

### COURSE OUTLINE

<b>Name:</b> Communication and Pronunciation Techniques I	<b>Requisites:</b> LM-1240, LM-0353 or LM-1244, LM-1245
<b>Course Code:</b> LM-1351	<b>Co-requisites:</b> None
<b>Credits:</b> 5	<b>Cycle:</b> V
<b>Schedule:</b> 6 hours/week in-class work 9 hours/week out of class work	<b>Type:</b> Plan de Estudios B.A. in English and B.A. and Profesorado in English Teaching
<b>Level:</b> Third year	<b>Modality:</b> 100% remote

### I. DESCRIPTION

This is a third-year oral course intended for intermediate students of English. It focuses on informative speeches and group discussions, their modalities, and techniques. At the end of the course, the students will be able to present informative speeches and participate in group discussions by applying public speaking skills and communicating accurately and fluently in English at a high intermediate level. **This course is 100% remote. Mediación Virtual (MV) will be the official platform.**

### II. SPECIFIC OBJECTIVES

In this course, the students will:

- A. develop a topic orally and support their ideas with up-to-date, reliable information,
- B. use a variety of sources to develop a topic for online oral presentations,
- C. present informative speeches and group discussions online using proper pronunciation of segmentals (vowels and consonants) and suprasegmentals (word and sentence stress),
- D. use appropriate lexicon and structures for the topic and the audience.
- E. use strategies to develop online public speaking skills,
- F. be effective interlocutors by becoming active participants and attentive listeners,
- G. evaluate their own work and that of their classmates,
- H. pronounce vowels and consonants accurately,
- I. transcribe high-frequency as well as topic-related words using the Symbols for Phonetic Transcription in the Oral Courses Section to improve their language skills,
- J. improve their listening comprehension skills through exposure to audio/visual materials,

### **III. CONTENTS**

#### **A. Public Speaking**

1. The basics of public speaking
2. Informative speeches
3. Group discussions

#### **B. Topics for Discussion**

1. Violence
2. World and regional conflicts
3. Violations of human rights
4. Resource exploitation (from a socio-economic perspective)
5. Social responsibility

#### **C. Pronunciation Contents**

##### **1. An overview of the consonant sounds of American English**

The 24 consonant sounds

Voiced and voiceless consonants

Pronouncing consonant sounds

Practice of / θ /, / ð /, and / v /

##### **2. Consonant sounds**

Lateral / l /

Retroflex / r /

Nasals / n /, / m /, and / ŋ /

Glides / w / and / j /

##### **3. Consonant substitutions**

/ θ /, / t /, and / s /; / ð /, / d /, and / z /

/ dʒ / and / j /

/ ʃ / and / tʃ /

/ b /, / v /, / w /, and / hw /

/ f /

Final / m /, / n /, / ŋ /, and / ŋk /

/ h /

##### **4. Stress in words**

##### **5. Phonetic transcriptions**

#### IV. METHODOLOGY

Students are required to work individually and in groups to carry out different tasks. Class time is divided into theory and practice of online public speaking, pronunciation topics, and listening comprehension exercises. Students will transcribe and read transcriptions of keywords and topic-related phrases. Class time is also allotted to the discussion of topics about social and ethical issues. **Attendance, responsibility, seriousness, and teamwork are necessary. This course is 100% remote.** This means that communication will take place online using Zoom and that Mediación Virtual will be used as the official platform 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 in MV and are responsible for logging-in every class. Other platforms and resources such as Flipgrid, Padlet, and Voice Recorder may be used when deemed desirable. Some sessions—or segments thereof—may be recorded. Your instructor will notify you when he/she will start recording.

#### V. EVALUATION

- A. Quizzes (at least 2) ... 20%
- B. Informative speech ... 15%
- C. Group discussion ... 15%
- D. Exam I (tribunal, informative speech) ... 25%
- E. Exam II (tribunal, group discussion) ... 25%

All oral evaluations will be recorded.

All evaluations may include phonetic transcriptions.

Exams I and II will be evaluated by a tribunal that will be formed by the students' instructor and another instructor who is teaching the same course.

During evaluative activities conducted in virtual environments, students must keep their cameras on without exception. Additionally, when logging into the platform (Mediación Virtual or Zoom), they must use a passport-type photograph. Furthermore, they must log into the platforms using their institutional accounts and present, if required by the instructor, their university student ID or another valid form of identification.

#### VI. ADDITIONAL INFORMATION

This section contains important information about aspects of the oral evaluations of this course.

- A. We will use the symbols included in the Symbols for Phonetic Transcription in the Oral Courses Section. These are included in the pronunciation packet.
- B. Quizzes may be announced or unannounced at the instructor's discretion. Topics will include anything previously covered in class and/or assigned by the professor as homework. This means that the content of the quizzes may originate from readings

and/or listening activities, public speaking as well as pronunciation principles, oral assignments, and transcriptions.

