

UNIVERSIDAD DE COSTA RICA
ESCUELA DE LENGUAS MODERNAS
Bachillerato en Inglés y Bachillerato y Profesorado en la Enseñanza del Inglés
SECCION DE II A IV
COTO / NAVAS / QUESADA I-17

Programa del Curso

Name: Reading Comprehension	Requisites: LM-1002
LM-1246	
Credits: 2	Academic cycle: III
Hours: 3 hours / week in-class work 6 hours / week out-of-class work	Type: B.A. in English and B.A. in Teaching English
Level: Second Year	

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

9. Improve students' reading rate and reading comprehension skills
10. 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

A. Quizzes (minimum 3 quizzes)*	30%
B. Midterm Exam*	20%
C. Final Exam*	30%
D. Reading project	20%

NOTES ON EVALUATION:

- All content covered in class (strategies, readings, etc.) will be evaluated.
- The content of any short story and/or novel (extensive reading) will be evaluated in exams or quizzes.
- *There will not be any make-up tests or presentations except for the special cases specified in the "Reglamento de Evaluación."
- The two exams will take place during class hours in each group.
- ***Todo / Toda estudiante en todo curso queda sujeto / sujeta a los reglamentos de evaluación de la Universidad de Costa Rica.***

VI. Bibliography

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.

VII. Additional notes

- The students must bring the textbook and the dictionary to every class.
- The use of monolingual dictionaries is allowed during evaluations.
- No late projects will be accepted. The instructor will provide students with the necessary guidelines to prepare this group assignment.
- 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.

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

REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL

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.

Universidad de Costa Rica
 Facultad de Letras
 Escuela de Lenguas Modernas
 LM-1246, Reading Comprehension
 Instructors: Coto, Navas, Quesada (I 2017)

Tentative Timetable

Week 1 March 13-17	-Course outline & tentative course syllabus -Ice breakers -Introduction: Reading Strategies Types of texts -Activation of prior knowledge -Get your textbook Reading Explorer 5 (Bodega de Libros/Letras)
Week 2 March 20-24	<i>Unit 1: Collapse: The Secret of the Maya</i> -Skimming and scanning -Understanding infographics -References
Week 3 March 27-31	<i>Unit 1: Collapse The Collapse of Angkor</i> -Previewing and Predicting and -Typographical clues -Guessing meaning from context- Cognates -HW: Read Short Story 1
Week 4 April 3 – 7	<i>Unit 2: Beyond Earth/ Planet Hunters: Are we alone?</i> -Main ideas -Understanding cause/effect relationship -HW: Start reading the novel “The Ausländer: A Foreigner” (p. 1-21) (CopyMundo)
April 10-14	Holy Week
Week 5 April 17-21	<i>Unit 3: Health and Genes: Mending Broken Hearts</i> -Scanning for details -Purpose of statistics in a text -Word building: Prefixes and suffixes -QUIZ 1 –including p.1-21 from The Ausländer -“The Ausländer: A Foreigner” (p. 22-36)
Week 6 April 24-28 U Week	<i>Unit 3: Health and Genes: The War of Allergies</i> -Parts of speech and their function in a text -Concept maps -“The Ausländer: A Foreigner” (p. 37-66)
Week 7	<i>Unit 4: Vanishing Cities: City under Siege/Rising Seas</i> -Understanding figurative/literal language

<p>May 1- 5 Labor day</p>	<p>-Reading critically -QUIZ 2—including p.22-66 from <i>The Ausländer</i> -“<i>The Ausländer: A Foreigner</i>” (p. 67-89)</p>
<p>Week 8 May 8-12</p>	<p>Exam I (This exam will take place during class time) -Guidelines for the reading project -“<i>The Ausländer: A Foreigner</i>” (p. 90-119)</p>
<p>Week 9 May 15-19</p>	<p><i>Unit 5: Eco-living: Carbon Footprint/Plugging into the Sun</i> -Distinguishing Main ideas and supporting details -Identifying similarities and differences -“<i>The Ausländer: A Foreigner</i>” (p. 120-157) -HW: Read Research paper at http://revistas.ucr.ac.cr/index.php/aie/article/view/9144/17515</p>
<p>Week 10 May 22-26</p>	<p><i>Unit 7: Secrets of the brain</i> -Fact and Opinion -Identifying homonyms -Unit 8: Social Behavior: The Genius of Swarms -Understanding Inferences -“<i>The Ausländer: A Foreigner</i>” (p. 158-185)</p>
<p>Week 11 May 29- June2</p>	<p><i>Unit 9: Creativity: Decoding Leonardo/The Power of Writing</i> -Understanding implicit/explicit information -Understanding sequences -“<i>The Ausländer: A Foreigner</i>” (p. 186-218)</p>
<p>Week 12 June 5- 9</p>	<p><i>Unit 12: Wealth and Finance: From clams to credit cards</i> -The purpose of a text -Connecting people and accomplishments -Reading Project Presentations (bring copies for all your classmates) -Quiz 3—including p.67-218 from <i>The Ausländer</i> -“<i>The Ausländer: A Foreigner</i>” (p. 219-249)</p>
<p>Week 13 June 12–16</p>	<p>Reading Project Presentations in groups (bring copies for all your classmates) “<i>The Ausländer: A Foreigner</i>” (p. 250-292)</p>
<p>Week 14 June 19-23</p>	<p>Reading Project Presentations in groups (bring copies for all your classmates)</p>
<p>Week 15 June 26-30</p>	<p>Review</p>

Week 16 July 3-7	Exam II (This exam will take place during class time)
July 10-14	Result of Exam II & final grade of the course
AMPLIACIÓN & SUFICIENCIA EXAM	Date: <u>Thursday, July 20th from 8 to 11:00 A.M.</u> Place: to be announced at the end of the semester