

**UNIVERSIDAD DE COSTA RICA**  
**Escuela de Lenguas Modernas**  
**Bachillerato en Inglés y Bachillerato en la Enseñanza del Inglés**  
**Sección de Segundo a Cuarto Año**  
**M. Quesada, M. Ramírez, M. Solís**

**COURSE SYLLABUS I-17**

Name: Oral Communication II	Requisites: LM-1230
LM-1240	Co-requisites: LM-1244 & LM-1245
Credits: 5	Cycle: IV
Schedule: 6 hours / week in-class work 15 hours / week out-of-class work	Type: <i>Plan de Estudios</i> in B.A. in English and English Teaching
Level: Second year	

**I. DESCRIPTION**

This course is addressed to second-year students of the English B.A. and English Teaching B.A. Focusing on a communicative approach, this course will prepare students to express themselves orally in English at an intermediate level of fluency and accuracy (pronunciation, structure, vocabulary and content). Listening and reading selections on diverse topics related to the media and technology will provide students with comprehension practice, help develop listening and reading skills, promote discussion, and provide lexical and syntactical models. Differently from LM-1230 Oral Communication I, students will be introduced to public speaking in the form of informative speeches. Phonetically speaking, they will continue reinforcing the English vowel system studied and practiced in LM-1230 and working on transcriptions using the International Phonetic Alphabet (IPA); however, the main focus of this course will be based on most of the English consonant system and its variations. Students will complete the consonant system in LM-1351 Communication and Pronunciation Techniques I. LM-1240 Oral Communication II develops oral communication skills through interaction in a variety of speaking activities with great emphasis on accuracy in both structure and pronunciation.

**II. SPECIFIC OBJECTIVES**

By the end of the semester, the students will be able to

1. talk about current topics related to the media and technology.
2. exchange information, ideas, opinions, attitudes, and feelings using appropriate language functions.
3. look for main ideas and specific details in spoken or written texts using note taking, summarizing, guessing meaning from context, skimming, scanning, and paraphrasing strategies.
4. establish spelling-pronunciation correspondences.
5. discriminate between different sounds in isolation, in minimal pairs, and in sentences.
6. pronounce the -ed and -s suffixes correctly
7. transcribe high-frequency and topic-related words using the International Phonetic Alphabet (IPA).

8. incorporate the lexicon and the structures modeled in the listening and reading passages in their everyday speech.

### III. CONTENTS

#### A. Topics for discussion

1. Theory of Informative Speeches
2. The Media
3. Technology

#### B. Phonetics

1. Position of consonants in English
2. Classification of consonants: place, manner, voicing
3. Suffix –ed: Rules and exceptions in adjectival forms, e.g., naked, crooked, etc.
4. Stop consonants in initial, middle and final position: /p/, /b/, /t/, /d/, /k/, /g/
5. Contrasts: /θ/ and /ð/; interdental versus /s/, /z/, and /t/; /f/ and /v/; /v/ versus /b/
6. Sibilants /s/ - /z/, /ʃ/ - /ʒ/, /tʃ/ - /dʒ/
7. Contrast between /ʒ/ and /dʒ/
8. Contrast between /tʃ/ and /ʃ/
9. Suffix –s and irregular plurals (e.g. wife-wives)
10. Phonetic transcription
11. Spelling-pronunciation correspondences

### IV. METHODOLOGY

Students are expected to attend class and participate on a daily basis in order to achieve the academic objectives. They are also required to do the assigned readings **in advance** and to comply with assignments. By using different reading and speaking activities, instructors will elicit information from students. Power point presentations, videos, audios or listening exercises, speeches, analysis of news, comics, ads, and technological inventions will be used by both instructors and students. Students will be required to work in pairs to present two informative speeches related to the main contents of the course and to work in small groups to analyze news, commercials, and readings on the media and technology. By analyzing and discussing readings on the media and technology, students will reinforce public speaking skills and pronunciation. Students will also be asked to transcribe words out of class to be checked, discussed, and analyzed in class.

### V. EVALUATION

- 30% Oral exam I (Tribunal) \*
- 30% Oral exam II (Tribunal) \*
- 20% Two speech presentations (in pairs—one before and one after the midterm exam)\*\*
- 20% Quizzes (Oral / Written / Listening—minimum 5, announced or unannounced)

\* Students will be evaluated by two instructors. The two exams will be recorded. Instructors will bring a digital recorder the day(s) of the exam.

\*\* For the speeches, students must bring their own recording device.

All content (reading / listening passages and presentations) will be evaluated and included in written and/or oral exams.

Speeches and exams will be presented in pairs.





## PART II: TECHNOLOGY

DATES	ACTIVITIES
<b>Week 9</b> May 15-19	Feedback on Midterm Exam & Assign speech dates Pronunciation Technology Survey Listening: <i>What's Intelligence?</i>
<b>Week 10</b> May 22-26	Listening: <i>Intelligent Machines: The Turing Test</i> Reading: <i>Better than Humans: Why Robots Will and Must Take Our Jobs</i> Pronunciation Presentation of speeches 1. _____ 2. _____ 3. _____ _____ _____
<b>Week 11</b> May 29-June 2	Reading: <i>How Robots Can Trick You into Loving Them</i> Pronunciation Presentation of speeches 1. _____ 2. _____ _____ _____
<b>Week 12</b> June 5-9	Listening: <i>Computers to Match Man by 2029</i> Readings: <i>Jibo: Will You Adopt Your First Family Robot</i> <i>The Future of Agriculture: Smart Farming</i> Pronunciation Presentation of speeches 1. _____ 2. _____ 3. _____ _____ _____
<b>Week 13</b> June 12-16	Readings: <i>What is the Future of Technology in Education?</i> <i>What Does It Mean to Be a Digital Native?</i> Pronunciation Presentation of speeches 1. _____ 2. _____ 3. _____ _____ _____
<b>Week 14</b> June 19-23	Readings: <i>Robot Teachers in the Classroom</i> <i>Social Media Companies Contribute to Cybercrime</i> <i>Will Face Recognition Be the Nail in the Coffin of Personal Privacy?</i> Pronunciation Presentation of speeches 1. _____ 2. _____ 3. _____ _____ _____

<b>Week 15</b> June 26-30	
<b>Week 16</b> July 3-7	<b>ORAL EXAM II</b>

**Final results: July 12, 2017**

**Ampliación: July 19, 7 a.m. (20% written exam, 80% oral exam)**

## **IX. CLASS RULES**

1. Speeches and exams will be presented in pairs (no exceptions made unless there is an odd number of students, in which case, speeches will be presented individually by one student **only**.) Student pairs have to change for each assignment.
2. Students must present an outline of their speech one week before the assigned date. Students who do not comply with this requirement will not be able to present.
3. Students must bring the reading and pronunciation packets and a good monolingual English dictionary to class ***at all times***.
4. There **will not** be any make-up tests or presentations unless there is a valid justification (health problems or death of a family member).
5. Cell phones must always be kept off and put away.
6. No interruptions or late arrivals will be permitted during presentations. The door will be locked during presentations.
7. 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 and fraud in the *Reglamento*).