

**COURSE OUTLINE**

Name: Communication and Pronunciation Techniques II	Requisites: LM-1351; LM-1352; LM-1353
LM-1361	Co-requisites:
Credits: 4	Cycle: VI
Schedule: 6 hours/ week (in-class work) 6 hours/ week (out-of-class work)	Type: Plan de Estudios B.A. in English and B.A. and Profesorado in English Teaching
Level: Third year	

**I. DESCRIPTION**

LM-1361 is a required third-year course for the majors of “Bachillerato en Inglés” and “Bachillerato en la Enseñanza del Inglés.” It focuses on the production of persuasive and argumentative academic discourse. It aims at improving the students’ fluency and accuracy in oral production and listening skills. Emphasis will be placed on developing critical thinking skills.

**II. GENERAL OBJECTIVE**

Students will become aware of the importance of being skillful speakers who can do effective critical analysis of ethical issues.

**SPECIFIC OBJECTIVES**

At the end of the course, the students should be able to:

1. produce English at a normal pace when confronting the use of different types of discourse (persuasive, argumentative, justifying, counter-argumentative, and others),
2. use appropriate English intonation, pronunciation, vocabulary, and grammatical structures in their oral performance,
3. transcribe key words, phrases and sentences from the topics studied using IPA 2005 (the International Phonetic Alphabet),
4. interact confidently in persuasive and argumentative contexts as an active participant and as a receptive and analytical listener,
5. participate effectively in debates presenting arguments for and against controversial topics,
6. discriminate between solid arguments and fallacies or emotional appeals,
7. cite the updated sources used to obtain reliable information on various topics.

### III. CONTENTS

#### A. Discourse Theory: Persuasive Strategies

1. Persuasive speeches
2. Group debates

#### B. Phonetics

1. Initial and final consonants, and consonant clusters
2. Stress, rhythm and intonation
3. Adjustments in connected speech (linking, deletion, phrasing, pausing and blending)

### IV. METHODOLOGY

This course will be run as a workshop in which students will be required to participate actively. Impromptu speeches, persuasive discussions and pronunciation practices will be regularly carried out in class.

### V. EVALUATION

- Quizzes (minimum 4)..... 20%
- Prepared persuasive speech ..... 15%
- Impromptu group debate ..... 15%
- Exam I (impromptu persuasive speech) ..... 25%
- Exam II (prepared group debate) ..... 25%

### ADDITIONAL INFORMATION

#### A. General notes

1. No make-up evaluations will be given unless the student's absence to class is justified following the university norms for special cases. See "Reglamento de Régimen Académico Estudiantil."
2. In case one member of a group is absent on the day of any oral evaluation (speeches or debates), the student will not have another opportunity to present should there be no valid justification for being absent. The student will be given a zero (0), and the other group members will then carry out the presentation without the absentee. For instance, if the moderator is absent, the other debate members will have to perform the tasks he would have performed had he attended class.
3. Topics dealt with in persuasive speeches and debates have to be related to ethical issues. Avoid religious or philosophical topics because they deal with faith, not facts. Originality is strongly encouraged regarding topic selection. There should be enough supporting data for the topics suggested by students and approved by the professor.
4. A variety of reputable sources will be required (the Internet, interviews, books, newspapers, journals, etc.) for each oral evaluation. A minimum of 4 different sources per student will be required for the persuasive speeches, one of them being a book or any other printed source. For the group debates, 3 sources per student will be required. Citation is a must in all presentations. APA format is required.
5. Students are allowed to use ONLY index cards and/or a copy of the outline of their presentation during all oral evaluations. Index cards may only include key words, sources,

transcriptions, and short quotations. Students who do not follow these guidelines will not be allowed to deliver their speech and/or carry out their debate. The professor may check these index cards to ensure these instructions are complied with.

6. Students who read or memorize their contributions in speeches or debates will be given a grade of 5 or below.
7. Students are encouraged to record their speeches and debates. The professors will also video and/or audio record all the presentations. Students will have to base any complaint on their recording and should let the professor know the exact time (minute/second) that they want him/her to check again.
8. All group members will be responsible for and assessed on the correct organization of speeches and debates. Even though students will be evaluated individually in terms of language use and delivery-related aspects, all team members will be equally penalized should any of them fail to include or carry out any of the sections required for these presentations such as attention-getter, introduction, and conclusion.
9. We will use the symbols included in the 2005 version of the International Phonetic Alphabet (IPA).
10. Cell phones and any other electronic device must always be kept off and put away as mandated by the University regulations.
11. No interruptions or late arrivals will be permitted during presentations. The door will be locked during presentations.

