

UNIVERSITY OF COSTA RICA
School of Modern Languages
B.A. in English and B.A. and *Profesorado* in English Teaching

COURSE OUTLINE

Communication and Pronunciation Techniques II	Requisites: LM-1351; LM-1352; LM-1354 or LM-1353
LM-1361	Co-requisites: None
Credits: 5	Type: Plan de Estudios B.A. in English and B. A. and Profesorado in English Teaching
Schedule: 6 hours in-class work 9 hours out-of-class work	16 weeks
Level: Third Year	Cycle: 5° cycle
	Modality: In-person instruction 100%

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. *Mediación Virtual* will be used as a course repository (*baja virtualidad*).

II. GENERAL OBJECTIVE

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

III. SPECIFIC OBJECTIVES

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

- produce English at a normal pace when confronting the use of different types of discourse (persuasive, argumentative, justifying, convincing, counter-argumentative, others),
- use appropriate English intonation, pronunciation, vocabulary, and grammatical structures in their oral performance,
- transcribe key words and sentences from the topics studied in class using the phonetic symbols and diacritics provided by the instructors,
- interact confidently in persuasive and argumentative contexts as an active participant and as a receptive and analytical listener,

- participate effectively in debates presenting arguments for and against controversial topics,
- discriminate between solid arguments and fallacies or emotional appeals,
- properly cite the updated sources used to obtain reliable information on various topics.

IV. CONTENTS

A. Discourse theory: Persuasive strategies

1. Persuasive speeches
2. Group debates

B. Phonological theory

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

V. METHODOLOGY

This course will be run as a workshop in which students will be required to participate actively. Speeches, discussions, and pronunciation practices will be regularly carried out in class. *Mediación Virtual* will be used as a course repository where the instructor will upload documents, presentations, videos, links, and any other material deemed appropriate to meet the course objectives. Students must make sure they are registered and are responsible for frequent logging-in. Some sessions—or segments thereof—may be recorded. Your instructor will notify you when he/she will start recording.

VI. EVALUATION

Short Tests (2 at least)	20%
Persuasive speech	15%
Debate	15%
Exam 1 (persuasive speech)	25%
Exam 2 (group debate)	25%
Total	100%

All evaluations may include phonetic transcriptions.

VII. ADDITIONAL INFORMATION

A. General notes

- No make-up evaluations will be given unless the student's absence from class is justified following the University norms for special cases. See *Reglamento de Régimen Académico Estudiantil*.
- Although attendance is not obligatory, instructors might keep an attendance record.
- In case one member of a group is absent or late 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. Likewise, if a debater is absent, a partner—or other members of the group-- will be responsible for making the contributions this person would have made should they have been present.
- Topics dealt with in persuasive speeches and debates will be chosen by students from a list of possible topics provided by instructors. If authorized by the instructor, students can propose ONE OR TWO other topics if they qualify as controversial topics in the areas of translation, interpretation, education, and/or literature. Topics may also relate to your academic life as a student in the English and/or English Teaching majors. All the course instructors must approve of these topics for them to be considered.
- Presentation and specific exam dates will be raffled by instructors.
- A variety of reputable sources will be required (the Internet, interviews, books, newspapers, journals, podcasts, etc.) for each oral evaluation. Specifically, a minimum of five different sources per student will be required for persuasive speeches and debates. Of these five sources, **at least one** must be a primary source created by the students (e.g., data coming from a survey or an interview, among other possible sources). For interviews, questionnaires, or other data collection procedures, evidence of formal arrangements must be submitted to the instructor.
- Correct citation is a must in all presentations and outlines. [APA](#) format is required.
- 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 may be asked to show their notes to the instructor before or after their presentations to prove that they have complied with these guidelines.
- Heavy reliance on presentation supports (i.e., reading) and/or evident memorization that negatively impacts delivery will be severely penalized with a grade of 5 or below.
- Students must use audio-visual aids for all speeches. For debates, the use of visual aids is optional unless the nature of the topic requires it.
- Students' performance on each aspect under evaluation will necessarily affect the instructors' assessment of their performance on other aspects. To illustrate, poor linguistic performance (grammar, vocabulary, fluency, pronunciation) will most likely

negatively affect the evaluators' judgment of your performance on content and organization, and vice versa.

