

## COURSE OUTLINE

Name: Communication and Pronunciation Techniques III	Requisites: LM-1361, LM-1362, LM-1363
LM-1471	Co-requisites: None
Credits: 3	Type: Plan de Estudios B.A. in English and B.A. and Profesorado in English Teaching
Schedule: 4 hours / week in-class work 8 hours / week out-of-class work	16 weeks
Level: Fourth year	VII <i>Modality: In-person instruction 100%</i>

### I. DESCRIPTION

LM-1471 is a required fourth-year course designed to further develop students' ability to engage in analytical, fluent, and effective oral communication on a wide range of social, cultural, and economic issues. The course places particular emphasis on the critical analysis of social issues and the empowerment of vulnerable populations as represented in literary and artistic texts across multiple formats, including written, visual, and audiovisual media.

Course content is organized into thematic units that address human conflict and social inequality, such as gender inequality, migration and racialization, sexual diversity, and childhood vulnerability, among others. All topics are examined within a framework of academic rigor, ethical engagement, respect, and inclusivity, fostering informed and reflective discussion. Throughout the course, students are expected to apply and refine oral communication skills acquired in previous courses through activities such as individual speeches, open-class discussions, group presentations, and other structured speaking tasks appropriate to the academic context.

In collaboration with the instructor, students will also use the institutional virtual learning platform *Mediación Virtual*, in accordance with university guidelines. This platform will serve as a repository for supplementary materials, a space for submitting assignments, and a channel for accessing detailed instructions, evaluation criteria, and other teaching-learning resources related to the course.

This course is 100% face-to-face. All instruction and learning activities will take place in person, and students are required to attend on-site sessions as scheduled.

### II. GENERAL OBJECTIVE

To increase students' English proficiency and oral fluency while further developing their analytical, critical, and interpretive skills through the discussion and analysis of social issues and the empowerment of vulnerable populations as represented in literary and artistic texts across multiple formats.

**III. SPECIFIC OBJECTIVES**

By the end of the course, students will be able to:

1. Use the International Phonetic Alphabet (IPA) to accurately transcribe high-frequency and topic-specific vocabulary relevant to the course content.
2. Identify, analyze, and self-correct recurrent phonological and syntactical errors in their spoken English.
3. Apply knowledge of English speech patterns, including stress, rhythm, and intonation, in academic oral tasks such as speeches, class discussions, and oral presentations.
4. Develop advanced listening comprehension skills through sustained exposure to literary and artistic texts produced in diverse English-speaking contexts, demonstrating the ability to understand a range of accents, registers, and idiomatic expressions commonly found in popular and artistic discourse.
5. Analyze the interaction between linguistic and paralinguistic features (e.g., facial expressions, gestures, posture, and tone) and incorporate this analysis into their interpretation of written, spoken, and audiovisual discourse within a broader communicative context.
6. Identify and analyze core components of artistic films and audiovisual texts when addressing controversial or socially sensitive topics.
7. Critically discuss the moral, ethical, and ideological perspectives conveyed by authors and artists in their literary or artistic works, supporting interpretations with textual and contextual evidence.
8. Engage in respectful, inclusive, and informed academic dialogue, recognizing diverse perspectives and experiences related to gender, race, migration, sexuality, childhood, and disability.
9. Apply critical thinking skills to evaluate the social, cultural, and ethical implications of literary and artistic representations, questioning dominant narratives and identifying power relations embedded in discourse.

**IV. CONTENT/TOPICS**

<b>Social issues</b>	<b>Groups exposed to risks</b>
<ul style="list-style-type: none"> <li>• Discrimination</li> <li>• Violence</li> <li>• Violation of human rights</li> <li>• Exploitation</li> <li>• Abuse</li> <li>• Trafficking</li> <li>• Harmful practices</li> </ul>	<ul style="list-style-type: none"> <li>• Women</li> <li>• Children</li> <li>• Migrants</li> <li>• Members of the LGBTQI community</li> <li>• People from racial/ethnic groups most exposed to conflict (Black, Asian, Latino/Hispanic, indigenous, etc.)</li> <li>• People experiencing different types of disability (e.g., the Deaf, the anti-psychiatric movement, autistic people, etc.)</li> </ul>

## **V. METHODOLOGY AND ACTIVITIES**

Students will work individually, in pairs, and in groups to complete a variety of communicative and analytical tasks. Class time will be devoted to the analysis, discussion, and critical debate of academic, literary, and artistic texts presented in multiple formats. The instructor will facilitate class activities to ensure a learning environment that is inclusive, structured, and critical. Students are expected to participate consistently and to engage thoughtfully and respectfully in oral communication, articulating arguments, interpretations, and critical perspectives using evidence-based reasoning. The course adopts a student-centered methodology that encourages learners to actively construct knowledge while refining their language proficiency and oral communication skills. Particular emphasis is placed on collaborative learning and on working effectively in diverse and cross-cultural teams, where respect for differing viewpoints is essential.

