Universidad de Costa Rica
Sistema de Estudios de Posgrado
Escuela de Lenguas Modernas
Professional Master's Program in Teaching English as a Foreign Language I
Ciclo 2024

Course Syllabus

Name: Integration of Skills II: Reading and Writing	Requisites: none
Code: PF-0308	Co-requisites: none
Credits: 4	Cycle: I
Weekly Hours: 12 (2 synchronous, 10 asynchronous)	Classification: Open to students admitted to the MA/TEFL Program)
	Modality: Virtual

I.   Description

Integration of Skills II: Reading and Writing is a required course for the Master's degree in Teaching English as a Foreign Language. In this course, students will examine how reading and writing skills are acquired, developed, integrated, and evaluated in EFL instruction. A variety of approaches are addressed, and students are expected to take command of their professional enrichment, as well as to fully apply theory and techniques to Task-Based Language Teaching.

II.   General Objectives

By the end of the course, students will be able to interrelate cognitive, cultural, social, and affective factors involved in the development of reading and writing skills in a foreign language. They will also build criteria to make informed decisions to choose, adapt, and develop suitable and effective materials and activities that will promote both skills in FL learning processes. In addition, they will show an understanding of research into the nature of reading and writing as both cognitive and metacognitive processes.

III.   Specific Objectives

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

1. apply the principles behind each approach to teaching and learning reading and writing in EFL.
2. identify the evolution and changes in EFL reading and writing instruction.
3. apply techniques and strategies to teach and assess reading and writing skills in a communicative environment.
4. identify and apply appropriate methodological stages that facilitate successful in-class instruction.
5. evaluate reading and writing instruction materials in order to determine their appropriateness, usefulness, and applicability.
6. reflect on their own learning and teaching practices regarding reading and writing.
7. propose relevant objectives for the development of reading and writing skills in the EFL classroom.
8. develop lesson plans with appropriate reading and writing instruction activities for a given level of language proficiency and for specific needs.
9. analyze literature on teaching/learning reading and writing skills to FL learners.
10. research the reading and writing needs of a given population.

IV.   Contents

1. Objectives for reading and writing materials
2. Theoretical approaches to the processes of reading and writing
3. Processes involved in the development of reading and writing skills
4. Reading comprehension and processing skills and strategies
5. Purpose and scope of reading tasks and text types
6. Lesson planning and criteria for selecting material for reading and writing
7. The writing process; skills and stages
8. Text structure and genre analysis
9. Feedback and correction of students' writing
10. Assessment in reading and writing

V.   Methodology

Students will engage in activities and discussion of the material covered in and out of class. Activities will include out-of-class readings, assignments, and presentations. Students will reflect on their beliefs and experiences while relating theory to everyday FL teaching practices in the two skills. Students will contribute with their individual reading and writing tasks, with discussion and peer evaluation. Active student participation in class sessions is expected to enhance professional growth.
This is a 100% virtual course. Communication will take place both, synchronously and asynchronously.

The course will be developed on Mediación Virtual, the university's official platform, and on a videoconferencing platform selected by the postgraduate department. If necessary, alternative platforms may be used by the professor. The class schedule, information about synchronous and asynchronous sessions, announcements, websites, assignments, and other materials will be posted on Mediación Virtual.

Each synchronous class will have a duration of *two lessons* separated by a recess of 10 minutes. During the asynchronous sessions, students will complete various tasks that will complement assigned readings, in-class presentations, and group discussions. These tasks will also show evidence of asynchronous work and can be graded if previously announced by the professor. To facilitate an optimum learning environment students should ensure that they have good internet access and keep their cameras on during each class.

The course anthology will be available in print or digital format *at the professor's discretion.* The professor will meet with students via virtual sessions or use other means of communication if necessary.

VI.   Evaluation

Participation	5%	
Asynchronous Tasks (10)	20%	2% each
Reading Lesson Plan	20%	15% Lesson Plan 5% Presentation
Writing Lesson Plan	20%	15% Lesson Plan 5% Presentation

Strategy Demonstration	10%	
Final project	25%	10% Presentation 15% Project: Reasoning, guide, materials

All project presentation dates will be duly indicated in the course schedule. The project guides will be included in the virtual platform of the course.

