



UNIVERSIDAD DE COSTA RICA
FACULTAD DE LETRAS
ESCUELA DE LENGUAS MODERNAS
RECINTO DE GOLFITO
BACHILLERATO EN INGLÉS

RGo Recinto de
Golfito

Course Syllabus

Course: Oral Communication I	Requisites: LM-1002
Code: LM-1230	Cycle: I Year: 2018
Credits: 5	Professor: M.A. Viviana M. Fallas Gabuardi email: vivi.gabuardi@hotmail.com
Course investment hours: 6 hours / week in-class work 15 hours / week out-of-class work	Office hours: Wednesday from 5:00 pm to 9:00 pm and Thursday from 5:00 pm to 8: 30 pm
Level: Second year	Classroom: 7
Class schedule: Wednesday from 1:00 pm to 4:00 pm and Friday from 8:00 am to 11:00 am	

I. Course Description

This communicative course is the first of six required oral communication courses for students in the BA in English and the BA and *Profesorado* in English Teaching undergraduate programs. This is an intermediate course through which students will further improve the oral communication, listening, and reading skills introduced in the first year of the major(s). This course will prepare students to communicate their ideas on the contents discussed in class accurately and fluently in English at an intermediate level. Students will also be exposed to a variety of reading and listening materials that will promote discussion and provide lexical and syntactical models. Fluency and accuracy will be emphasized equally. Students will use the International Phonetic Alphabet (IPA) as a pronunciation tool with emphasis on the vowel sounds of the English language.

II. Specific Objectives

By the end of the semester, students will:

- A. develop basic public speaking skills;
- B. talk about topics related to health issues and the environment;
- C. incorporate the lexicon and structures presented in the listening and reading passages in their speech;

- D. use a variety of listening and reading strategies (note taking, summarizing, guessing meaning from context, skimming, scanning, paraphrasing, and others);
- E. recognize the sounds of the English language in different linguistic contexts with emphasis on vowels;
- F. produce the sounds of the English language in different linguistic contexts with emphasis on vowels;
- G. use the International Phonetic Alphabet (IPA) to transcribe high-frequency and topic-related words;
- H. develop critical thinking skills.

III. Contents

A. Topics for discussion

Introduction to public speaking skills

Health issues

The environment

B. Pronunciation contents

Theoretical introduction at a basic level (definitions of linguistics, phonology, phonetics, phoneme, allophone, minimal pairs, simple vowel, diphthong, the syllable—onset, coda, nucleus, rhyme—and stress)

The International Phonetic Alphabet (I.P.A. last version), symbols, and their names

Suggestions for the students (how to improve their pronunciation skills)

Phonetic transcriptions

Review of the pronunciation of –ed and –s endings

Classification of English vowels

The pronunciation of English vowels (The simple vowels: /ə/, /ʌ/, /i/, /ɪ/, /ε/, /æ/, /ɑ/, /ɔ/, /ʊ/, /u/, spelling correspondences, and diphthongs: /eɪ/, /aɪ/, /oʊ/, /aʊ/, /ɔɪ/)

The importance of word stress

Unstressed vowels and the obscuration rule

IV. Methodology

Students are expected to attend class on a regular basis and to do the assigned readings and exercises **in advance**. Content will be presented through readings, lectures, video and listening segments, reports, interviews, and others. Students are expected to participate actively through individual, pair, or group work. Students must take part in the following activities:

- small or whole group discussions and activities on the reading and listening passages,
- individual and pair-work in reading and listening comprehension exercises,
- presentation of group projects,
- analysis of phonetic exercises,
- transcription and reading of key words and phrases in and out of class.

V. Evaluation

1	25%
A. Exam I	
1	25%
B. Exam II	
C. Group Project I (in groups – before oral exam I)	15%
D. Group Project II (in groups – before oral exam II)	15%
E. Quizzes-minimum 4 (listening, theory, transcription, lexicon, etc.)	20%

1 These two exams will be recorded.

VI. Evaluation description

Exams: These exams will be composed of two parts, one written and one oral. The written part will include all topics studied in class, transcription, vocabulary, listening exercises, etc. The oral part will be a 15 minute oral presentation in pairs about a topic chosen by the students and previously approved by the professor. The students have to hand in an outline a week before the exam; this will be evaluated by using a scale. The outline has to include ten new words with their corresponding definition and transcription.

Quizzes: The quizzes will include information and topics studied in class. These could be oral reports, written practices, activities, listening practices, videos, etc. They will be evaluated by using a scale given a week before the evaluation.

