



Course Syllabus

Course: Reading Comprehension	Requisite: LM-1002
Sigla: LM-1246	Co-requisites: None
Credits: 2	Cycle: I-2018
Course investment hours: 3 hours / week in-class work 6 hours / week out-of-class work	Professor: Lic. Jorge Segura Rodríguez pirotico-182@hotmail.com
Class Schedule: Wednesday: 08:00-11:00 Room: 06	Office hours: Tuesday: 15:00-16:00 Wednesday: 13:00-16:00 17:00-20:30

I. Description

Reading Comprehension is a course designed to develop efficient reading habits and the skills necessary to become active, fluent readers of a variety of written texts. The course is targeted for second year students, who will enhance the reading skills developed during LM-1001 and LM-1002. The course is taught from a strategic approach to reading and prepares students for more advanced reading in further courses.

II. General Objective

To approach new reading materials with pleasure and confidence by using reading strategies that are appropriate to the type of text.

III. Specific Objectives

A. Extensive reading

1. Learn to read by reading
2. Increase reading rate
3. Develop reading fluency
4. Become enthusiastic about reading in English
5. Develop critical thinking skills
6. Select appropriate reading strategies
7. Get the gist

B. Intensive reading

1. Become cognitively aware of the processes they use while reading different types of genres
2. Use skimming and scanning when appropriate
3. Argue for and against a topic



4. Use non-text information (charts, diagrams, pictures) to increase understanding
5. Identify meaning from context
6. Understand inferences
7. Develop vocabulary learning strategies
8. Use the dictionary appropriately
8. Improve students' reading rate and reading comprehension skills

C. Recognize grammar structures

IV. Contents

A. Understanding the reading process

1. Monitoring comprehension and evaluating the use of strategies
2. Applying the skills and knowledge students bring from their first language

B. Pre-reading activities

1. Activation of previous knowledge
2. Use of the titles, subtitles, images, first and last paragraphs to predict the content

C. Making sense of the text

1. Reading strategies
 - a. Guessing meaning from context
 - b. Making inferences
 - c. Predicting and previewing
 - d. Scanning
 - e. Understanding details and main ideas
 - f. Understanding reference words
 - g. Identifying synonyms and antonyms
 - h. Skimming
 - i. Developing reading fluency
 - j. Understanding non-literal language
 - k. Recognizing pronoun reference
2. Understanding the characteristics of the text
 - a. Functions, purpose, and structures of texts
 - b. Concept maps
 - c. Tone, point of view, authors' attitude
 - d. Topic sentence and supporting details
 - e. Patterns of text organization (cause & effect, comparison & contrast, classifying)
 - f. Facts vs. opinion



g. Figurative vs. literal language

D. Vocabulary skills

1. Using the dictionary
2. Recognizing word building
3. Using prefixes and suffixes
4. Organizing vocabulary in word families
5. Coherence devices

E. Post reading

1. Reading critically
2. Reacting to a text
3. Personalizing the reading

V. Methodology

Extensive reading will take place outside the classroom. Students will read at least one short story and a novel. The texts will be chosen by the professor. The students will engage themselves in intensive and extensive reading. They will understand the concepts of strategic reading by activating prior knowledge, cultivating vocabulary, developing reading comprehension, increasing reading fluency, verifying reading strategies, and evaluating progress.

VI. Evaluation

2 Book reports (in pairs)	18%
1 Book assignment (in pairs)	16%
4 Quizzes.....	20%
Midterm Exam.....	20%
Final Exam*	20%
Vocabulary Log (at least 10 words every week)	6%

About book reports: Students will write two book reports about the two books assigned by the professor. Further instruction about what to include in the report paper will be provided by the professor.

Vocabulary Logs: Learners must keep a reading and vocabulary log. Students are supposed to write 10 words in the log (words you did not know before) every week during the semester. Students must include the corresponding meaning and an example in a sentence for each word included in the vocabulary log.

Book assignment: Each student needs to choose a book (300+ pages) and write a reaction paper. Students also must prepare a 20-minute lecture about the book. It is important to include a little synopsis about the book. Do



not tell your classmates how the story ends... avoid big spoilers. The idea is to catch your classmates' interest about the novel, so they might consider reading the novel in the future. Students should talk about the setting, characters, themes, values and how the story begins. It is necessary to share a short list of words that were learned during the reading.

Extensive reading will take place outside the classroom.

Learners will engage in activities aimed at activating prior knowledge, cultivating vocabulary, developing reading comprehension, increasing reading fluency, verifying reading strategies, and evaluating progress.

*Students must get 9.0 or above in every graded activity (quiz, journal entry & vocabulary log, assignment, and the midterm exam) in order to be exempted from taking the final exam. In addition, students must not have missed any journal entry, quiz, reading assignment or any other graded task.

No late assignments will be accepted. Book reports have to be handed in exclusively on the due date and during class time.