Throughout the semester, students will engage in panel-based communicative practices that emphasize the collaborative exploration and critical discussion of academic, literary, and artistic texts. Learning activities may include student-led panel discussions, guided discussion groups, group projects, text-centered analytical tasks, and other creative and reflective exercises designed to cultivate rhetorical flexibility, critical thinking, and effective academic communication. Ongoing preparation and active participation are fundamental to the successful completion of the course objectives. Students are expected to come to class fully prepared and to contribute constructively to discussions and activities. All in-class work and participation may be subject to evaluation, in accordance with the course assessment criteria.

This course is 100% face-to-face; therefore, all instruction and learning activities will take place in person, and students are required to attend on-site sessions as scheduled. The institutional virtual learning platform *Mediación Virtual* will serve as the official space for organizing course information, sharing videos, documents, and supplementary materials, and for submitting out-of-class assignments, among others. Students are expected to regularly check their institutional email account (@ucr.ac.cr), as this will be the official means of communication between instructors and students.

### **Respectful Communication**

The Universidad de Costa Rica affirms its commitment to being a space free of all forms of discrimination, as established in the *Reglamento de la Universidad de Costa Rica en Contra de la Discriminación* and institutional policies promoting equal dignity and opportunity within the university community. In this course, discussions may engage complex or sensitive topics; accordingly, students are expected to participate with intellectual rigor, ethical responsibility, and respect for diverse perspectives and lived experiences. Discriminatory, derogatory, or hate-based language directed toward individuals or groups based on age, race, ethnicity, nationality, social class, gender, sexuality, sexual orientation, gender identity, religion, disability, or related dimensions of identity is not permitted. Conduct inconsistent with these principles may be addressed in accordance with applicable university regulations.

## VI. EVALUATION

Oral evaluation #1	10%
Oral evaluation #2	10%
Exam I	30%
Exam II	30%
Quizzes (minimum 2)	20%

## VII. ADDITIONAL INFORMATION AND CLASS RULES

### Phonetics and Pronunciation Standards

- The International Phonetic Alphabet (IPA) symbols included in the 2005 version will be used throughout the course.

### Quizzes and Evaluations

- Quizzes will be announced, and they may assess vocabulary, pronunciation, theory, IPA transcriptions, self-assessments, oral presentations, research, and any other content or technique studied in class or assigned by the instructor.
- All oral presentations, oral quizzes, and exams will be recorded. Students are responsible for recording the audio of every oral evaluation, as these recordings will be required for self-assessment activities.
- Tribunal exams will evaluate academic, literary, and artistic texts not previously analyzed in class, requiring students to apply the theories, strategies, and analytical tools developed throughout the semester.
- Tribunal exams will be graded by at least two (2) instructors teaching the course. Examiners may ask questions related to the topic being discussed during the evaluation.
- All tribunal exams will be recorded.
- In addition to Tribunal Exams I and II, students will be required to participate actively in class discussions and deliver two oral presentations, one prior to each tribunal exam. These presentations must be based on the analysis of a specific element from academic, literary, or artistic texts related to the topics explored in class.

### Presentation Guidelines and Academic Integrity

- Students may use brief notes (index cards only; full sheets of paper are not permitted) during presentations. Notes must be used sparingly and as a guide, not as a script. Reading directly from notes or memorized text is not permitted.
- The use of internet-generated content as presentation material constitutes **plagiarism**. Downloading and reciting material from online sources does not qualify as an oral presentation and will be firmly penalized.
- If a student reads from notes constantly or memorizes content, the presentation will automatically receive a grade of **5 or lower**.

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### **Attendance, Absences, and Make-Up Work**

- Students are responsible for reviewing and studying any academic, literary, and/or artistic material covered during class sessions in the event of an unjustified absence.
- Office hours are not intended to serve as a substitute for missed class instruction or as a review of material presented during an unjustified absence.
- Late arrivals and interruptions are not permitted during presentations.
- No make-up tests or presentations will be allowed unless there is a valid justification, in accordance with the [Reglamento de Régimen Académico Estudiantil](#).

### **Assignments and Submission Policies**

- Detailed guidelines for assignments will be provided in separate documents on *Mediación Virtual*, not in the course outline.
- Late work will not be accepted. Assignments must be submitted by the established deadlines.
- Only under exceptional circumstances, and at the instructor's discretion, may late work be accepted; in such cases, up to 40% may be deducted from the assignment grade.

### **Classroom Conduct and Use of Technology**

- Cell phones and all other electronic devices must be turned off and stored away during class, in accordance with University regulations.

