

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: 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 (*baja virtualidad*).

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 prepared persuasive speeches by presenting arguments for and against controversial topics,
- discriminate between solid arguments and fallacies or emotional appeals,

- 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 (PPS)

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, evaluations, 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 he/she starts recording.

VI. EVALUATION

Short tests (2 at least)	20%
Graded submission 1	15%
Graded submissions 2 and 3	15%
Exam 1	25%
Exam 2	25%
Total	100%

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, 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 team member will then carry out the presentation without the absentee.

- Topics dealt with in prepared persuasive speeches will be chosen by students. Topics for this course will be related to socioeconomic equity, human welfare, and development issues. Students can propose ONE or TWO other topics if they qualify as controversial topics in the aforementioned areas. 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 prepared persuasive speech. Specifically, a minimum of **five different** sources per student will be required for each prepared persuasive speech. 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.
- 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. 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 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 such recordings.
- 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 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 graded submissions and both exams.
- 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 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. General Guidelines for Exams

- Exams will be carried out in pairs (one person taking a stance in favor and another one against). Together both speeches will take 16-18 minutes (8-9 minutes per student). In case there are not enough students to make pairs, a student will have to present individually (also in 8-9 minutes) insofar as the professor's approval is granted. Presentation dates will be raffled.
- The topic to be developed in each exam will be chosen by each pair of students on Weeks 1 and 9. Topics will be assigned on a first-come, first-served basis. 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. In the rare case any conflict arises (e.g., more than one pair wants to use the same topic), time logs of the document shared by the instructors will be checked. Students are responsible for ensuring that their topic has not been dealt with or chosen by another team within their group.
- Once each pair of students has a topic, they must submit two different propositions (one in favor and one against) for approval. This must be done for each exam. 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 each exam
 - writing the two propositions associated with the topic in each exam
 - starting the investigative work (i.e., looking for evidence)
 - deciding who will deliver the speech in favor and against the approved 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 corresponding outline
 - practicing the speech or parts of it in front of an audience and getting feedback
 - notifying instructors if equipment is necessary
 - delivering the prepared persuasive speech
- Though outlines are not graded, students **must** submit a draft outline on the specified date (see timetable below) for both exams. In the same manner, students must submit a final, revised version of their outlines the day of their presentation on the date assigned for Exams I and II.
- On the day of the speech, all students must be in the session from the start of the class, irrespective of their assigned presentation time.
- After each prepared persuasive speech (Exams I and II), 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 must change partners across prepared persuasive speeches (exams), and their position in relation to the proposition (in favor or against) must also vary. Students are expected to incorporate feedback into an improved presentation.

D. Exam I and submission 1

- The topic to be developed in Exam I—which is the same as that to be partially presented in Graded submission 1—will be chosen by each pair of students and approved by the instructor.
- Students must submit a complete version of the outline before Graded submission 1 (see timetable below).
- On the due date for Graded submission 1, students must submit the improved section of the outline and/or a script of the section of the speech presented (see below) and deliver that or those parts orally.
- Performance on Graded submission 1 will be evaluated using the rubric included in the course packet and the corresponding section of the evaluation sheet for prepared persuasive speeches.

Graded Submission	Components	Estimate
1	Introduction (<i>sans</i> attention getter) & two arguments	4 - 4.5 minutes

- Once the established time is over, presentations will be stopped.

E. Exam II and submissions 2 and 2

- In Exam II and Graded submissions 2 and 3, students are required to adopt different partners and positions relative to the proposition, with no role repeated.
- In case there are not enough students to make pairs, a student will have to present individually (also in 8-9 minutes) insofar as professor's approval is granted.
- The topic to be developed in Exam II—which is the same as that to be discussed in graded submissions 2 and 3—will be chosen by each pair of students. This topic **MUST** be different from **any** topic presented or discussed before in the course, whether in Exam I, sample speeches, readings, and class discussions.
- Graded submissions 2 and 3 are rehearsals of different parts of Exam II.
- On the due date for Graded submission 2, students must submit the improved section of the outline and/or a script of the section of the speech presented (see below) and deliver that or those parts orally.
- Performance on the graded submissions will be evaluated using the rubric included in the course packet and the corresponding section of the evaluation sheet for prepared persuasive speeches.
- The specific duration of each submission presentation will be established by the instructor. The following are rough estimates:

Graded Submission	Components	Estimate
2	Two arguments	2- 2.5 minutes
3	Two counterarguments	2- 2.5 minutes

- Once the established time is over, presentations will be stopped.

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

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.

X. Tentative Timetable

PART I	
Week 1 (March 9-13)	-Introductions (instructor, course, and students) -Make pairs, raffle presentation dates, and choose topics for Exam I -Reading and discussion of persuasive speeches theory -Lab 1 (Diagnostic activity) Due Friday <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>
Week 2 (March 16-20)	-Reading and discussion of persuasive speeches theory -Analysis and discussion of sample outline -Lab 2
Week 3 (March 23-27)	-More on persuasive speeches theory -Analysis and discussion of sample speech(es) -Lab 3 -Submit draft of complete outlines for Exam I.
(March 30-April 3)	Easter Week
Week 4 (April 6-10)	-Feedback on draft(s) of outline – Appointments in Pairs -Lab 4
Week 5 (April 13-17)	-Presentation of Graded submission 1 and the final version of the outline (only introduction <i>-sans</i> attention getter- and two arguments)
Week 6 (April 20-24)	-Feedback on presentation of Graded submission 1 -Lab 5
Week 7 (April 27-May 1) Labor Day May 1st	Exam I * Monday & Wednesday -Submit final outline on the day of your presentation -Friday, May 1 st , is a national holiday.
Week 8 (May 4-8)	Exam I * Monday & Wednesday -Submit final outline on the day of your presentation. -Make teams and submit the topic and proposition for Exam II. -Friday, May 8th, is a national holiday.
PART II	
Week 9 (May 11-15)	- Feedback on topics and propositions for Exam II - Raffle presentation dates for Exam II -Lab 6
Week 10 (May 18-22)	-Lab 7
Week 11 (May 25-29)	-Presentation of Graded submission 2 – two arguments - Submit the corresponding section of the outline through MV.

Week 12 (June 1-5)	-Lab 8
Week 13 (June 8-12)	-Presentation of Graded submission 3 - two counterarguments - Submit the corresponding section of the outline through MV.
Week 14 (June 15-19)	Final details for Exam II -Lab 9
Week 15 (June 22-26)	-Exam II -Submit final outline on the day of your presentation. -Lab 10
Week 16 (June 29- July 3rd)	-Exam II -Submit final outline on the day of your presentation.

XI. IMPORTANT DATES

Final Grades Due: July 7th, 2026

Ampliación Exam: Wednesday, July 15th, 2026; (8-12 noon). Room to be announced.

Note: This schedule is provisional; 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 proper development of the lessons. The dates of partial, final and extension exams are assigned by the Coordination and cannot be changed.