- Professors will video and/or audio record all graded presentations and/or any other assessment task they deem necessary. Students are advised to record their own presentations as well so that they can use them in any grade- and/or performance-related queries. For any query, students should let their instructor know the exact time (minute/second) that they want checked.
- General public might attend the public speaking events held in class, including students from other groups.
- Students' performance in exams will be graded by the professor of the group the student is registered in and another faculty member from those teaching the course that semester.
- For phonetic transcriptions, we will use the symbols approved by the faculty of the Oral Courses Section of the School of Modern Languages, which are available in the course packet.
- Out of respect for their classmates and the instructor, students will not be allowed into the classroom while speeches or debates are in progress.

B. Short Tests

- Short Tests may be taken during class time or out of class. They may be announced or unannounced, oral, or written. In addition to transcriptions, these short tests may cover subject matter (theory), vocabulary, and terminology presented from readings, listening exercises, lectures, and any other activity done in class or assigned for out-of-class work.

C. Persuasive Speech and Exam I

- Speeches will be carried out in pairs (one person taking a stance in favor and another one against). Together both speeches will take 16 minutes (8 minutes per student). In case there are not enough students to make pairs, a student will have to present individually (also in 8 minutes).
- The topic to be developed in the speech and Exam I will be chosen by each pair of students on Week 1. The instructor will provide the list of possible topics from which students must choose, and topics will be assigned on a first-come, first-served basis. In **the rare** case any conflict arises (e.g., more than one pair wants to use the same topic), topics will be raffled. Students will share and note down their topic in the online document shared by the instructors. Students are responsible for ensuring that their topic has not been dealt with or chosen by another group.
- Once each pair of students has a topic, they must submit two different propositions related to that topic for approval. Instructors will specify when these propositions must be submitted.
- Pair work will be necessary for the following tasks:
 - choosing the topic and focus of the speech

- writing the two propositions associated with the topic
 - starting the investigative work (i.e., looking for evidence)
 - deciding who will deliver the speech in favor and against the proposition
- After those decisions are made, individual work will require:
 - continuing with the investigative work
 - preparing the outline based on the agreed-upon position (i.e., one outline in favor and one against the proposition)
 - submitting the corresponding outline
 - practicing the speech or parts of it in front of an audience and getting feedback
 - notifying instructors if equipment will be necessary
 - delivering the speech
 - Though outlines are not graded, students **must** submit an outline on the specified date (see timetable below). In the same manner, students must submit a final, revised version of their outline before their presentation on the date assigned.
 - On the day of the speech, all students must be in the classroom from the start of the class irrespective of their assigned presentation time.
 - After each speech, students must be ready to answer questions from at least one randomly chosen member of the audience. Instructors may also ask questions. Students' impromptu answers (form and content) will be graded as well, although they will not be counted towards the time allotted to the presentation.
 - Students may work with the same partner across speeches, but their position in relation to the proposition (in favor or against) must change. When the instructor considers it advisable, students may use the same topic for the speech and Exam I, but the proposition must be different across these two assessment tasks. Relatedly, **under no circumstances** should the speeches be the same, as students are expected to make improvements based on the feedback provided by the instructor.

D. Debates

- Students will work in groups of five: two on the affirmative team, two on the negative team, and one moderator. Depending on the number of students, there might be groups of four: two on the affirmative team, two on the negative team, and a guest moderator that students must find, provide with the necessary resources to fulfill the role's responsibilities, and whom the instructor must approve.
- The moderator and each team must prepare their own outline (3 outlines per group).
- Though outlines will not be graded, students are strongly encouraged to submit an outline on the specified date (see timetable below). In the same manner, students must submit a final, revised version of their outline the day of their debate before their presentation.
- For both debates, the groups may remain the same, but the roles of the debaters must change across debates, i.e., no one is allowed to be the moderator or on the affirmative/negative twice. As for the case of the speech, if the instructor deems it

sensible and/or necessary, the topic may be the same across debates, but the debate itself must reflect the improvements suggested by the instructor.

- The moderator, affirmative 2 and negative 2 must be ready to answer questions from randomly chosen members of the audience or the instructor(s) by the end of each debate. Their answers (form and content) will be graded as well.
- Debates will last 50 minutes, including the three stages as well as the Q&A and voting session.

Institutional Regulations: Every student in every course is subject to the evaluation regulations of the University of Costa Rica.

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

ARTÍCULO 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.

ARTÍCULO 5. Son faltas graves:

- c) Copiar de otro estudiante tareas, informes de laboratorio, trabajos de investigación o de cualquier otro tipo de actividad académica.

ARTÍCULO 9. Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

- 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 RÉGIMEN 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.

LINEAMIENTOS ACADÉMICOS Y ADMINISTRATIVOS PARA LA DOCENCIA CON COMPONENTE VIRTUAL (VD-11502-2020)

ARTÍCULO 19. Disponibilidad y acceso a las grabaciones de la clase.

