

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: 100% virtual

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 on-line persuasive and argumentative academic discourse. It aims at improving the students' fluency and accuracy in on-line oral production and listening skills. Emphasis will be placed on developing critical thinking skills. This course will be 100% virtual. *Mediación Virtual* will be used as the official online learning platform.

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,
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- interact confidently in persuasive and argumentative contexts as an active participant and as a receptive and analytical listener,
- participate effectively in prepared and unscripted persuasive speeches by presenting arguments for and against controversial topics,
- discriminate between solid arguments and fallacies or emotional appeals,²
- properly research for and cite the updated sources used to obtain reliable information on various topics.

IV. CONTENTS

A. Discourse theory: Persuasive strategies

1. Prepared persuasive speeches
2. Unscripted persuasive speeches

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**. On-line speeches, discussions, and pronunciation practices will be regularly carried out in class. This course will be 100% online; *Mediación Virtual* will be used as the official online learning 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 and they are responsible for frequent logging-in, desirably, daily. Some sessions—or segments thereof—may be recorded. Your instructor will notify you when he/she starts recording. Interaction with classmates and professors is a must to complete the course objectives. All synchronous sessions will be hosted in Zoom, unless otherwise specified.

Since this is a virtual course, students are required to be computer literate to attend on-line classes, have consultation, and sit any evaluations. For example, students must have access to sufficient internet bandwidth, a working computer or tablet, and a quiet place to hold the synchronous sessions and evaluations. Due to the importance of body language in communication and the achievement of the objectives of the course, the use of camera will be required in all synchronous sessions (Resolución VD-12784-2023).

VI. EVALUATION

Short Tests (2 at least)	20%
Prepared persuasive speech	15%
Unscripted persuasive speech	15%
Exam 1 (prepared persuasive speech)	25%
Exam 2 (unscripted persuasive speech)	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 team (e.i. 2-people group) is absent or late on the day of any oral evaluation (PPS or UPS), the absentee 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 team member will then carry out the presentation without the absentee.
- Topics dealt with in persuasive prepared speeches will be chosen by students. Topics for this course will be related to **ethics in education, social issues, and national and international politics**. A list of possible topics will be provided by instructors to guide students' choice. If authorized by the instructor, students can propose ONE or TWO other topics if they qualify as controversial topics in the areas aforementioned. The course instructor must approve of these topics for them to be used.
- Presentation and 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 mandatory for prepared persuasive speeches. 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) and another must be a **podcast or video** from a reputable source. For interviews, questionnaires, or other data collection procedures, **evidence** of results must be submitted to the instructor.
- For unscripted persuasive speeches, each student must use a minimum of **three** different sources: two of these can be recycled from those used in previous presentations; one of these sources must be **new** to the topic (see UPS specific guidelines below).
- 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.
- 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 recording.
- The general public might attend the public speaking events held in class, including students from other groups and other instructors.
- Students' performance in Exams I and II 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. Students' performance in PPS and UPS will be graded by the professor in charge of the group only. 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 are in progress.
- Students must use audio-visual aids for PPS. For UPS, visual aids are not mandatory; however, they could be used depending on the topic. Students' performance on each aspect under evaluation will necessarily affect the instructors' assessment of their performance in 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.

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. Prepared Persuasive Speech (PPS) 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) insofar as professor's approval is granted. Presentation dates will be raffled.

- The topic to be developed in the PPS and Exam I will be chosen by each pair of students on Week 1. Topics will be assigned on a first-come, first-served basis. Students will share and note down their topic and sources in the online document shared by the instructors, but they will not modify any information not written by them. Students are responsible for ensuring that their topic has not been dealt with or chosen by another team within their group. In the rare case any conflict arises (e.g., more than one pair wants to use the same topic), time logs will be checked.
- Once each team (pair of students) has a topic, they must submit two different propositions (one in favor and one against) for approval. Instructors will specify when these propositions must be submitted. Professors will audit the topics file and sources listed. Topics and sources might be denied according to professors' criteria.
- Collaborative pair work will be necessary for the following tasks:
 - choosing the topic and focus of the prepared persuasive speech
 - writing the two propositions associated with the topic in each assessment
 - starting the investigative work (i.e., looking for evidence)
 - deciding who will deliver the speech in favor and against the proposition
- After those decisions have been 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 any special equipment or settings is necessary before the presentation date
 - delivering the prepared persuasive speech
- Though outlines are not graded, students must submit an outline on the specified date. 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 prepared persuasive speech, all students must be in the classroom from the start of the class irrespective of their assigned presentation time.
- After each prepared persuasive speech, speakers 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 prepared persuasive 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 PPS and Exam I, but the proposition must be different across these two assessment tasks. Likewise, 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. Unscripted Persuasive Speech (UPS) and Exam II