**B. Quizzes:** Quizzes may be announced or unannounced, and they may cover subject matter presented in readings, listening exercises, lectures, and any other activity done in class or assigned for out-of-class work.

### **C. Persuasive Speeches**

Both presentations will be carried out in pairs and will be from 10-12 minutes long. In case there are not enough students to make pairs, a student will have to present individually. This student's speech will last from 6-8 minutes.

1. For the prepared speech, the topic will be chosen by students and approved by the professor. Students will be asked to hand in a complete outline of their speeches two weeks before the presentation. Those who do not comply with this requisite will not be allowed to make their presentation. The outline must include the IPA transcription of **10 key words** per student to be used during the speech. The day of the presentation, students will hand in the final, corrected and complete version of the outline. Students will not be allowed to present if they do not hand in this outline or if they hand in an incomplete outline. Students **MUST** use visual aids during their prepared speeches. In case students need special equipment for their speeches, they must let the professor know ahead of time (at least one week before their presentation).
2. For **exam I**, students will work in pairs to present an impromptu persuasive speech. The topic will be chosen by the students and approved by the professor. Although students will choose the topic, they will know what position they will take (in favor or against) the day of the exam. Thus, they should be ready to present any position. Neither outlines nor visuals are required for this evaluation; however, students are encouraged to prepare an outline.

**D. Impromptu group debate:** Students will be asked to work in groups of four or five. Each group will choose two topics two weeks before the actual debate. The professor must approve those topics. Topics will not be repeated. On the day they are to debate, students will know which topic they will be debating and the roles they will play (moderator, affirmative, or negative). They will be given half an hour to prepare themselves for the debate outside the classroom. These debates must last 30 minutes. Since students will not know which topic they will be debating until

the day of the presentation, they will not have to hand in any outline or use visual aids. However, they are strongly encouraged to prepare outlines for debates on both topics. All debaters are responsible for both their own performance and their group's performance. Equal participation is expected from each debater. Before students take this evaluation, they will practice giving an impromptu group debate in class. This practice will not be evaluated.

**Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.**

***REGLAMENTO DE ORDEN Y DISCIPLINA DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE COSTA RICA***

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

- a) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.
- b) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.
- c) 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

Según la Oficina Jurídica de la Universidad de Costa Rica, el plagio es un tipo de fraude considerado muy grave, por lo tanto para su sanción se debe aplicar el Artículo 4, inciso g) del Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica y los procedimientos establecidos en los artículos del 11 al 20.

***REGLAMENTO DE REGIMEN ACADÉMICO ESTUDIANTIL***

**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.

**ARTÍCULO 24.** Cuando el estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que el estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

## VI. BIBLIOGRAPHY

- Bell, D. (2008). *Passport to academic presentations*. Garnet Education.
- Benjamin, S.J. (1996). *The public speaking handbook*. USA: GoodYear Books.
- Byrns, J.H. (1981). *Speak for yourself: An introduction to public speaking*. USA: McGraw-Hill Co.
- Carlin, D. & Payne, J. (1975). *Public speaking today*. Lincolnwood, Illinois: Contemporary Publishing Group.
- Celce-Murcia, M.; Briton, D. & Goodwin, J. (1996). *Teaching pronunciation*. United Kingdom: Cambridge University Press.
- Gilbert, J. (1993). *Person to person: An introduction to speech communication*. Gabin and Book.
- Goodnight, L. (1987). *Getting started in debates*. Lincolnwood, Illinois: National Textbook Company.
- Grant, L. (2001). *Well said: Pronunciation for clear communication* (2nd edition). United States of America: Heinle & Heinle.
- Hahn, L. and Dickerson, W. (2002). *Speech craft*. United States of America: The University of Michigan Press.
- Lujan, Beverly A. (2004). *The American accent guide*. Salt Lake City: Lingual Arts.
- Prator, C.H. and Wallace, R. (1985). *Manual of American English pronunciation* (4th edition). United States: Harcourt Brace & Company.
- Sprague, J. & Stuart, D. (1984). *The speaker's handbook*. Orlando, FL: Harcourt Brace Coll Publishers.