C. Aspects to take into account regarding speeches:

- Both informative speeches (informative speech and Exam I) will be individual and last 8 minutes. Mismanagement of time will be harshly penalized.
- Students will have the chance to choose the topic of their choice as long as it originates from the following general themes: violence, world and regional conflicts, violations of human rights, resource exploitation (from a socio economic perspective), and social responsibility.
- **Any suggested topic that relates to bioethics, environment, health, media and/or technology will be rejected.**
- Within the first two weeks of the semester, students will be asked to report two topics for the speeches.
- Topics will be accepted on a first-come, first-served basis—meaning that no two individuals may have the same topic.
- If a topic of the student's liking has already been chosen, they will have to change the approach to the theme.
- Students will need approval of the topic before moving onto the next step: the outline.
- The outline is not graded. However, as a crucial element of the speech, students are highly encouraged to submit it.
- Students who do not report the topics or submit the outline when required do so at their own risk. Feedback will not be provided.
- **Visual aids are mandatory.**

D. For the **group discussions**:

- The same topic restrictions apply for both group discussions (group discussion and Exam II).
- Within the first two weeks of the second part of the semester, groups will be asked to report two topics for the discussions.
- Students will work in groups of 4-5 members and will have from **40-50 minutes** to have their discussion depending on the number of members of the group. Each group member is responsible for their own participation and their group performance. Given the nature of this evaluation, **visual aids are not mandatory.**
- Students will need approval of the topics before moving onto the next step: the outline.
- Students who do not report the topics or submit the outline when required do so at their own risk. Feedback will not be provided.
- 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. This also means that the other group members will have to perform the tasks the absentee would have performed had they attended class.

E. The following guidelines apply to **both**, group discussions and speeches:

- No reading and/or memorization will be accepted. Students who read or memorize their presentations will be told to stop. They will then be allowed to go on with their presentation as long as they comply with the guidelines. Otherwise, they will automatically obtain a 5.0 or lower.
- Outlines must be complete and comply with formal format requirements (see sample outline included in the course packet). Outlines must include the transcriptions of at least 10 keywords per topic.
- Students are allowed to use ONLY index cards. Index cards may only include keywords, sources, transcriptions, and short quotations. Students will show their index cards to the instructor before their presentations to prove that they have complied with these instructions.
- Topics used for informative speeches and group discussions cannot be recycled for the midterm and final exams.
- It is the students' responsibility to record their oral evaluations so that they can reflect on their own performance.
- Professors will video and/or audio record all graded presentations and/or any other assessment task they deem necessary. Students must record their own presentations as well so that they can use them in any grade- and/or performance-related queries. For any query, students must let their instructor know the exact time (minute/second) that they want checked and share the corresponding file.
- Queries about the grade of exams must follow the proper procedures stated in *Reglamento de Régimen Académico Estudiantil*.
- A variety of reputable sources will be required (the Internet, interviews, books, newspapers, journals, etc.) for each oral evaluation. Specifically, a minimum of three sources per student will be required for informative speeches and group discussions.
- 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.
- 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 course packet.

## VII. CLASS RULES

- A. 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*.
- B. **NO LATE PRESENTATIONS WILL BE ACCEPTED.**

- C. Cell phones and other electronic devices **must be kept turned off and put away during** all lesson time as dictated by the University of Costa Rica Regulations.
- D. Out of respect for their classmates and the instructor, students will not be allowed into the classroom while speeches or group discussions are in progress.

**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.

## VIII. BIBLIOGRAPHY

Dale, P., & Poms, L. (2005). *English Pronunciation Made Simple*. Pearson Education, Inc. pp. 163 – 165; 191 – 204; 218 – 226.

Grant, L. (2000). *Well said: pronunciation for clear communication*. Heinle & Heinle.

Lucas, S. (2009). *The art of public speaking* (10th ed.). McGraw-Hill.

Pineda, L. (2024). Missing and Exploited for Child Labor: Central American Migrant Children. *Eagleton Political Journal*. Retrieved from <https://eagletonpoliticaljournal.rutgers.edu/missing-and-exploited-for-child-labor-central-american-migrant-children/>

Prator, C. H., & Robinett, B. J. (1985). *Manual of American English Pronunciation* (4th ed.). Holt, Rinehart, & Winston.

