

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 in-class 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: on-site (100%)

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. This course is 100% on site. The institutional learning management system Mediación Virtual will only be used as a repository.

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 as well as 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 basics 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)
- 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 are required to work individually and collaboratively to carry out a variety of course-related tasks. Class 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. Prior to each major oral exam, students must present a complete speech, receive feedback, and then deliver it again for the exam. These submissions could include one of the main points, the introduction (background information and problem statement), and the conclusion of the speech.

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. **Attendance, responsibility, seriousness, and teamwork are necessary. This course is offered 100% on site.** This means that communication will take place face-to-face and that *Mediación Virtual* will be used as a 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. Other platforms and resources 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

Short tests (2 at least)	20%
Speech 1	15%
Speech 2	15%
Exam 1	25%
Exam 2	25%
Total	100%

All oral evaluations will be recorded in video and audio.

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.

VI. 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.
- 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.
- Presentation and exam dates will be raffled by instructors. Such dates will not be negotiated once raffled.
- 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.
- Correct citation is a must in all presentations and outlines. APA 7th edition 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. Noncompliance with these guidelines could result in either discarding the notes or a lower grade.
- 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.
- 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.
- 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. However, students' performance on the graded submissions will be assessed 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 all speeches and graded

submissions.

- 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

- Short tests or quizzes may be taken during class time or out of class. 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.
- The professor will announce the words to be evaluated in transcriptions.

C. Exams

- Exam I and Exam II will be the presentation of an informative speech in each case. The exams will be carried out **individually**. The speech will take 8 minutes. Presentation dates will be raffled.
- The topics to be developed in Exam I —**which are the same as that to be discussed in Speech 1**—will be chosen by each student on Week 1. Topics will be assigned on a first-come, first-served basis. 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. Presentation dates for Speech I and Exam I will be raffled.
- The topic to be developed in Exam II—**which is the same as that to be discussed 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 I, sample speeches, or readings. Presentation dates for Speech I and Exam II will be raffled.
- Once each student has a topic, they must submit three different main points related to that topic for approval. Instructors will specify when these main points must be submitted. Professors will audit the topics file and sources listed. Topics and sources might be denied according to the professors' criteria.
- 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.
- On the day of the exam, students who are presenting must be in the classroom as part of the audience. Please be on time!
- 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

- Speech I will be a rehearsal of the speech to be presented as the exam.
- For each speech, students must submit a sentence outline of the speech. If requested by the professor, students might present a scripted outline.
- 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.
- 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.
- Once the established time is over, presentations will be stopped.

E. 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.

F. BIBLIOGRAPHY

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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.

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](#).

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"> ● LAB 1 ● Introduction to the course ● Diagnostic/review activities ● Pre-class readings <ul style="list-style-type: none"> ➢ Giving your first speech ➢ Supporting your ideas ➢ Organizing the body of the speech ● Raffle of speech presentations ● Choice of speech topics
Week 2 (March 16 - 20)	<ul style="list-style-type: none"> ● LAB 2 ● Pre-class readings <ul style="list-style-type: none"> ➢ Beginning and ending the speech ➢ Delivery ➢ Using visual aids ● Submit outlines for Speech 1
Week 3 (March 23 – 27)	<ul style="list-style-type: none"> ● LAB 3 ● Feedback on outline for Speech 1 ● Pre-class reading: <ul style="list-style-type: none"> ➢ A matter of habit: Recognizing the multiple roles of habit in health behaviour
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"> ● LAB 4 ● Feedback on Speech 1 ● Pre-class reading: <ul style="list-style-type: none"> ➢ 2025-2023 dietary guidelines for Americans
Week 6 (April 20 - 24) Semana U	<ul style="list-style-type: none"> ● LAB 5 ● Feedback on Speech 1 ● Pre-class reading: <ul style="list-style-type: none"> ➢ Gender differences in eating habits of Polish young adults aged 20–26 ● Submit outlines for Exam 1
Week 7 (April 27 – May 1) May 1st (Holiday)	<ul style="list-style-type: none"> ● LAB 6 ● Feedback on outline for Exam 1 ● Preparation for Exam 1
Week 8 (May 4 –8)	<ul style="list-style-type: none"> ● Exam 1

Possible audiovisual resources

- 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"> • LAB 7 • Feedback on Exam 1 • Raffle of speech presentations • Choice of speech topics
Week 10 (May 18 - 22)	<ul style="list-style-type: none"> • LAB 8 • Feedback on Exam 1 • Submit outlines for Speech 2
Week 11 (May 25 - 29)	<ul style="list-style-type: none"> • LAB 9 • Feedback on outlines for Speech 2 • Pre-class reading: <ul style="list-style-type: none"> ➤ The influence of commuting time on students' academic performance and its internal mechanism: An empirical analysis based on CEPS data
Week 12 (June 1 - 5)	<ul style="list-style-type: none"> • Speech 2
Week 13 (June 8 -12)	<ul style="list-style-type: none"> • LAB 10 • Feedback on Speech 2 • Pre-class reading: <ul style="list-style-type: none"> ➤ Road rage statistics 2026
Week 14 (June 15- 19)	<ul style="list-style-type: none"> • LAB 11 • 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
Week 15 (June 22 – June 26)	<ul style="list-style-type: none"> • LAB 12 • Feedback on outline for Exam 2 • Preparation for Exam 2
Week 16 (June 29 – July 3)	<ul style="list-style-type: none"> • Exam 2

Possible audiovisual resources

- 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 midterm exams, final exams, and *Ampliación* are assigned by the Coordination and may not be changed.

IMPORTANT DATES

Speech 1 – Week 4 (April 6 - 10)

Exam 1 – Week 8 (May 4 –8)

Speech 2 – Week 12 (June 1 - 5)

Exam 2 – Week 16 (June 29 – July 3)

Final grades- No later than Tuesday, July 7th

Ampliación Exam: Wednesday, July 15th, 2026, from 8 a.m. to 12 noon. Rooms to be announced.