KEEP IN MIND: According to the regulations of the Master's program, each project will be graded 70% on content and 30% on the correct use of the language.

Short-term projects (in groups)

Students will create reading and writing lesson plans. The activities and materials created should follow the principles studied in class and the professor's guidelines.

Students will also be assigned a teaching strategy to be demonstrated and discussed in class. The guidelines for these strategy demonstrations will be provided by the professor.

Final Project (in groups)

Students will use an action-research approach to investigate the effectiveness of specific learning and teaching practices.

RESOURCES AND RESEARCH
Throughout the development of the course projects, online instruction will be an opportunity to enhance the use of technological resources and the development of the investigative capacities of the student body. SIBDI provides all its support with educational and research resources.

VI.   Additional Information

- Assignments are due on the dates specified in the accompanying timetable.
- Students must carefully proofread and edit all written work, including lesson plans and materials used in presentations.
- All work must be of your own creation or include citations. Plagiarism will be considered a serious offense. See the notes on plagiarism below.
- Students are responsible for assigned reading.

- Participation is crucial; please justify any absences and contact the course instructor by email stating the cause and day of absence through the official UCR email.
- Language use will be evaluated in student presentations and written reports (30% of the grade according to a pre-established rubric). Language feedback without a grade will be given after classroom activities whenever necessary.
- Attached you will find the Rubric for the Use of English and APA Documentation Style in Written Assignments. The rubrics for each of the assignments will be distributed throughout the semester.

Notes on Plagiarism

UCR Students Order and Discipline Regulations

ARTICLE 4. The following are very serious offenses:
   a. Knowingly using falsified documents for any type of university request, be it administrative, academic, or of any other nature.
   b. Plagiarize, in whole or in part, intellectual works of any kind.
   c. Present as their own an intellectual work produced by another or other people, to meet the requirements of courses, final graduation assignments, or any such academic activities.

ARTICLE 9. Infractions will be sanctioned according to the magnitude of the act with the following measures:

   a) Certain infractions are met with a minimum suspension of fifteen school days and up to six calendar months.
   b) Very serious offenses are met with a suspension of no less than six calendar months and up to six calendar years.

VII. References

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Flowerdew, L. 2000. Using a genre-based framework to teach organizational structure in academic writing. *ELT Journal, 54*(4), 369–78.

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Huang, J., & Nisbet, D. (2012). Training adult ESL learners in metacognitive reading strategies. *Journal of Adult Education, 41*(1), 1-7.

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VIII.   Class Guidelines

1. You are expected to develop and contribute to all class and out-of-class work by following UCR's objectives for rigorous, creative, ethical, and critical work at the graduate level (*Reglamento General del SEP*, article 1).
2. When required, you are expected to provide critical but respectful feedback on your classmates' work, based on the course objectives.
3. No late assignments will be accepted and no make-up tests administered, except when permitted by UCR regulations and upon the timely presentation of the required documents (*Reglamento de Régimen Académico Estudiantil,* article 24).
4. All work must be word-processed and conform to any guidelines and instructions provided. Use 12-point Arial or Times New Roman fonts (avoid fonts containing Serifs, as advised in UCRs manuals, for accessibility issues.)
5. Beware of committing **plagiarism,** which is a serious academic offense. To avoid it, you must know its definition, types, and ways to avoid it.
6. You must use the APA documentation and reference manual (7th edition).

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

Artículo 4. Son faltas muy graves:

g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier 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.

Artículo 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 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.

Resolución Vicerrectoría de Docencia (VD-12784-2023)

Artículo 41. Desarrollo de clases virtuales sincrónicas. En la planificación e implementación de clases virtuales sincrónicas, se deben tomar en consideración los siguientes aspectos:

a. Con el fin de facilitar la identificación y la participación activa de las personas matriculadas en el curso, las personas docentes deben invitar a que las personas estudiantes activen voluntariamente su audio y/o video durante el transcurso de la lección. La persona docente podrá establecer la activación obligatoria del audio y/o el video cuando, a su criterio, ello sea requerido para cumplir con los objetivos de aprendizaje.

b. Durante la realización de evaluaciones en clases virtuales sincrónicas, ya sean pruebas escritas, pruebas orales, actividades colaborativas u otras interacciones, la habilitación del vídeo y/o el audio es obligatoria para todas las personas involucradas.