Project

- In groups, students choose a topic for investigation related to health issues or the environment. Students have to focus on the aspects that interest them the most about the topic. In order to investigate the topic, the students have to write research questions, at least three questions. After they have the questions, they will design instruments to collect the necessary data to answer the research questions. The project is composed of two parts.

First advance: The students will prepare an oral presentation in which they will answer the following questions: What is the topic? Why did you choose it? Where are you going to look for information? Where are you going to do the observations? **This is not evaluated; it is just for feedback.**

Presentation: After the students gather all the information, they will prepare an outline a week before the oral presentation. **The format of the outline is attached in this document. Students have to follow APA style. The outline has to be handed in a week before the oral report of the investigation. 3%.** In order to get the necessary information, students will consult reliable sources (books, magazines, newspapers, data bases, etc.). They will also interview key people. In order to interview key people to get information, the students will have to do an observation visit to a place that is in a way related to the topic chosen in order to do further research. Students have to take pictures and record the interviews to prove that they did it. *Ask for permission first.* Then, they will present the results in class.

Supplementary materials taken from several sources

*Students are required to buy the pronunciation anthology and 2 supplementary reading booklets (Health Issues & The Environment).

*A monolingual English dictionary is a must for the English major. It is recommended that students buy a dictionary that uses IPA symbols in their transcriptions.

VII. Bibliography

[Buckland](#), D. (2014). *Sugar vs Fat: Twin Brothers Take Radical Steps to Show the Real Impact of Our Fad Diets.*

Dale, P. & Poms, L. (2005). *English Pronunciation Made Simple.* NY: Pearson Education, Inc.

Ewing, R. (2013, October 02). Longline Fishery in Costa Rica Kills Thousands of Sea Turtles and Sharks.

Ferguson, W. (2011, May 11). Costa Rica's Pineapple Boom Unhealthy, Warn Experts.
The Tico Times.

Fernandez, M. (2014, August 14). Costa Rica's Black Water Falls Short of Green Expectations.

Goldenberg, S., Vidal, J., Taylor, L., Vaughan, A., & Harvey, F. (2017, February 2). Paris Climate Deal: Nearly 200 Nations Sign-in End of Fossil Fuel Era.

Lujan, B. (2002). *The American Accent Guide*. Utah: Lingual Arts.

Lynch, T. (2004). *Study Listening*. New York: Cambridge University Press.

Breyer, M. (2010, May 11). Top 10 countries killing the planet.

Prator, C. & Wallace, B. (1985). *Manual of American English Pronunciation*. New York: Harcourt Brace.

[Van Tulleken](#), A. (2014). *One Twin Gave up Sugar, The Other Gave up Fat. Their Experiment Could Change YOUR Life*.

Welch, C. (2015, November 16) 2 Countries Reveal How Divided the World Is on Climate Change.

VIII. CLASS RULES

1. Students must bring to class the reading and pronunciation packets, and a good monolingual English dictionary **at all times**.
2. Quizzes are announced.
3. All content (reading/ listening passages and presentations) will be evaluated and included in quizzes and/or oral exams.
4. There **will not** be any make-up quizzes or presentations unless there is a valid justification (health problems or death of family member).
5. *No interruptions or late arrivals will be permitted during presentations*. The door will be locked during presentations.
6. Students who read or memorize the content of their presentations will automatically obtain a **5.0 or lower**.
7. Cell phones or any other electronic devices must always be kept off and put away.
8. Students must know and study the "*Reglamento de Orden y Disciplina de la Universidad de Costa Rica*," and should pay special attention to the following norms regarding plagiarism (called "*fraude*" in the "*Reglamento*") and evaluation procedures.

Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica

ARTICULO 4. Son faltas **muy graves**:

g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.

j) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.

k) Presentar como propia una obra intelectual elaborada por otra u otras personas, para cumplir con los requisitos de cursos, trabajos finales de graduación o actividades académicas similares.

ARTICULO 5. Son faltas graves:

c) Copiar de otro estudiante tareas, informes de laboratorio, trabajos de investigación o de cualquier otro tipo de actividad académica.

ARTICULO 9. Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.

b) Las graves con suspensión de quince días lectivos a seis meses calendario.

ARTÍCULO 22. Debe observarse el siguiente procedimiento, en relación con la calificación, entrega e impugnación de los resultados de cualquier prueba de evaluación, salvo disposición expresa en contrario:

a) El profesor debe entregar a los alumnos las evaluaciones calificadas y todo documento o material sujeto a evaluación, a más tardar **diez días hábiles** después de haberse efectuado las evaluaciones y haber recibido los documentos.

IX. Chronogram

Universidad de Costa Rica

Facultad de Letras

Escuela de Lenguas Modernas

LM-1230—Comunicación Oral I

I-2018

Tentative Course Syllabus: PART 1 (Health Issues)

WEEK 1 March 14-16	Course syllabus & ice breakers Group projects guidelines <i>Introduction to public speaking and successful group projects</i> Introduction to linguistics, the International Phonetic Alphabet & Phonetic Transcriptions
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WEEK 2 March 21-23	Introduction to linguistics, the International Phonetic Alphabet & Phonetic Transcription
WEEK 3 March 28-30	HOLY WEEK
WEEK 4 April 4-6	<i>A User's Guide to Good Health At Every Age</i> <i>Pronunciation, IPA transcription</i> Progress report due
WEEK 5 April 11-13	Pronunciation Quiz 1: April 13th Instruments
WEEK 6 April 18-20	<i>The Oldest Old: A Look at Centenarians</i> Videos on Centenarians Students hand in the outlines
WEEK 7 April 25-27	SEMANA UNIVERSITARIA Pronunciation <i>One twin gave up sugar, the other gave up fat.</i> <i>BBC Documentary: Sugar v Fat</i>
WEEK 8 May 2-4	Group Project Presentations
WEEK 9 May 9-11	Pronunciation <i>Goodnight. Sleep Clean.</i> <i>Listening: Brains Sweep Themselves Clean of Toxins During Sleep</i> Quiz 2: May 11th
WEEK 10 May 16-18	Oral Exam I

Tentative Course Syllabus: PART 2 (The Environment)

WEEK 11 May 23-25	Group Project II Assigned Oral Exam I Feedback Pronunciation <i>Top 10 Countries Killing the Planet</i> <i>Save Our Planet: Is There Hope?</i> Video: The Story of Stuff
WEEK 12 May 30 June 1	Pronunciation <i>Costa Rica's Black Water Falls Short of Green Expectations</i>

	<i>Progress report due: June 1</i>
WEEK 13 June 6-8	Pronunciation <i>Longline Fishery in Costa Rica Kills Thousands of Sea Turtles and Sharks</i> <i>Instruments: June 8th</i>
WEEK 14 June 13-15	Pronunciation <i>Costa Rica's Pineapple Boom Unhealthy, Warn Experts</i> <i>Paris Climate Deal: Nearly 200 Nations Sign-in End of Fossil Fuel Era</i> <i>Quiz 3: June 15th</i> <i>Students hand in outline</i>
WEEK 15 June 20-22	Group Project Presentations
WEEK 16 June 27-29	<i>Costa Rica Finds Diverse Ways to Recycle/ Costa Rica Bids to Go Carbon Neutral</i> <i>Documentary: Tapped</i> <i>Quiz 4: June 29th</i>
WEEK 17 July 4-6	Last day of classes
WEEK 18 July 11-13	ORAL EXAM II Grades
WEEK 19 July 18	Re-test

Complete Title of the Investigation

Students' complete name

Universidad de Costa Rica, Recinto de Golfito

Title

I. Introduction

A. Attention getter: *Anecdote, a fact, an image, a short video, a cartoon, etc. Describe it here*

II. Body

A. First idea

1. Details

B. Second idea

1. Details

C. Third idea

1. Details

III. Conclusion

A. General summary:

B. Powerful concluding device

IV. Visual aids: Power Point presentation, Prezi, poster, flashcards, etc.

References

APA: <https://owl.english.purdue.edu/owl/resource/560/05/>

Scale to evaluate the outline

Total point: 20 Points obtained: _____ Grade: _____ %

Criteria	Excellent 5	Very good 4	Good 3	Average 2	Poor 1
The outline is complete: cover page, outline, bibliography					
The grammar, spelling, punctuation, and vocabulary used are correct.					
The outline follows the APA format.					
The content in the outline is appropriate and complete.					

UNIVERSIDAD DE COSTA RICA Escuela de Lenguas Modernas LM-1230 Oral Communication I

Evaluation Scale for exams

RATING	10	9	8	7	6	5
Content and Vocabulary 25%	Very good development of topic. Presence of relevant topic-related vocabulary. Clear explanations.	Appropriate use of relevant words. Very good knowledge of content.	Good knowledge of the topic. Some good examples are given to illustrate content.	Content is somewhat limited due to inadequate use of topic-related vocabulary.	Very limited content. Basic vocabulary related to the topic.	The content of the topic is not developed. Very basic vocabulary. Therefore, the task is not completed.
Fluency and Pronunciation 40%	Speech is very fluent and effortless. Very good interaction. Good understanding of content and relevant terms. Accurate pronunciation of English vowels as well as topic-related words.	Speech is generally fluent with some occasional lapses. Good interaction. Students keep their conversation going without difficulty. Good use of communicative strategies. Appropriate pronunciation of English vowels and	Speech is usually fluent but presents some pauses. Some discourse fillers are used. There is use of communication gambits to complete the task and maintain interaction. Some pronunciation problems in relation to English vowels as	Speech frequently disrupted by the student's search for the correct manner of expression. Very long pauses. Student needs help to keep the conversation going. Understanding is very uncertain. Fair interaction among students. Important	Speech is usually hesitant. It is often forced into silence by language limitations. There are basic communication exchanges. Poor interaction. Students find it very hard to understand spoken English. Lots of repetition and clarification.	Speech so halting and fragmentary as to make conversation impossible. Severe interaction problems. Communication is seriously affected by L1. Severe pronunciation problems. Speech is almost unintelligible.

		topic-related words.	well as topic-related terms.	pronunciation problems. L1 causes pronunciation mistakes. Meaning is obscured.	Very hard to understand due to pronunciation problems.	
Structure 35%	Very good control of grammatical structures and word order.	Appropriate use of grammar and word order. Few grammar mistakes.	Occasionally makes grammatical and/or word order mistakes that do not necessarily hinder meaning.	Makes some grammar and word order mistakes that occasionally hinder meaning.	Grammar and word order mistakes make comprehension difficult. Student must rephrase and/or restrict to basic patterns.	Serious problems in grammar and word order.

ORAL EXAM EVALUATION FORM

Name: _____

Date: _____

Grade: _____

CONTENT AND VOCABULARY 25%	FLUENCY AND PRONUNCIATION 40%	STRUCTURE 35%

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UNIVERSIDAD DE COSTA RICA Escuela de Lenguas Modernas LM-1230 Oral Communication I

Evaluation Scale for Oral Presentations (quizzes, projects)

RATING	10	9	8	7	6	5
Fluency and Communicative Skills 10%	Speech is very fluent and effortless. Very good interaction. Good understanding of content and relevant terms.	Speech is generally fluent with some occasional lapses. Good interaction. Students keep their conversation going without difficulty. Good use of communicative strategies.	Speech is usually fluent but presents some pauses. Some discourse fillers are used. There is use of communication gambits to complete the task and maintain interaction.	Speech frequently disrupted by the student's search for the correct manner of expression. Very long pauses. Student needs help to keep the conversation going. Understanding is very uncertain. Fair interaction among students.	Speech is usually hesitant. It is often force into silence by language limitations. There are basic communication exchanges. Poor interaction. Students finds it very hard to understand spoken English. Lots of repetition and clarification.	Speech so halting and fragmentary as to make conversation impossible. Severe interaction problems. Communication is seriously affected by L1.
Content and Vocabulary 20%	Very good development of topic. Presence of relevant topic-related vocabulary. Clear explanations.	Appropriate use of relevant words. Very good knowledge of content.	Good knowledge of the topic. Some good examples are given to illustrate content.	Content is somewhat limited due to inadequate use of topic-related vocabulary.	Very limited content. Basic vocabulary related to the topic.	The content of the topic is not developed. Very basic vocabulary. Therefore, the task is not completed.

Pronunciation 35%	Accurate pronunciation of English vowels as well as topic-related words.	Appropriate pronunciation of English vowels and topic-related words.	Some pronunciation problems in relation to English vowels as well as topic-related terms.	Important pronunciation problems. L1 causes pronunciation mistakes. Meaning is obscured.	Very hard to understand due to pronunciation problems.	Severe pronunciation problems. Speech is almost unintelligible.
Structure 35%	Very good control of grammatical structures and word order.	Appropriate use of grammar and word order. Few grammar mistakes.	Occasionally makes grammatical and/or word order mistakes that do not necessarily hinder meaning.	Makes some grammar and word order mistakes that occasionally hinder meaning.	Grammar and word order mistakes make comprehension difficult. Student must rephrase and/or restrict to basic patterns.	Serious problems in grammar and word order.

PROJECT AND ORAL QUIZ FORM

Name: _____

Date: _____

Grade: _____

FLUENCY AND COMMUNICATIVE SKILLS 10%	CONTENT AND VOCABUALRY 15%	PRONUNCIATION 50%	STRUCTURE 25%

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