VII. Bibliography

- Anderson, N. (2003). *Active skills for reading: Book 4*. Boston: Thomson Heinle.
- Berstein, M., Knezevic, M. y Wegmann, B. (1996). *Mosaic two: A reading skills book*. Mexico: McGraw-Hill.
- Blanchard, K. y Root, C. (1997). *For your information: High intermediate reading skills 3*. New York: Longman.
- Cook, G. (1994). *Discourse and literature: The interplay of form and mind*. Oxford: Oxford University Press.
- Douglas, N., MacIntyre, P., Tarver Chase, B., Jhannsen, K., Huntley, H., Rogers, B. y Bohlke, D. (2016). *Reading Explorer 5*. Boston: National Geographic: Cengage Learning.
- Dyer, B y Bushell, B. (2003). *Global outlook: Advanced reading*. New York: McGraw-Hill.
- Richards, J. y Eckstut-Didier, S. (2003). *Strategic reading 3: Building effective reading skills*. Hong Kong: Cambridge University Press.
- Ediger, A. y Pavlik, C. (1999). *Reading connections: Skills and strategies for purposeful reading*. New York: Oxford University Press.
- Hirasawa, L. y Markstein, L. (1993). *Developing reading skills*. Pacific Grove: Heinle & Heinle Publishers.
- Mezrich, Ben. (2008). *21: Bringing down the house. The inside story of six MIT students who took Vegas for*



millions. New York: Pocket Star Books.

Pavlik, C. (2004). *Reading smart 3: High intermediate*. New York: McGraw-Hill.

Sebold, A. (2002). *The lovely bones*. Boston: Little, Brown.

VIII. Required Materials

Nancy Douglas; Paul MacIntyre; Becky Tarver Chase; Kristin L. Johannsen; Helen Huntley; Bruce Rogers; David Bohlke. (2016). *Reading Explorer 5*. Boston: National Geographic: Cengage Learning.

- a. Book: *The Lovely Bones* by Alice Seabold
- b. Book: *Misery* by Stephen King
- c. A good monolingual learner's dictionary: *Webster, Cambridge, Oxford or MacMillan*

IX. Important notes

- ✓ Students will read at least three novels. These novels are 250-350 pages long. The minimum number of pages for the semester is 1,000. The first two texts will be chosen by the professor and the other book by the student with the instructor's approval.
- ✓ Students are expected to bring the textbook and a good monolingual English dictionary to every class.
- ✓ All content covered in class (strategies, readings, etc.) will be evaluated and included on written evaluations.
- ✓ There will not be any make-up tests or presentations unless there is a valid justification (health problems or death of family member).
- ✓ Cell phones must always be kept off.
- ✓ Students should become familiar with the "Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica" and pay special attention to the section regarding plagiarism.

X. Timetable

Session	Date	Contents	Evaluation
1	March 14th	Introductions and ice breakers Program discussion <i>Importance of reading</i>	
2	March 21st	<i>Understanding the reading process</i>	
	March 28th	Easter	



3	April 4th	<i>Pre-reading activities</i>	
4	April 11th	<i>Making sense of the text</i> <i>Reading strategies</i>	Quiz 1
5.	April 18th	<i>Making sense of the text</i> <i>Reading strategies</i>	Book Report 1
6.	April 25th	<i>Making sense of the text</i> <i>Reading strategies</i>	
7.	May 2nd	<i>Making sense of the text</i> <i>Reading strategies</i>	Quiz 2
8.	May 9th	Review and Mid Term Exam	Mid Term Exam
9	May 16th	<i>Understanding the characteristics of the text</i>	Book Report 2
10	May 23rd	<i>Understanding the characteristics of the text</i>	
11.	May 30th	<i>Vocabulary skills</i>	Quiz 3
12.	June 6th	<i>Post reading</i>	
13.	June 13th	Presentations of book assignments	Quiz 4 Book assignments
14	June 20th	Presentations of book assignments Review and practice	Book assignments
15	June 27th	Presentations of book assignments Review and practice	Book assignments Vocabulary Log
16	July 4th	Presentations of book assignments Review and practice	Book assignments
17	July 11th	Final Exam	Final Exam
18	July 18th	Make up test and Final Results	Make up Test Final Results



XI. Rubrics

University of Costa Rica
Golfito Branch
School of Mordern Languages
LM-1246 Reading Comprehension
Prof. Lic. Jorge Segura Rodríguez
Oral Presentation Evaluation
Students Name: _____

Final Grade:



ID: _____

Content Quality 20%

- _____ Use of wide range of ideas. Confidence and topic dominance are easily perceived
- _____ Good range of ideas. Confidence and topic dominance are perceived occasionally.
- _____ Decent use of ideas. Sporadic appearances of hesitation and uncertainty.
- _____ Poor inclusion of ideas. The student struggles to connect concepts and thoughts.
- _____ Inadequate use of ideas. The student shows improvisation and no previous preparation.

Percentage gotten: _____.

Grammar 20 %

- _____ Impeccable use of grammar rules. No mistakes
- _____ Good use of grammar rules. 1-3 mistakes
- _____ Appropriate use of grammar rules. 4-7 mistakes
- _____ Limited use of grammar rules. 7-10 mistakes
- _____ Inadequate use of grammar rules. 10+ mistakes

Percentage gotten: _____.