Debido a que las grabaciones de clases u otras actividades académicas pueden contener datos personales de acceso restringido, como el video, imagen y la voz de la persona participante, los archivos de dichas grabaciones no son de carácter público y únicamente pueden emplearse para propósitos académicos. En los cursos de libre asistencia, los efectos de la no asistencia a clases deben ser valorados por la persona estudiante como parte de su decisión de no asistir. Por tanto, el archivo de la grabación de la clase no tiene como propósito principal sustituir la asistencia de la persona estudiante.

VIII. BIBLIOGRAPHY

- Cook, A., Forsyth, H., Jean-Barth, N., Gossman, R., Scott, E., & Afian, N. (2017). American accent training: A guide to speaking and pronouncing colloquial American English. Hauppauge, NY.: Barrons Educational Series.
- Dale, P. & Poms, L. (2005). English pronunciation made simple. New York, NY: Longman.
- Ford-Brown, L. (2012). Guide to public speaking. Allyn & Bacon.
- Grant, L. (2001). Well said: Pronunciation for clear communication (2nd edition). Heinle & Heinle.
- Orion, G. (1997). Pronouncing American English: Sounds, stress, and intonation. United States of America: Heinle and Heinle Publishers.
- Prator, C.H. and Wallace, R. (1985). Manual of American English pronunciation (4th edition). Harcourt Brace & Company.
- Rogerson-Revel, P. (2011). English Phonology and Pronunciation teaching. NY: Continuum International Publishing Group.

IX. OTHER RESOURCES

Other articles from several different sources.

If you want a print copy of the course anthology, place your order at *Copymundo*'s webpage here: <https://copymundo.cr/>

A monolingual English dictionary is a must for the English major. Recommended dictionaries

include Cambridge, MacMillan, and Merriam-Webster. These dictionaries are also available online at <https://dictionary.cambridge.org>, <https://www.merriam-webster.com>.

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

X. Tentative Timetable

PART I: PERSUASIVE SPEECHES	
Week 1 (Mar.11-15)	-Introductions (instructor, course, and students) -Make pairs, raffle presentation dates, and choose topics for speech and Exam 1 -Reading and discussion of Chapters 14 & 15 -Lab 1 (Diagnostic activity) HOMEWORK: Use this week to first decide and then report both the name of the classmate who will be your speech partner and your topic.
Week 2 (Mar.18-22)	-Reading and discussion of Chapters 14 & 15 -Analysis and discussion of sample outline -Lab 2
Easter (Mar.25-29)	
Week 3 (Ap.01-05)	-More on Chapters 14 & 15 -Analysis and discussion of sample speech(es) -Lab 3 -Submit draft of outline for speech
Week 4 (Ap.08-12)	-Feedback on draft(s) of outline -Lab 4
Week 5 (Ap.15-19)	Presentation of persuasive speech and submission of final version of the outline
Week 6 (Ap.22-26)	<i>Semana Universitaria</i> -Feedback on persuasive speech -Lab 5
Week 7 (Ap.29-May 03)	-Preparation for Exam I -Lab 6
Week 8 (May 06-10)	Exam I (submit final outline) HOMEWORK: Use this week to decide and then report (ASAP) the names of the classmates who will be your debate partners.
PART II: Debates	
Week 9 (May 13-17)	-Make groups, raffle presentation dates, and choose topics for debate and Exam 2 -Explanation of dynamics of debate -Reading and discussion of outline templates, evaluation sheets, and useful language for debates -Lab 7
Week 10 (May 20-24)	-Analysis of sample debate(s) and outline(s) -Lab 8
Week 11	-Submit draft of outline for debate

(May 27-31)	-Lab 9
Week 12 (June 3-7)	-Mock debates and other preparation activities
Week 13 (June 10-14)	Debates -Lab 10
Week 14 (June 17-21)	-Feedback on debates -Lab 11
Week 15 (June 24-28)	-Preparation for Exam II -Lab 12 Exam II (Friday)
Week 16 (Jul. 01-05)	Exam II

IMPORTANT DATES

Final Grades Due: Monday, July 08, 2024

Ampliación Exam: Wednesday, July 17, 2024, 8:00 am to noon

Note: This schedule is provisional; therefore, it is subject to changes as the professor considers necessary according to the number of students, the progress of the group and any other factor that may affect the proper development of the lessons. The dates of partial, final and extension exams are assigned by the Coordination and cannot be changed.