TENTATIVE COURSE
TIMETABLE I-2024

Week	Date	Readings and activities	Assignments
1	March 11	Program, Timetable, Projects Making groups for strategy demonstrations, lesson plans and final project	
2	March 18	UNDERSTANDING READING Chapter 1: "Nature of Reading (Grabe – pp. 4-20) Chapter 1: "What is reading?" (Nuttall, pp. 1-19) GENRE & IMPLICATIONS ON READING Chapter 2: "Genre knowledge and socio literacies" (Johns, pp. 20-50)	Asynchronous Task #1 Due March 18
3	April 11	SKILLS DEVELOPMENT Chapter 2: "Activate prior knowledge" (Anderson, pp. 9-19) **Strategy Demonstration** Chapter 3: "Cultivate vocabulary" (Anderson, pp. 21-36) Chapter 5: "Word attack skills" (Nuttall, pp. 62-77)	Asynchronous Task #2 Due April 1
4	April 8	PROCESS FOR A LESSON FRAMEWORK Chapter 3: "Approaching reading in a foreign language classroom" (Nuttall, pp. 30-39) **Strategy Demonstration**	Asynchronous Task #3 Due April 8
5	April 15	*HOLIDAY*	
6	April 22	Chapter 9: "Planning Reading Lessons" (Nutall, pp.149-169) Chapter 9: "Plan for Instruction and Select Appropriate Reading Materials" (Anderson, pp. 113-122) *INFLUENCE OF L1 & MOTIVATION IN READING*	Asynchronous Task #4 Due April 22

		Chapter 7: "L1 & L2 reading relationships" (Grabe, pp. 129-151) Chapter 9: "Motivation for reading" (Grabe, pp. 175-193) Chapter 8: "Build Motivation" (Anderson, pp. 99-121) **Strategy Demonstration**	

Week	Date	Readings and activities	Assignments
7	April 29	SKILLS DEVELOPMENT Chapter 4: "Teach for comprehension" (Anderson, pp. 37-51) **Strategy Demonstration** Chapter 5: "Increase reading rate" (Anderson, pp. 53-67) Chapter 6: "Verify strategies" (Anderson, pp. 69-85)	Asynchronous Task #5 Due April 29
8	May 6	APPROACHES TO READING Chapter 6: "Reading for plain sense" (Nuttall, pp.78-99) Chapter 7: "Understanding discourse" (Nuttall, pp. 100-124)**Strategy Demonstration**	Asynchronous Task #6 Due May 6
9	May 13	APPROACHES TO READING Chapter 2: "Text and discourse" (Nuttall, pp. 20-29) Chapter 4: "Efficient reading" (Nuttall, pp. 44-61)	Asynchronous Task #7 Due May 13
10	May 20	ASSESSMENT & EVALUATION Chapter 7: "Evaluate progress" (Anderson, pp. 87-98) Chapter 17: "Reading assessment" (Grabe, pp. 352-375) **READING LESSON PLAN PRESENTATIONS**	Asynchronous Task #8 Due May 20
11	May 27	CRITERIA FOR SELECTING MATERIALS Chapter 8: "The analysis of language teaching materials: Inside the Trojan Horse" (Littlejohn, pp. 190-216) Chapter 10: "Selecting texts" (Nutall, pp. 170-180)	

Week	Date	Readings and activities	Assignments
12	June 3	WRITING BASICS Chapter 1: "Writing as a process" (Harmer, pp. 1-14) Chapter 2: "Describing written text" (Harmer, pp. 15-30) Syllabus design and lesson planning (Hyland, pp. 54-84)	Asynchronous Task #9 Due June 3
13	June 10	WRITING BASICS Chapter 3: "Writing in the language classroom" (Harmer, pp. 31-43) Chapter 4: "Nuts and Bolts" (Harmer, pp. 44-60) Chapter 9: "From Theory to Practice" (Grabe, pp. 237-265)	
14	June 17	FOCUS ON WRITING BY LEVEL Chapter 10: "Teaching writing at beginning levels" (Grabe, pp. 266-302) **Demonstration** Chapter 11: "Teaching writing at intermediate levels" (Grabe, pp. 303-340) **Demonstration** Text and materials in the Writing Class (Hyland, pp. 85-111)	Asynchronous Task #10 Due June 17

