

COURSE OUTLINE

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

I. DESCRIPTION

This third-year oral communication course is designed for intermediate students of English. The course focuses on the development of informative speaking skills, including the analysis, organization, and delivery of informative speeches, as well as the study of their modalities and techniques. Such speeches will relate to relevant international and national health topics identified in the 2030+ Agenda for Sustainable Development and the latest *Estado de la Nación* reports.

Sample topics to be discussed include nutrition, road traffic accidents, health care services, physical and mental health, among others. By the end of the course, students will be able to plan, structure, and deliver effective informative speeches by applying appropriate public speaking strategies and using accurate, fluent, and contextually appropriate English at a high intermediate level.

Group 04 of LM-1351 will complete the course under a 100% virtual modality. *Mediación Virtual* will be used as the platform to monitor the course as well as to post relevant information, the link to the sessions, documents, graded activities, and other materials.

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 oral presentations,

- C. plan, structure, and present informative speeches by organizing content logically, using appropriate discourse strategies, and delivering information clearly and accurately in English at a high intermediate level.
- D. present informative speeches using proper pronunciation of segmentals (vowels and consonants) and suprasegmentals (word and sentence stress),
- E. use appropriate lexicon and structures for the topic and the audience,
- F. use strategies to organize, develop, and deliver information clearly and effectively,
- G. be effective interlocutors by becoming active participants and attentive listeners,
- H. evaluate their own work and that of their classmates,
- I. pronounce vowels and consonants accurately,
- J. transcribe high-frequency and topic-related words using the Symbols for Phonetic Transcription in the Oral Courses Section to improve their language skills,
- K. improve their listening comprehension skills through exposure to audio/visual materials in different dialectical variations of the English language such as *Indian, Singaporean, Malaysian, Nigerian, and Filipino*.

III. CONTENTS

A. Public Speaking

1. The basic of public speaking
2. Informative speeches

B. Topics for Discussion

The contents of this course are organized around health-related topics that provide the thematic framework for the development of informative speeches. Issues of global and national relevance are addressed in order to contextualize oral communication practice and to promote informed academic discourse.

The health topics selected for the course are based on the 2030+ Agenda for Sustainable Development and the most recent *Estado de la Nación* reports, ensuring that students engage with current, socially relevant, and evidence-based issues while developing their informative speaking skills. The following are some possible topics:

- Deaths and injuries due to road traffic accidents
- Diabetes
- Blood pressure problems
- Obesity
- Malnutrition
- Child mortality
- Deaths and illnesses associated with hazardous chemicals in water, air, and soil

- Intoxication by plaguicides/herbicides
- Epidemics (e.g., dengue)
- Sexual and reproductive healthcare services
- Coverage, efficiency, quality, and access to healthcare services (e.g., waiting lists, *La Caja* -CCSS-)
- Medications (access, prices, quality)
- Vaccines; substance abuse (tobacco, alcohol)
- Medicinal marihuana
- Health workforce (recruitment, development, training, and retention)
- Health technology
- Health issues typically faced by translation/interpretation, teaching, and literature professionals
- National and global risks to physical and mental health

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 /, / ʃ /, 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 will work individually and collaboratively to carry out a variety of course-related tasks. Sessions combine theoretical instruction and practical application in the areas of public speaking, pronunciation, and listening comprehension. Students will transcribe and read transcriptions of keywords and topic-related phrases. The course adopts a process-oriented approach to informative speaking. Class time is also allotted to the discussion of global and national health issues as a means of contextualizing informative speech content and expanding topic-specific vocabulary.

Prior to each graded presentation (speeches and exams), students must complete an outline with all key points, for which they will receive feedback on specific sections of the informative speech to be delivered as exams. These submissions could include one of the main points, the introduction (background information and problem statement), and the conclusion of the speech.

Since this is a **100% virtual course**, students must have a well-established capacity to carry out regular online classes and evaluations. For example, students must have a functional internet bandwidth, a computer or tablet, and **a quiet space to actively participate** during the synchronous sessions and evaluations. Due to the importance of body language in communication and for the objectives of the course, **the use of camera and microphone is required in all synchronous sessions** (*Resolución VD-12784-2023*). Any asynchronous session will be announced to the group in advance.

Students must make sure they are registered on *Mediación Virtual* and frequent log-in to check all course materials. Other platforms and resources may be used when deemed desirable. Some sessions—or segments thereof—may be recorded. The instructor will notify the class when he starts recording any activity.

V. EVALUATION

A. Short tests (2 in total)	20%
B. Speech 1	15%
C. Speech 2	15%
D. Exam 1	25%
E. Exam 2	25%

Notes:

1. All oral evaluations will be recorded in video and audio.
2. All evaluations may include phonetic transcriptions.
3. Exams 1 and 2 will be graded by a tribunal formed by this group's professor and another instructor teaching this course.