Pronunciation 20%

- _____ Outstanding pronunciation of sounds overall.
- _____ Very good pronunciation of sounds with some deviations.
- _____ Acceptable pronunciation of sounds with frequent deviations.
- _____ Limited pronunciation of sounds with recurrent deviations interfering with communication.
- _____ Very poor and unsatisfactory pronunciation.

Percentage gotten: _____.

Fluency 10 %

- _____ Continuous speech without unnecessary pauses.
- _____ Natural speaking with the rarely inclusion unnatural pauses.
- _____ Speech is sometimes cut by stuttering and pauses.
- _____ Frequent stuttering and long pauses with unfinished ideas
- _____ Very poor and unsatisfactory speech delivery.

Percentage gotten: _____.



Vocabulary in use 10%

- _____ Wide range of words to express ideas in speech.
- _____ Good range of words to express ideas in speech.
- _____ Adequate range of words to express ideas in speech.
- _____ Limited range of words to express ideas in speech.
- _____ Unsatisfactory and very poor range of words

Percentage gotten: _____.

Comprehension 5%

- _____ Successful message delivery. Totally understandable to the teacher and audience;
- _____ Very good message delivery with the appearances of some incomprehensible words.
- _____ Appropriate message delivery with the occasional mistakes. Still understandable.
- _____ Limited message delivery with the frequent mistakes. Low comprehension. .

Percentage gotten: _____.

Audience engagement 5%

- _____ The student strives enough to catch the audience's interest during the speech.
- _____ The student strives occasionally to catch the audience's interest during the speech.
- _____ The student makes no effort to catch the audience's interest.

Percentage gotten: _____.

Closing activity 5%

- _____ The student includes good questions to test their classmates on the ideas presented in the speech.
- _____ The student includes improvised questions to test their classmates on the ideas presented in the speech.
- _____ The student does not include questions to test their classmates on the ideas presented in the speech.

Percentage gotten: _____.

Visual aids and support material 5%

- _____ Appropriate inclusion of audiovisual resources to enrich the speech delivery.
- _____ Poor inclusion of audiovisual resources that occasionally enrich the speech delivery.
- _____ No inclusion of support material.

Percentage gotten: _____.



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TOTAL PERCENTATE GOTTEN: _____

Language correction and feedback

A large, empty rounded rectangular box with a blue border, intended for language correction and feedback.



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University of Costa Rica
Golfito Branch
School of Modern Languages
LM-1246 Reading Comprehension
Prof. Lic. Jorge Segura Rodríguez
Written Report Evaluation
Student's ID: _____

Final Grade



Book Report Scale

	Excellent 5	Very good	Average	Poor	Unacceptable	Points gotten
Content Quality (20 points)	Wide range of relevant ideas to express points of view. (20-16)	Good inclusion of ideas to express points of view. (16-13)	Adequate inclusion of ideas to express points of view. (12-9)	Inclusion of vague ideas to express points of view. (8-5)	Frequent Inclusion of irrelevant ideas to express points of view. (4-1)	
Organization and sentence structure (20 points)	Use of high quality organizational techniques to connect ideas in sentences to express insights. (20-17)	Good use organizational techniques to connect ideas in sentences to express insights. (16-13)	Adequate use of techniques to connect ideas in sentences to express insights. (12-9)	Sentences are poorly organized to express ideas in the text. (8-5)	Total struggle to organize sentences in a text to express ideas. (4-1)	
Grammar (20 points)	-Impeccable use of grammar rules. 1-3 mistakes (20-17)	Good use of grammar rules. 4-8 mistakes (16-13)	Appropriate use of grammar rules. 9-14 mistakes (12-9)	Limited use of grammar rules 15-20 mistakes (8-5)	Inadequate use of grammar rules +20 mistakes (4-1)	
Vocabulary (20 points)	Wide range and impeccable use words to express ideas. (20-17)	Good range and proper use words to express ideas. (16-13)	Acceptable range and use of words to express ideas. (12-9)	Limited range and poor use of words to express ideas. (8-5)	Inadequate range and use of words to express ideas. (4-1)	
Mechanics (15 points)	-Impeccable use of spelling, punctuation, margins, capitalization and spaces. (15-13)	-Good use of spelling, punctuation, margins, capitalization and spaces. (12-10)	-Appropriate use of spelling, punctuation, margins, capitalization and spaces. (9-7)	-Limited use of spelling, punctuation, margins, capitalization and spaces. (6-4)	-Inadequate use of spelling, punctuation, margins, capitalization and spaces. (3-1)	
Completeness. (5 points)	(5)	(4)	(3)	(2)	(1)	

Total Points Gotten: _____

Note: To read comments and feedback from the teacher, take a look at the back page.



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Professor: Lic. Jorge Segura Rodríguez
Vocabulary log rubric.

Total Points: 20
Points Gotten: _____.
Percentage: 6 %
Percentage gotten: _____

Student's ID: _____.

The student:

Criteria	No 0	Yes 5
Includes 100 different words in the vocabulary log.		
Provides the right definitions in English for the 100 words.		
Writes the right part of the speech of each word.		
Includes a correct example of the word in a sentence.		

Points Gotten: _____

Other observations and feedback: