

**COURSE SYLLABUS**

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 9 hours / week out-of-class work	Type: B.A. in English and English Teaching.
	Course Modality: 100% in-person

**I. DESCRIPTION**

This course is **100% in person** and 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 syntactic models. As opposed to what they do in LM-1230 Oral Communication I, the students will be introduced to public speaking in the form of an informative speech. Phonetically speaking, they will continue reinforcing the English vowel system studied and practiced in LM-1230 and working on transcriptions using the Symbols for Phonetic Transcription in the Oral Courses Section; 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. *Mediación Virtual* will be used as the main platform to share materials.

**II. SPECIFIC OBJECTIVES**

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

1. talk about current topics related to the media (advertising) 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 vowel and consonant sounds accurately.
7. transcribe high-frequency and topic-related words using the Symbols for Phonetic Transcription in the Oral Courses Section.
8. incorporate the vocabulary 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 (advertising)
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 sibilants /s/ and /z/; /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 transcriptions
11. Spelling-pronunciation correspondences

### IV. METHODOLOGY

This is an **in-person** course; hence, the students are expected to attend class and participate actively 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. Slide shows, videos, audios or listening exercises, speeches, analysis of ads, and technological advancements will be used by both instructors and students. The students will be required to work in small groups to prepare one oral presentation related to the topic of advertising, and in pairs, to present one informative speech about technology. By analyzing and discussing readings on advertising and technology, the students will reinforce public speaking skills and pronunciation. The students will also be asked to transcribe words to be checked, discussed, and analyzed in class. The use of the platform **Mediación Virtual** might be necessary for students to complete some out-of-class assignments. Some sessions or segments thereof might be recorded. Students will be notified when recording will start so that they can decide whether they want to be on the recording.

### V. EVALUATION

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|-----|--|
| 30% | Oral exam I (Tribunal)                           |
| 30% | Oral exam II (Tribunal)                          |
| 10% | 1 group presentation: advertising topic          |
| 10% | One speech (on Technology after the midterm)     |
| 20% | Quizzes (minimum 2: oral and/or written quizzes) |

#### In oral exams

- The exams could be administered face to face.
- Besides your instructor, you will be evaluated by at least one more instructor teaching this course.
- You will be recorded.
- You will work in pairs.

- All content (reading / listening passages and presentations) will be evaluated and included in written and/or oral exams. For each exam, the students will receive two evaluation forms with the percentages obtained and feedback.

**In the speech and group presentation**

- In the speech, you will work in pairs.
- For the speech and the group presentation, the students will receive an evaluation form with the percentages obtained and feedback.
- For the speech and the group presentation, the students must bring their own recording device.

**Vowel and consonant sounds and transcriptions will be evaluated in all oral presentations and written exams.**

All students will be subject to the *Reglamento de Evaluación de la Universidad de Costa Rica*.

**VI. BIBLIOGRAPHY**

Dale, P. & Wolf, J. (2000). *Speech Communication Made Simple*. New York: Longman.

Lujan, B. (2008). *The American Accent Guide (2nd Ed.)*. Utah: Lingual Arts.

Articles, videos, and audios taken from different online sources.

## VII. TENTATIVE CHRONOGRAM

### Important Dates

Oral Exam I: Sept 30-Oct 4

Oral Exam II: Nov 25-29

Final grades: Mon, December 2nd

Ampliación: Wednesday, December 11th, 8 a.m.

### Part I: Advertising

DATES	ACTIVITIES
<b>Week 1</b> Aug 12-16	Course syllabus Ice breakers Assign groups for presentations of booklet readings and other topics related to advertising
<b>Week 2</b> Aug 19-23	Introduction to advertising Pronunciation review
<b>Week 3</b> Aug 26-30	<b>Group presentations</b> <b>Day 1</b> Presenters: _____ _____ <b>Day 2</b> Presenters: _____ _____ Pronunciation
<b>Week 4</b> Sept 2-6	<b>Group presentations</b> <b>Day 1</b> Presenters: _____ _____ <b>Day 2</b> Presenters: _____ _____ Pronunciation
<b>Week 5</b> Sept 9-13	Feedback on presentations Pronunciation <b>Written Quiz 1</b>

<b>Week 6</b> Sept 16-20	<b>Oral Quiz 1</b> Guidelines for speech (instructions, topic, and partner) Assign speech dates
<b>Week 7</b> Sept 23-27	Continue with pronunciation Review
<b>Week 8</b> Sept 30-Oct 4	<b>ORAL EXAM I</b>

## PART II: Technology

DATES	ACTIVITIES
<b>Week 9</b> Oct 7-11	Feedback on Midterm Exam Theory of Informative Speeches Technology Survey
<b>Week 10</b> Oct 14-18	Listening: <i>Intelligent Machines: The Turing Test</i> Reading: <i>AI and its Impact on Everyday Life</i>
<b>Week 11</b> Oct 21-25	Reading: <i>The Future of Robotics</i> Pronunciation Presentation of speeches: one day of the week 1. _____ 3. _____ 5. _____ _____ 2. _____ 4. _____ 6. _____ _____
<b>Week 12</b> Oct 28-Nov 1	Reading: <i>Robots in Education</i> Pronunciation Presentation of speeches: one day of the week 1. _____ 3. _____ 5. _____ _____ 2. _____ 4. _____ 6. _____ _____ <b>Written Quiz 2</b>
<b>Week 13</b> Nov 4-8	Readings: <i>Can Robots Replace Teachers?</i> Pronunciation

<b>Week 14</b> Nov 11-15	Pronunciation Presentation of speeches: one day of the week <b>Oral Quiz 2</b>
<b>Week 15</b> Nov 18-22	Feedback of speeches Pronunciation
<b>Week 16</b> Nov 25-29	<b>ORAL EXAM II</b>