### **Academic Ethics and Use of AI**

- Students are expected to comply with the codes of honor and academic ethics established by the University of Costa Rica. Honesty, trust, and personal responsibility are fundamental values of the UCR academic community.
- The submission of work generated partially or entirely by artificial intelligence tools (e.g., ChatGPT or similar platforms) is strictly prohibited. All assignments are designed to assess students' individual abilities; therefore, the use of AI constitutes academic misconduct and will be firmly penalized.
- Plagiarism is a serious academic offense and will be addressed in accordance with the [Reglamento de Régimen Académico Estudiantil](#). Any plagiarized work will receive a grade of zero, and the violation will be formally recorded in the student's academic file.

## **VIII. BIBLIOGRAPHY**

Adichie, C. N. (2009). *The Danger of a Single Story* [TED Talk]. TED Conferences.  
[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story)

Bornstein, K. (1994). *Gender Outlaw: On Men, Women, and the Rest of Us*. New York: Routledge.

Browdy de Hernandez, J. (Ed.). (2003). *Women Writing Resistance: Essays on Latin America and the Caribbean*. Cambridge, MA: South End Press.

Clare, E. (1999). *Exile and Pride: Disability, Queerness, and Liberation*. Cambridge, MA: South End Press.

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- Gee, J. P. (2011). *An Introduction to Discourse Analysis: Theory and Method* (3rd ed.). New York: Routledge.
- Giroux, H. A. (2003). Racial injustice and disposable youth in the age of zero tolerance. *Qualitative Studies in Education*, 16(4), 553–565.
- Hall, S. (1997). *Representation & the Media* [Video]. Open University.
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- Hobbs, R. (2011). *What a Digital and Media Literacy Society Needs* [PDF]. Media Education Lab. [https://mediaeducationlab.com/sites/default/files/Hobbs%252520What%252520Society%252520Needs%252520PDF\\_0.pdf](https://mediaeducationlab.com/sites/default/files/Hobbs%252520What%252520Society%252520Needs%252520PDF_0.pdf)
- Johnson, A. G. (2005). *The Gender Knot: Unraveling Our Patriarchal Legacy* (3rd ed.). Philadelphia, PA: Temple University Press.
- Pharr, S. (1997). *Homophobia: A Weapon of Sexism*. Little Rock, AR: Chardon Press.
- Tannen, D. (1998). *The Argument Culture: Moving from Debate to Dialogue*. New York: Random House.
- United Nations. (1989). *Convention on the Rights of the Child*.
- \*Some other materials taken from various sources may also be part of the course (readings, videos, listening activities, and others).*

**REGLAMENTO DE ORDEN Y DISCIPLINA DE LOS  
ESTUDIANTES DE LA UNIVERSIDAD DE  
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**Artículo 4.** Son faltas muy graves:

- g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier índole.
- j) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.
- k) 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 9.** Las faltas serán **sancionadas** según la magnitud del hecho con las siguientes medidas:

- a) Las faltas **muy graves**, con suspensión de su condición de estudiante regular **no menor de seis meses** calendario, hasta por **seis años** calendario.
- 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 ESTUDIANTIAL**

**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

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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.

**IX. Timetable**

<b>Week</b>	<b>Topics/exams/quizzes</b>	<b>Evaluations</b>
<b>Week 1</b> March 9-13	Introduction to the course / Diagnostic / Unit 1: Conflict & Representation	
<b>Week 2</b> March 16-20	Unit 1: Conflict & Representation	
<b>Week 3</b> March 23-27	Unit 2: Childhood, Vulnerability, and Protection	
(March 30-Apr 4)	Holy Week	
<b>Week 4</b> April 6-10	Unit 2: Childhood, Vulnerability, and Protection	
<b>Week 5</b> April 13-17	Unit 3: Disability, Difference, and Accessibility	<b>Oral evaluation #1</b>
<b>Week 6</b> April 20-24	Semana U Unit 3: Disability, Difference, and Accessibility	
<b>Week 7</b> April 27- May 1	Pronunciation & Theory review	
<b>Week 8</b> May 4-8	<b>EXAM I</b>	
<b>Week 9</b> May 11-15	Unit 4: Migration, Race, and Structural Inequality	

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<b>Week 10</b> May 18-22	Unit 4: Migration, Race, and Structural Inequality	
<b>Week 11</b> May 25-29	Unit 5: Gender, Patriarchy, and Women's Empowerment	
<b>Week 12</b> June 1-5	Unit 5: Gender, Patriarchy, and Women's Empowerment	
<b>Week 13</b> June 8-12	Unit 6: Sexual Diversity, Queer Identities, and Visibility	<b>Oral evaluation #2</b>
<b>Week 14</b> June 15-19	Unit 6: Sexual Diversity, Queer Identities, and Visibility	
<b>Week 15</b> June 22-26	Pronunciation & Theory review	
<b>Week 16</b> June 29 – July 3	<b>EXAM II</b>	
<b>Week 17</b> July 7	<b>FINAL GRADES</b>	
<b>Week 18</b>	<i>Ampliación</i> <b>EXAM</b> <b>July 15th (8:00 am to 12:00 md) place TBA</b>	

\* **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.\*