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Study Lecture Notes (2023). Migration Definition Types Cause and Examples. Retrieved from <http://studylecturenates.com/migration-definition-types-cause-and-examples/>

## IX. TENTATIVE COURSE SYLLABUS\*

<b>PART 1 INFORMATIVE SPEECHES</b>	
<b>Week 1</b> (March 10 – 14)	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Course outline &amp; syllabus</li> <li>• LAB 1</li> <li>• Diagnostic/review activities</li> <li>• <b>Pre-class readings</b> <ul style="list-style-type: none"> <li>&gt; Giving your first speech</li> <li>&gt; Supporting your ideas</li> <li>&gt; Organizing the body of the speech</li> </ul> </li> </ul>
<b>Week 2</b> (March 17 – 21)	<ul style="list-style-type: none"> <li>• LAB 2</li> <li>• <b>Pre-class readings</b> <ul style="list-style-type: none"> <li>&gt; Beginning and ending the speech</li> <li>&gt; Delivery</li> <li>&gt; Using visual aids</li> </ul> </li> </ul>
<b>Week 3</b> (March 24 – 28)	<ul style="list-style-type: none"> <li>• Submit outlines for prepared speeches</li> <li>• LAB 3</li> <li>• <b>Pre-class reading</b> <ul style="list-style-type: none"> <li>&gt; Perceptions of Professional and Non-Professional Millennial Men Towards the Street Harassment of Women in San Pedro, San José, Costa Rica</li> </ul> </li> </ul>
<b>Week 4</b> (March 31 – April 4)	<ul style="list-style-type: none"> <li>• LAB 4</li> <li>• <b>Pre-class reading</b> <ul style="list-style-type: none"> <li>&gt; Streets: They're for everyone but are hostile for women</li> </ul> </li> <li>• Presentations of informative speeches</li> </ul>
<b>Week 5</b> (April 7 – 11) <b>Holiday: April 11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Presentations of informative speeches</li> </ul>
<b>April 14 – 18</b>	<b>Holy Week</b>
<b>Week 6</b> (April 21 – 25) <b>Semana U</b>	<ul style="list-style-type: none"> <li>• Feedback on informative speeches</li> <li>• Submit outlines for exam I</li> <li>• LAB 5</li> </ul>
<b>Week 7</b> (April 28 – May 2) <b>Holiday: May 1<sup>st</sup></b>	<ul style="list-style-type: none"> <li>• Preparation for exam I</li> <li>• LAB 6</li> <li>• Start of exam I (informative speech) if necessary</li> </ul>
<b>Week 8</b> (May 5 – 9)	<ul style="list-style-type: none"> <li>• Exam I (informative speech)</li> </ul>



<b>PART 2 GROUP DISCUSSIONS</b>	
<b>Week 9</b> (May 12 – 16)	<ul style="list-style-type: none"> <li>• Group formation (one group leader + four team participants)</li> <li>• <b>Pre-class readings</b> <ul style="list-style-type: none"> <li>➤ Speaking in small groups</li> </ul> </li> <li>• LAB 7</li> </ul>
<b>Week 10</b> (May 19 – 23)	<ul style="list-style-type: none"> <li>• Feedback on exam I</li> <li>• <b>Pre-class readings</b> <ul style="list-style-type: none"> <li>➤ Migration Definition Types Cause and Examples</li> </ul> </li> <li>• LAB 8</li> </ul>
<b>Week 11</b> (May 26 – 30)	<ul style="list-style-type: none"> <li>• Submit outlines for group discussions</li> <li>• <b>Pre-class reading</b> <ul style="list-style-type: none"> <li>➤ Missing and Exploited for Child Labor: Central American Migrant Children</li> </ul> </li> <li>• LAB 9</li> </ul>
<b>Week 12</b> (June 2 – 6)	<ul style="list-style-type: none"> <li>• Mock group discussion / Teacher consultation</li> <li>• LAB 10</li> </ul>
<b>Week 13</b> (June 9 – 13)	<ul style="list-style-type: none"> <li>• Presentations of group discussions</li> </ul>
<b>Week 14</b> (June 16 – 20)	<ul style="list-style-type: none"> <li>• LAB 11</li> <li>• Submit outlines for exam II (group discussion)</li> </ul>
<b>Week 15</b> (June 23 – 27)	<ul style="list-style-type: none"> <li>• Feedback on group discussions</li> <li>• Preparation for Exam II</li> <li>• LAB 12</li> </ul>
<b>Week 16</b> (June 30 – July 4)	<ul style="list-style-type: none"> <li>• Exam II (group discussions)</li> </ul>
<b>July 7<sup>th</sup></b>	Grade delivery: Each professor sets the time to meet their students

\* Note: This timetable is tentative and subject to changes as instructors deem desirable based on the number of students, the group's progress, and any other relevant factor that may affect the development of the semester. Dates of midterm exams, final exams, and *Ampliación* are assigned by the Coordination and may not be changed.

### **IMPORTANT DATES**

**Oral Exam I:** May 5<sup>th</sup> – 9<sup>th</sup> (exams could start on May 2<sup>nd</sup> depending on the number of students)

**Oral Exam II:** June 30<sup>th</sup>- July 4<sup>th</sup>

**Final Grades due:**

Monday, July 7<sup>th</sup>

**Ampliación Exam:** Wednesday, July 16<sup>th</sup> from 8 a.m. to 12 noon