VI. ADDITIONAL INFORMATION

A. Main guidelines

1. No make-up evaluations will be given unless the student's absence from the session is justified following the University norms for special cases. See *Reglamento de Régimen Académico Estudiantil*.
2. Although attendance is not obligatory, attendance records will be kept.
3. Topics for this course will be related to global and national health issues. Students can propose other topics related to health issues. The course instructor must approve of these topics for them to be used.
4. Presentation and exam dates will be raffled by instructors. Such dates will not be negotiated once raffled.
5. A variety of reputable sources will be required (the Internet, interviews, books, newspapers, journals, podcasts, etc.) for each oral evaluation. Specifically, a **minimum of three different** sources per student will be required for prepared informative speeches.
6. Correct citation is a must in all presentations and outlines. **APA 7th edition format** is required.
7. 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. Noncompliance with these guidelines could result in either discarding the notes or a lower grade.
8. Heavy reliance on presentation supports (i.e., reading) and/or evident unnatural memorization that negatively impacts delivery will be severely penalized with a grade of 5 or below.
9. Professors will video and 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.
10. The general public might attend the public speaking events held in class, including students from other groups and other instructors.
11. Students' performance in Exams 1 and 2 will be graded by the professor of the group the student is registered in and another faculty member teaching the course this semester. However, students' performance on the first speech versions will be assessed by the professor in charge of the group only.

12. For phonetic transcriptions, the symbols to be used are the ones approved by the faculty of the Oral Courses Section of the School of Modern Languages, which are available in the course packet.
13. Out of respect for their classmates and the instructor, students will not be allowed to join the virtual session while speeches are in progress.
14. Students must use audio-visual aids for all speeches.
15. 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.

B. Short Tests

1. Short tests will be taken during class time. They may be 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.
2. The professor will announce the words to be evaluated in transcriptions two weeks before each quiz.

C. Exams

1. Exams 1 and 2 will be the presentation of an informative speech in each case. The exams will be carried out **individually**. The speech will take 8 minutes.
2. The topics to be developed in Exam 1 —**which are the same as that to be presented in Speech 1**—will be chosen by each student on Week 1. Topics will be assigned on a first-come, first-served basis. Each student must complete the corresponding document online. In the rare case any conflict arises (e.g., more than one person wants to use the same topic), time logs of the document shared by the instructors will be checked. Students will 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.
3. The topic to be developed in Exam 2—**which is the same as that to be presented in Speech 2**—will be chosen by each person on Week 9. This topic **MUST** be different from any topic presented or discussed before, be it in Exam 1, sample speeches, or readings. Filling the corresponding document is also required in this case.

4. Once each student has a topic, they must submit an outline including the three different main points related to that topic for approval. Instructors will specify when these main points must be submitted. Professors will review the sentence outline and sources listed; special attention will be given to source relevance. Topics and sources might be denied according to the professors' criteria.
5. Though outlines are not graded, students **must** submit an outline on the specified date (see timetable below). In the same manner, students must submit a final, revised version of their outline before their presentation on the date assigned.
6. During the exam week, all students who are scheduled for one specific day must join the virtual session at the beginning as a way to respect the day agenda.
7. After each speech and exam, there will be a Q&A session, where instructors and/or students will ask at least one question. Students' impromptu answers will be graded (both form- and content-wise). The Q&A element is not part of the allotted time for presenting (i.e., 8 minutes).

D. Speeches

1. Speeches 1 and 2 will be a graded rehearsal of those presented as exams 1 and 2, respectively.
2. For each speech, students must submit a sentence outline of the speech. If requested by the professor, students might present a scripted outline.
3. Each speech should last 8 minutes and will include the introduction, presentation of three main points, including evidence, support, transitions, and citations, and a conclusion.
4. Performance on each speech will be evaluated using the rubric included in the course packet and the corresponding section of the evaluation sheet for prepared informative speeches.
5. Once the established time is over, presentations will be stopped.

E. Institutional Regulations

1. Every student in the course is subject to the evaluation regulations of the University, including *Reglamento de orden y disciplina de los Estudiantes de la Universidad de Costa Rica* and *Reglamento de Régimen Académico Estudiantil*.

2. 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.

F. BIBLIOGRAPHY

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

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

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U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2025). *Dietary guidelines for Americans, 2025–2030*. <https://www.dietaryguidelines.gov>

G. OTHER RESOURCES

Other articles from several different sources.

To obtain 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](#).

Some other materials taken from different sources may also be part of this course.

