



Universidad de Costa Rica
Escuela de Lenguas Modernas
Sección de Inglés para Otras Carreras
Course Syllabus

Name: Reading Strategies I	Requirements: none
LM-1030	Co-requirements: none
Credits: 4	Semestre: I-2017
Hours per week In- class: 6 Out-of-class: 6	Type: curso de servicio
Level: High-intermediate (reading)	

I. DESCRIPTION

The course LM-1030 is designed into a schematic and transactional framework, whose main objective is to help the reader to use a variety of reading strategies that allow him/her to participate in the construction of the text in an active and logical way. By the end of the course, the students will be able to interact actively with texts of different contents and rhetorical patterns applying the appropriate reading skills to understand, analyze the content of the texts and also to take a position about the author's perspective. It provides students with a background for further reading and discourse analysis in their professional careers.

II. SPECIFIC OBJECTIVES

With a text, the readers will be able to:

1. Apply the cultural and formal patterns to identify its genre.
2. Make predictions about its content and prove them.
3. Guess the meaning of unknown words by their context
4. Recognize when and how to use the dictionary
5. Identify rhetorical patterns.
6. Discriminate main ideas from minor details.
7. Respond critically to a text through:
 - an evaluation of the author's perspective
 - inferences from explicit and implicit information
 - identification of facts and opinions
 - recognition of ideas (main and secondary)
 - judgments about the information read.

III. CONTENTS

Structural Aspects

1. The sentence
2. Nominals as subjects
3. Plural Forms (-s, -es and irregular)
4. Adjectivals and adverbials
5. Verb tenses (*present tense, present progressive, past progressive, future tense, present perfect and past perfect*) in affirmative, negative and interrogative sentences, passive and active voice.
6. Prepositional phrases of time and place
7. Pronouns functioning as direct and indirect object. (Ex: *he-him*) and possessive pronouns & possessive adjectives.
8. Auxiliary verbs /(do- does- did/ to be) and modals: (Ex: would-could-should-may-can, etc)
9. Adverbial function in words, phrases and subordinate sentences.
10. Comparatives and superlatives forms. (-er, more than, -est, the most)
11. Transitions (however, since, then, furthermore, among others
- 12: Connectors: (but, and, or, among others)
- 13: Affixes: prefixes and suffixes
- 14: Grammatical referents: Pronouns
15. Expletives: (it-there)

B. Reading Strategies

1. Apply the scanning and skimming techniques using typographical keys.
2. Discriminate the lexical forms from the non lexical.
3. Guess the meaning of unknown words by context.
4. Incorporate (internalize) new vocabulary.
5. Use the dictionary efficiently.
6. Ignore structures to get the main idea.
7. Discriminate the secondary ideas/details from de main idea.

8. Identify the synonyms and antonyms that help the reader understand a main idea.
9. Identify rhetorical patterns.
10. Apply the detail technique.
11. Organize the content information in conceptual maps
12. Summarize and paraphrase the text
13. Identify the author's purpose in the text.
14. Determine the author's tone in the text.

IV. Methodology

The course considers reading short and mid length texts (one page minimum, three pages maximum for regular work and short tests, even 5 pages for midterms and final evaluations). The texts are authentic, so they do not have any change in composition, punctuation, spelling and vocabulary. The course does not limit students to a passive reception of the text in a sensorial or expressive way, but it stimulates an active participation of the reader in a significant negotiation with the text. The act of reading is focused from the interactive and transitive perspectives where the reader and the text propose aspects that bring the analysis and synthesis during the pre-reading, reading and post-reading phases. The dynamics of the class includes activities focused in the exposition, the exemplification, the practice, the theoretical evaluation, the use of essential skills and strategies to the process of reading through the projects. The students work in pairs, groups and individually to comprehend and analyze the texts.

V. Evaluation

Mid term	25%
Final Test	35%
Short Tests	30% (minimum 4)
Final Project	10%

Todo estudiante de todo curso queda sujeto al Reglamento de Evaluación de la Universidad de Costa Rica.

VI. Bibliography

Antología SIPOC II-2016 (Copymundo in front of Edif. Letras)

Cohen, R. F. & Miller J. L. (2014). *Longman Academic Reading Series 4: Reading Skills for College*. White Plains, NY: Pearson Longman.

Flemming, Laraine. Reading for Results. 8th ed. Boston: Houghton, Mifflin, 2002.

Moore, John. Reading and Thinking in English. Oxford: Oxford University Press, 1982.

Kerszner, Laurie & Stephen R. Mandell. Patterns for College Writing. 8th ed. Boston: Bedford, 2001.