect and responsibility
	2. At the end of the unit, the student writes a draft of an argumentative essay, using the correct format, supporting their views confidently.
	3. At the end of the unit, the student writes an argumentative essay taking a stand firmly, critically and confidently.

Development of activities		
Unit Result 1: <i>At the end of the unit, the student analyzes different key structures, transitions and designs an outline of an opinion essay thoroughly showing respect and responsibility</i>		
Session 1: <i>At the end of the unit, the student recognizes different key structures and transitions after analyzing a variety of texts with ethics.</i>		Semana 1 a 4
Learning Activities	Contents	Evidence
The student ... Recognizes and produces simple, compound, complex, and compound-complex sentences through doing different exercises. Reviews and does exercises based on linking words and connectors, in groups. Recalls the phases and steps of the writing process from given information through a mind map. Defines the term: Outline and identify its importance in pairs. Classifies the parts of an outline. Distinguishes general guidelines when writing an outline by discussing in groups. Identifies the purpose and structure of an opinion essay in pairs. Classifies the elements that go in an introductory paragraph through analyzing introductory paragraphs. Identifies the parts of a thesis statement. Writes thesis statements for opinion essays in a forum. Compares samples of opinion essays – introductory	. Review of concepts and contents of English Composition I: . Types of sentences . Phases of the writing process Linking words . Outline The Opinion essay The essay’s introductory paragraph	Evaluation 1: Reading comprehension test by discriminating the use of connectors and types of sentences in a text.

paragraphs in groups. Uses LISTING to generate ideas to produce an OUTLINE of a well-structured introductory paragraph of an opinion essay.		
Session 2: <i>At the end of the session, the student extracts an outline from an opinion essay confidently.</i>		Semana 5 a 7
Learning Activities	Contents	Evidence
The student ... Links the outline content with the construction of the essay's central paragraphs through analyzing an essay. Discriminates between topic and supporting sentences within the paragraph, in groups Identifies details, examples, and/or explanations for each supporting paragraph and compare in groups. Classifies transitions for introducing, adding, explaining, and exemplifying ideas. Analyzes and drafts the body of an essay, individually. Identifies the structure of a concluding paragraph. Recognizes the concluding sentence or re-statement within the paragraph. Reviews of transitions for concluding / re-stating the topic sentence. Drafts a concluding paragraph based on the outline done previously.	The Opinion essay Structure of body paragraphs The concluding paragraph	Evaluation 2: Reading comprehension test by transferring key information into the established outline format.
Unit Result 2: <i>At the end of the unit, the student writes a draft of an argumentative essay, using the correct format, supporting their views confidently.</i>		
Session 3: <i>At the end of the session, the student writes a coherent outline of an argumentative essay following its structure confidently.</i>		Semana 8 a 11
Learning Activities	Contents	Evidence
The student ... Identifies the purpose and structure of an argumentative essay in pairs. Defines what an argument is, conceding and refuting arguments. Recognizes the structure of an outline in groups. Recognizes the elements that go in an introductory paragraph by reading samples of argumentative essays. Analyzes the purpose of the hook and the background information statements within the introductory paragraph in groups. Uses quotes appropriately. Analyzes ways to build the essay's thesis statement and its outline by reading different essay's thesis statements. Writes the thesis statement and an outline for an argumentative essay, as a class and under a suggested topic Writes a coherent thesis statement taking a clear position and its outline on a given topic. Writes a well-structured introductory paragraph of an argumentative essay, individually. Links the outline content with the construction of the body and	An Argumentative essay Outline. Introductory paragraph. Body paragraphs. The concluding paragraph.	Evaluation 3: An outline of argumentative essay (Pre-writing + outline)

<p>concluding paragraphs. Writes arguments to support their claims using reasoning and relevant evidence. Identifies the purpose and structure of an argumentative essay in pairs. Defines what an argument is, conceding and refuting arguments. Recognizes the structure of an outline in groups. Recognizes the elements that go in an introductory paragraph by reading samples of argumentative essays. Analyzes the purpose of the hook and the background information statements within the introductory paragraph in groups. Uses quotes appropriately. Analyzes ways to build the essay's thesis statement and its outline by reading different essay's thesis statements. Writes the thesis statement and an outline for an argumentative essay, as a class and under a suggested topic. Writes a coherent thesis statement taking a clear position and its outline on a given topic. Writes a well-structured introductory paragraph of an argumentative essay, individually. Links the outline content with the construction of the body and concluding paragraphs. Writes arguments to support their claims using reasoning and relevant evidence. Analyzes and selects the best references to use in an essay by checking a group of sources. Takes one side of a given topic and supports that position with reasons that include satisfactory information like data, examples or quotations. Addresses the other side showing an understanding of the opposition and giving a response that satisfies those objections. Classifies use of transitions and phrases for the body of an argumentative essay using a chart. Uses appropriate language like expressions, phrases and transition words that clearly signals support and opposition. Recognizes the elements that go in the concluding paragraph by writing it. Produces a draft of an argumentative essay based on the outline prepared in the previous session. Reviews and revises the draft. Peer edit suggesting ways to improve it.</p>		
<p>Session 4: <i>At the end of the session, the student writes the first draft of an argumentative essay using the correct structure and supporting their views clearly.</i></p>		<p>Semana 12 a 14</p>
<p>Learning Activities</p>	<p>Contents</p>	<p>Evidence</p>

The student... Analyzes and selects the best references to use in an essay by checking a group of sources. Identifies appropriate citations to support the argument. Follows the guidelines given by the MLA format to insert citations, and elaborate a List of a References page. Develops a plan for an argumentative essay. States their points of view providing clear reasons to support them. Follows the guidelines given by the MLA format to insert citations, and elaborates a List of a References page.	Review: outline of an argumentative essay. MLA guidelines,	Evaluation 4: Production of the whole process of an argumentative essay.
Unit Result 3: <i>At the end of the unit, the student writes an argumentative essay taking a stand firmly, critically and confidently.</i>		
Session 5: <i>At the end of the unit, the student writes an argumentative essay taking a stand firmly, critically and confidently</i>		Semana 15 a 16
Learning Activities	Contents	Evidence
The student... Develops an outline for the essay. Writes the introduction, body and concluding paragraphs following the structure and all the information given in the previous units	Argumentative essay	FINAL EXAM: an argumentative essay.

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 essays from paragraph to essay* /. Macmillan Education,.
- [2] Hamelink, Cees J., (2015). *Global Communication* /. Sage,.
- [3] Cockburn, Alistair (2001). *Writing effective : use cases* /. Addison-Wesley,.

References Supplementary

- [1] Banta, Trudy W. (2009). *Designing effective assessment : principles and profiles of good practice* /. Jossey-Bass,.
- [2] Swick, Edward, (2013). *English grammar for ESL learners* /. (2nd ed.). McGraw-Hill,.

Prepared by:	Approved by:	Validated by:
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Date: 18/06/2024	Date: 30/06/2024	Date: 15/07/2024