15	June 24	FOCUS ON WRITING BY LEVEL Chapter 12: "Teaching writing at advanced levels" **Demonstration** (Grabe, pp. 341-376) GIVING FEEDBACK Responding, correcting, and guiding (Harmer, pp. 108-124) Responding to student writing (Hyland, pp. 177-211)	
16	July 1	**WRITING LESSON PLAN PRESENTATIONS** EVALUATING WRITING Grading and evaluating (Kirby & Liner, pp. 215-236) Assessing student writing (Hyland, pp. 212-244)	
17	July	**FINAL PROJECT PRESENTATIONS**	**FINAL PROJECT due on July 8th**

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Rubric for the Use of English and APA Documentation Style in Written Assignments

Approved by the Master's Committee, *Acta de Sesión PPEILE #14-2020*

	Excellent 30-28%	Very Good 27-26%	Good 25-24%	Average 23-19%	Poor – Very Poor 18-1%
L A N G U A G E U S E	-applies the principles of formal academic writing **with no errors** in sentence structure, subordination, agreement, tense, voice, number, word order, word form, coherence, cohesion, clarity, and register -**virtually no errors** in punctuation, spelling, articles, prepositions, possessive nouns, and collocations -**ample** vocabulary range; **consistently effective and precise word choice** with only isolated errors, if any	-applies the principles of formal academic writing **with no errors** in sentence structure, subordination, agreement, tense, voice, word order, and word form; **virtually no errors in coherence, cohesion, clarity, and register** -**isolated errors (no more than two)** in punctuation, spelling, articles, prepositions, possessive nouns, **or** collocations; -**ample** vocabulary range with **mostly effective and precise** word choice	-applies the principles of formal academic writing **with no errors** in sentence structure, subordination, agreement, tense, voice, word order, and word form, **with few errors** in coherence, cohesion, clarity, **or** register -**occasional errors in** punctuation, spelling, articles, prepositions, possessive nouns, **or** collocations -**adequate** vocabulary range with **occasional errors** in word choice	-applies several of the principles of formal academic writing **with no errors** in sentence structure, subordination, tense, voice, word form **but with some errors** in coherence, cohesion, clarity, register, word order, spelling, punctuation, articles, prepositions, possessive nouns, **or** collocations -**somewhat limited** vocabulary range, **with several errors** in word choice	-insufficient mastery of academic writing conventions, language rules/usage for master's level work -**contains one or more errors that affect professionalism**: e.g. fragment(s), run-on(s), or comma splice(s); problems with voice, tense, agreement, word form, coherence, etc. -**limited** vocabulary range and **poor** word choice

APA	No errors in quotations, paraphrasing, parenthetical references, the references page, the use of numbers, the format and use of tables and figures, and any other relevant convention	No more than **two** errors total in APA use	No more than **three** errors total in APA use	No more than **four** errors total in APA use	**Five or more** errors in APA use

Notes:

1. Plagiarism of any kind will result in an automatic grade of 0.
2. Professors may reject assignments with serious errors that require further editing. This will result in losing a percentage of the grade because of the late re-submission of the assignment.
3. **Required preliminary versions** of any written assignment will be evaluated following the **same criteria above,** as part of the Program's compliance with Article 1 of *Reglamento General del SEP*:

ARTÍCULO 1. Propósito del Sistema de Estudios de Posgrado

El Sistema de Estudios de Posgrado (en adelante SEP) organiza, orienta, impulsa, administra y evalúa los estudios de posgrado en la Universidad de Costa Rica. Su objetivo es formar personas investigadoras, docentes y profesionales del más alto nivel, capaces de desarrollar sus actividades de manera independiente o colectiva, con rigurosidad crítica, creativa y ética, en beneficio de la sociedad.