

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

**COURSE OUTLINE**

|   |  |
|---|--|
| Name: Communication and Pronunciation Techniques II<br>LM-1361  | Requisites: LM-1351; LM-1352; LM-1354 or LM-1353   |
| Credits: 5  | Co-requisites: None  |
| Schedule:<br>6 hours in-class work<br>9 hours out-of-class work | Type: Plan de Estudios B.A. in English and B. A. and Profesorado in English Teaching<br>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.

**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 they will start recording.

#### VI. EVALUATION

- Quizzes ... 20%
- Persuasive speech ... 15%
- Debate ... 15%
- Exam 1 (persuasive speech) ... 25%
- Exam 2 (group debate) ... 25%

All evaluations may include phonetic transcriptions.

## VII. ADDITIONAL INFORMATION

### A. General notes

- 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*.
- 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 this person would have performed had the moderator 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 in evaluation weeks (weeks 8 and 16) will be raffled at least one week before 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 sources per student will be required for persuasive speeches and debates. From 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) and another a podcast or lecture.
- 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 keywords, sources, transcriptions, and short quotations. If required, students will show their notes to the instructor before their presentations to prove that they have complied with these guidelines.
- Heavy reliance on presentation supports (i.e., reading) and/or evident memorization will be severely penalized with a grade of 5 or below.
- Students must use audio-visual aids for all speeches.

- 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. The specific grading guidelines are included in the evaluation rubrics in the course booklet. Every student must read each rubric carefully in their preparation process.
- 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 and share the corresponding file.
- 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. Quizzes**

- Quizzes may be taken during class time or out of class. They may be announced or unannounced, oral or written. All written quizzes will be taken individually. 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. 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 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), entry dates will be checked and priority will be given to the earliest one. 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 with the same instructor.

- 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 focus of the speech
  - writing the two propositions associated with the topic
  - doing 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 outline
  - practicing the speech or parts of it in front of an audience and getting feedback
  - delivering the speech
- Though outlines may not be graded, students are strongly encouraged to submit an outline on the specified date (see timetable below). While the outline is not graded, it is a requisite to get presentation approval by the instructor. Based on the feedback provided, students will present an improved, final version of the outline the day of their presentation.
- 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. Presenters' impromptu answers (form and content) will be graded as well although they will not be counted towards the time allotted to the presentation.
- Students must 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 and whom the instructor must approve.
- The moderator and each team must prepare their own outline.
- Though outlines will not be graded, students are strongly encouraged to submit an outline on the specified date (see timetable below) to get feedback from instructors. In the same manner, students must submit a final, revised version of their outline the day of their debate.
- For both debates, the groups must 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.
- Both the moderator and debaters must be ready to answer questions from the audience or the instructor(s) by the end of each debate. Their answers (form and content) will be graded as well.

**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**

**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<br>(Aug. 12-16)      | Course introductory information<br>Lab 1 (Diagnostic activity)<br>Review<br>HOMEWORK: Report the name of the classmate who will be your speech partner and the topic of your first persuasive speech. |
| Week 2<br>(Aug.19-23)       | Reading and discussion of Chapters 14 & 15<br>Analysis and discussion of template and sample outline<br>Lab 2   |
| Week 3<br>(Aug.26-30)       | More on Chapters 14 & 15<br>Analysis and discussion of sample speech(es)<br>Lab 3<br>Submit draft of outline for speech   |
| Week 4<br>(Sept.2-6)        | Feedback on draft(s) of outline<br>Lab 4  |
| Week 5<br>(Sept.9-13)       | <b>Presentation of persuasive speeches</b> and submission of final version of the outline   |



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|---------------------------|---|
| Week 6<br>(Sept.16-20)    | Feedback on persuasive speeches<br>Lab 5  |
| Week 7<br>(Sept.23-27)    | Preparation for Exam I<br>Submit draft of outline for exam I<br>Lab 6   |
| Week 8<br>(Sept.30-Oct.4) | <b>Exam I (Tribunal)</b><br>HOMEWORK: Report the names of the classmates who will be your debate partners and debate 1 topic. |

| <b>PART II: Debates</b>   |   |
|---------------------------|---|
| Week 9<br>(Oct.7-11)      | Explanation of dynamics of debate<br>Reading and discussion of outline templates, evaluation sheets, and useful language for debates<br>Lab 7 |
| Week 10<br>(Oct.14-18)    | Analysis of sample debate(s) and outline(s)<br>Lab 8  |
| Week 11<br>(Oct.21-24)    | Submit draft of outline for debate<br>Lab 9   |
| Week 12<br>(Oct.28-Nov.1) | Mock debates and other preparation activities   |
| Week 13<br>(Nov.4-8)      | <b>Debates</b> and submission of final version of the outline<br>Lab 10   |
| Week 14<br>(Nov.11-15)    | Feedback on debates<br>Lab 11   |
| Week 15<br>(Nov.18-22)    | Preparation for Exam II<br>Lab 12   |
| Week 16<br>(Nov.25-29)    | <b>Exam II (Tribunal)</b>   |

### IMPORTANT DATES

Final Grades Due: Monday, December 2, 2024

Ampliación Exam: Wednesday, December 11, 2024, 8:00 am to noon

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