**Some other materials taken from different sources may also be part of this course.**

## VII. Chronogram

### TENTATIVE TIMETABLE

WEEK	DESCRIPTION OF ACTIVITIES
<b>Week 1</b> March 13-17	Course syllabus Assign dates for prepared persuasive speech presentations <b>Reading:</b> <i>"What Is Persuasive Speaking?" Chapter 14</i>
<b>Week 2</b> March 20-24	Theory of persuasive speeches <b>Reading:</b> <i>"What Is Persuasive Speaking?" Chapter 15</i> Pronunciation review
<b>Week 3</b> March 27-31	<b>Hand in outline of prepared persuasive speech for approval</b> <b>Reading:</b> <i>"The Challenges of Public Speaking"</i> Pronunciation practice
<b>Week 4</b> April 3-7	Feedback on outlines <b>Reading:</b> <i>"A Report of the Surgeon General"</i> Movie: <u>Thank You for Smoking</u> Discussion of movie Pronunciation practice
<b>Week 5</b> April 10-14	<i>Easter</i>
<b>Week 6</b> April 17-21	<b>Presentation of prepared persuasive speeches</b> Monday 1. _____, 2. _____, 3. _____, 4. _____  Wednesday 1. _____, 2. _____, 3. _____, 4. _____  Friday 1. _____, 2. _____, 3. _____, 4. _____
<b>Week 7</b> April 24-28	Pronunciation practice Video: <u>Putting the Brakes on Teenage Driving</u>
<b>Week 8</b> May 1-5 <i>Holiday</i>	Pronunciation practice Feedback on prepared persuasive speech

<p><b>Week 9</b> May 8-12</p>	<p>Pronunciation practice Impromptu persuasive speech practice</p>
<p><b>Week 10</b> May 15-19</p>	<p><b>Exam I</b></p> <p>Monday</p> <p>1. _____, _____ 2. _____, _____ 3. _____, _____ 4. _____, _____</p> <p>Wednesday</p> <p>1. _____, _____ 2. _____, _____ 3. _____, _____ 4. _____, _____</p> <p>Friday</p> <p>1. _____, _____ 2. _____, _____ 3. _____, _____ 4. _____, _____</p> <p><i>Students think of possible topics for group debate 1.</i></p>
<p><b>Week 11</b> May 22-26</p>	<p><b>Reading:</b> “The Value of Debate” <b>Reading:</b> “Understanding the Process” Explain dynamics of group debates (GD) Forming groups for GD, assign dates and topics</p>
<p><b>Week 12</b> May 29- June 2</p>	<p><b>Reading:</b> “Speakers’ Responsibilities in Presenting the Debate” Movie: <u>The Great Debaters</u></p>
<p><b>Week 13</b> June 5-9</p>	<p>Discussion of movie Pronunciation practice Practice for debates</p>
<p><b>Week 14</b> June 12-16</p>	<p><b>Presentation of impromptu group debates</b></p> <p>Monday: 1) _____ 2) _____</p> <p>Wednesday: 1) _____ 2) _____</p> <p>Friday: 1) _____ 2) _____</p> <p><i>Students think of possible topics for exam II.</i></p>

<b>Week 15</b> June 19-23	Assign dates and topics for exam II Pronunciation practice
<b>Week 16</b> June 26-30	Feedback on impromptu group debates Pronunciation practice
<b>Week 17</b> July 3-7	<b>Exam II</b>  Monday: 1) _____ 2) _____  Wednesday: 1) _____ 2) _____  Friday: 1) _____ 2) _____

**Final grades:** July 10

**Ampliación/Suficiencia:** July 17, starting at 8:00am\*

\* The room will be assigned by Registro, so it will be announced days before the test takes place. Those students who take the proficiency and ampliación tests must study **all the theory and practice** from the course packet (Pronunciation, Persuasive Speaking, and Group Debates). Your professor will give you further information.

\* For the ampliación/proficiency exam, the written part will be 30% of the final grade and the oral part will be 70%.