VII. TENTATIVE TIMETABLE

PART 1 - NUTRITION	
Week 1 (March 9 - 13)	<ul style="list-style-type: none"> ● Introduction to the course ● Diagnostic/review activities ● Pre-class readings ➤ <i>Giving your first speech</i> ➤ <i>Supporting your ideas</i> ➤ <i>Organizing the body of the speech</i> ● Raffle of speech presentations ● Choice of speech topics ● Pronunciation LAB 1
Week 2 (March 16 - 20)	<ul style="list-style-type: none"> ● Pre-class readings ➤ Beginning and ending the speech ➤ Delivery ➤ Using visual aids ● Submit outlines for Speech 1 ● Pronunciation LAB 2
Week 3 (March 23 – 27)	<ul style="list-style-type: none"> ● Feedback on outline for Speech 1 ● Pre-class reading: ➤ <i>A matter of habit: Recognizing the multiple roles of habit in health behaviour</i> ● Pronunciation LAB 3 ◇ Guest speaker(s) 1
Holy Week: March 30 – April 3	

Week 4 (April 6 - 10)	<ul style="list-style-type: none"> ● Speech 1
Week 5 (April 13 - 17)	<ul style="list-style-type: none"> ● Feedback on Speech 1 ● Pre-class reading: <ul style="list-style-type: none"> > 2025-2023 dietary guidelines for Americans ● Pronunciation LAB 4 * Quiz 1
Week 6 (April 20 - 24) Semana U	<ul style="list-style-type: none"> ● Feedback on Speech 1 ● Pre-class reading: <ul style="list-style-type: none"> > <i>Gender differences in eating habits of Polish young adults aged 20–26</i> ● Submit outlines for Exam 1 ● Pronunciation LAB 5 ◇ Guest speaker 2
Week 7 (April 27 – May 1) May 1 (Holiday)	<ul style="list-style-type: none"> ● Feedback on outline for Exam 1 ● Preparation for Exam 1 ● Pronunciation LAB 6 ● Exam 1 (may start as soon as April 29)
Week 8 (May 4 –8) May 8 (Inauguration Day)	<ul style="list-style-type: none"> ● Exam 1
<p>Possible audiovisual resources</p> <ul style="list-style-type: none"> ● How to manage your health in Nigeria ● The Jamaican diet decoded ● Honey, bananas and data: Digital pathways to better health for young people ● 21 days to a healthier gut: 6 habits that actually stick 	
PART 2 – TRAFFIC ACCIDENTS	
Week 9 (May 11 - 15)	<ul style="list-style-type: none"> ● Feedback on Exam 1 ● Raffle of speech presentations ● Choice of speech topics ● Pronunciation LAB 7
Week 10 (May 18 - 22)	<ul style="list-style-type: none"> ● Feedback on Exam 1 ● Submit outlines for Speech 2 ● Pronunciation LAB 8 ◇ Guest speaker 3

Week 11 (May 25 - 29)	<ul style="list-style-type: none"> ● Feedback on outlines for Speech 2 ● Pre-class reading: <ul style="list-style-type: none"> ➤ <i>The influence of commuting time on students' academic performance and its internal mechanism: An empirical analysis based on CEPS data</i> ● Pronunciation LAB 9
Week 12 (June 1 - 5)	<ul style="list-style-type: none"> ● Speech 2
Week 13 (June 8 -12)	<ul style="list-style-type: none"> ● Feedback on Speech 2 ● Pre-class reading: <ul style="list-style-type: none"> ➤ Road rage statistics 2026 ● Pronunciation LAB 10 ✱ Quiz 2
Week 14 (June 15- 19)	<ul style="list-style-type: none"> ● Feedback on Speech 2 ● Submit outlines for Exam 2 ● Pre-class reading: <ul style="list-style-type: none"> ➤ Costa Rica traffic accidents drive up insurance premiums ● Pronunciation LAB 11 ◇ Guest speaker 4
Week 15 (June 22 – June 26)	<ul style="list-style-type: none"> ● Feedback on outline for Exam 2 ● Preparation for Exam 2 ● Pronunciation LAB 12 ● Exam 2 (may start as soon as June 26)
Week 16 (June 29 – July 3)	<ul style="list-style-type: none"> ● Exam 2 (July 1 and July 3)
July 6	Final Grades (individual virtual appointments)
July 15	<i>Ampliación</i> Exam from 8:00AM to 12:00PM. Rooms to be announced
<p>Possible audiovisual resources</p> <ul style="list-style-type: none"> ● Mental health in the news: Traffic and congestion stress ● The effects of road rage on your health ● 41,693 die annually from road traffic accidents in Nigeria ● India's explosive road rage crisis: Psychologist explains what's behind the violence 	

Note: This chronogram 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 exams and *Ampliación* are assigned by the Coordination and may not be changed.

IMPORTANT DATES

- * Speech 1: Week 4 (April 6 - 10)
- * Exam 1: Weeks 7 and 8 (April 29, May 4 – 8)
- * Speech 2: Week 12 (June 1 - 5)
- * Exam 2: Weeks 15 and 16 (June 26, July 1 and 3)
- * Final grades: Monday, July 6
- * *Ampliación* Exam: Wednesday, July 15