- Students must choose a partner who is different from the person they worked with in their PPS and Exam I.
- Presentation dates for the first UPS will be raffled. These first unprepared persuasive speeches will be held on Wednesday and Friday of weeks 12 and 13.
- The duration of the UPS and Exam II is 12 minutes: 6 minutes per person. At the 5-minute mark, each presenter will be informed this amount of time has passed by. At the 6-minute mark, all presentations will be **stopped** by the instructor.
- The order of presentations will be reversed for Exam II; that is, students who presented their UPS on Wednesday will have their Exam II on Friday and vice versa.
- The topics assigned to each pair of students for the UPS and Exam II will be raffled the class before the corresponding presentation date of each pair of students. There will be a pool of topic options that will include all topics presented during the first half of the semester (PPS and Exam I) in all LM-1361 groups, and whose sources can be checked in the spreadsheet shared by the instructors. Students cannot be assigned the same topic they presented in the first half of the semester or that in the UPS for Exam II.
- Once they know their topic, students are advised to use some of the sources acknowledged by their peers and listed in the spreadsheet shared by the instructor. However, they must add two additional sources that have not been used in any speech: one for the in-favor and one for the against position. These new sources must also be typed in the spreadsheet. In their 6-minute presentation, each student must cite three sources, including the new source they found.
- Though outlines are not graded, students must submit their outlines on the specified date. In the same manner, students must submit a final, revised version of their outlines before their UPS and Exam II on the date assigned.
- Students must prepare two propositions (one in favor and one against) based on the topic assigned. These must be different from those that were used in the first half of the semester. They must also vary from UPS and Exam II. Such propositions must clearly convey the position held and be stated in the corresponding outline.
- On the day of the presentation itself, the specific position of each student (in favor or against) will be raffled, which implies that each student must be ready to present either position and submit the corresponding outline. Each pair of students will have 12 minutes to prepare outside of the classroom. The first pair of students should meet the professor 12 min before the beginning of class time to learn their topic. Students are responsible for going back to their class after this period has passed.
- The audience will not ask any questions at the end of each UPS or Exam II. However, students are welcome to attend the sessions and be part of the audience.

- In the UPS and Exam II, collaborative pair work will be necessary for the following tasks:
 - choosing the focus of each speech (UPS and Exam II) based on the topic assigned
 - writing the two propositions associated with each presentation
- After those decisions are made, individual work will require:
 - doing the additional investigative work (i.e., looking for the new source of each position in each presentation)
 - preparing the outlines (one outline in favor and one against the proposition according to guidelines and draft provided)
 - practicing the speeches according to the specifications given
 - notifying instructors if any equipment is necessary
 - delivering the unscripted persuasive speech and submitting the associated outline

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*. Barrons Educational Series.
- Dale, P. & Poms, L. (2005). *English pronunciation made simple*. Longman.
- Ford-Brown, L. (2012). *Guide to public speaking*. Allyn & Bacon.
- Grant, L. (2001). *Well said: Pronunciation for clear communication* (2nd edition). Heinle&Heinle Publishers.
- Orion, G. (1997). *Pronouncing American English: Sounds, stress, and intonation*. Heinle&Heinle Publishers.
- Powell, A. (2017). *Impromptu Speaking: How to create a high impact public speech in less than 30 seconds* (Ser. Communication Skills Series).
- Prator, C.H. & Wallace, R. (1985). *Manual of American English pronunciation* (4th edition). Harcourt Brace & Company.
- Rogerson-Revel, P. (2011). *English phonology and pronunciation teaching*. Continuum International Publishing Group.

IX. OTHER RESOURCES

Articles and other audio-visual resources 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: PREPARED PERSUASIVE SPEECHES (PPS)	
Week 1 (March 10-14)	<ul style="list-style-type: none"> -Introductions (instructor, course, and students) -Make pairs, raffle presentation dates, and choose topics for PPS and Exam 1 -Reading and discussion of Chapters 14 & 15 -Lab 1 (Diagnostic activity) <p><i>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.</i></p>
Week 2 (March 17-21)	<ul style="list-style-type: none"> -Reading and discussion of Chapters 14 & 15 -Analysis and discussion of sample outline -Lab 2
Week 3 (March 24-28)	<ul style="list-style-type: none"> -More on Chapters 14 & 15 -Analysis and discussion of sample speech(es) -Lab 3 -Submit draft of outline for prepared persuasive speech (PPS)
Week 4 (March 31-April 4)	<ul style="list-style-type: none"> -Feedback on draft(s) of outline -Lab 4
Week 5 (April 7-9) (April 11th holiday)	Presentation of PPS and submission of final version of the outline
(April 14-18)	Easter (April 13 th -20 th)
Week 6 (April 21-25)	<p><i>Semana Universitaria</i></p> <ul style="list-style-type: none"> -Feedback on persuasive speech -Lab 5
Week 7 (April 28-May 2)	<ul style="list-style-type: none"> -Preparation for Exam I -Lab 6
Week 8 (May 5-9)	<p>Exam I (submit final outline)</p> <p><i>HOMEWORK: Use this week to decide and then report the names of your UPS partners.</i></p>

PART II: UNSCRIPTED PERSUASIVE SPEECHES (UPS)	
Week 9 (May 12-16)	-Make teams, raffle presentation dates, and choose topic for UPS and Exam II -Explanation of dynamics of UPS -Discussion of outline templates, evaluation sheets, additional guidelines, and useful language for UPS -Lab 7
Week 10 (May 19-23)	-Analysis of sample UPS -Practice on UPS -Lab 8
Week 11 (May 26-30)	-Practice UPS -Mock UPS and other preparation activities -Lab 9
Week 12 (June 2-6)	-Presentation of UPS -Lab 10
Week 13 (June 9-13)	-Presentation of UPS -Lab 11
Week 14 (June 16-20)	-Feedback on UPS -Lab 12
Week 15 (June 23-27)	-Preparation for Exam II -Lab 13
Week 16 (June 30-July 4)	Exam II and submission of final version of the outline

IMPORTANT DATES

Final Grades Due: Monday, July 8th, 2025

Ampliación Exam: Wednesday, July 16th, 8am-12md. Room to be announced.

***Note:** This schedule is tentative; 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 adequate development of the lessons. The dates of midterm, final, and extension exams are assigned by the Coordination and cannot be changed.*