

UNIVERSIDAD DE COSTA RICA, SEDE DE OCCIDENTE
DEPARTAMENTO DE FILOSOFÍA, ARTES Y LETRAS
ESCUELA DE LENGUAS MODERNAS

Curso: LM-1030, Inglés Intensivo 1

Requisitos: Ninguno

Co-requisitos: Ninguno

Créditos: 04 horas por semana: 06

Ciclo: I-2006

Prof.: Gustavo Córdoba González

DESCRIPTION:

The aim of the course is to enable the reader develop skills to interactively and transactively cope with authentic texts of diverse content and rhetorical organization.

GENEREAL OBJECTIVE:

Help the L2 reader use more effectively her/his background knowledge strategies (top down & bottom up) in face of the text by means of a better balanced transaction-interaction between formal and content schemata of both components, Reader and Text.

CONTENTS & SPECIFIC OBJETIVES:

A. Given a reading selection, the reader will be able to apply cultural and formal schemata in order to

1. Identify genre
2. Identify rhetorical organization
3. Hipotetisize about demand cognitive disposition
4. Corroborate predictions
5. Respond critically through:
 - an evaluation of author's perspective
 - inferences from explicit/implicit information
 - identification between FACT & OPINION
 - discrimination between main and secondary ideas
6. Apply knowledge of L2 grammatical components:
 - the subject (nominal forms: N, PRONOUN, NOUN PHRASE)
 - the plural
 - the adjectival form (ADJ, ADJ PHRASE, N+N)
 - verbal forms (present tense, present progressive, past progressive, future tense, present and past perfect in affirmative, negative and interrogative sentences in passive & active voice)
 - prepositional phrase
 - DO & IO pronouns
 - modal auxiliaries
 - the adverbial function
 - comparative and superlative forms
 - connectors
 - transition expressions
 - morphology (affixes)
 - grammatical referents
 - The expletive

SYLLABUS:

1st and 2nd WEEKS:

Course policies, the Extensive Reading Program (ERP), projects, reading circles, etc.

The reading process: the mechanics of reading, the Reader & Text interaction (Schema application).

The printed Text: Narratives, Plays, Poems, Articles, Instructions, Cartoons, Diagrams, etc.

Grammar review: the content of this unit will depend upon Readers' particularities and background knowledge.

3rd to 5th WEEKS:

Word recognition, vocabulary build-up, dictionary, ignoring (using nontexts), imagery, predicting, grammar

6th to 8th WEEKS:

Reference, context clues, identifying rhetorical organization

9th WEEK:

Review, practice and MIDTERM TEST (1er examen parcial)

10th to 15th WEEKS:

Developing reading comprehension through reading: the pre-reading stage (making predictions and constructing schema).

The reading stage: 1. Extensive reading (the assumed reader, the aim and function of the text, skimming and scanning to verify predictions, discovering the gist of the selection). 2.

Intensive reading (the overall rhetorical organization, discovering implicit and explicit information, identifying main ideas, distinguishing fact from opinion, deducing, summarizing).

The post reading stage: interpretation and follow-up

16th WEEK:

Review, practice and 2ND TERM TEST (2° examen parcial)

EVALUATION:

Students will take 4 short tests along the course. Each short test will mean 10% out of the final grade (40% all). Reading comprehension short tests will be graded according to the score evaluation form, handed-in, discussed and agreed during the first week. Specific task tests (word recognition, vocabulary build-up, dictionary, ignoring, imagery, predicting, grammar) will be graded according to answer accuracy.

4 Quizzes (10% each one)	40%
Midterm test (1er examen parcial)	25%
2 nd term test (2° exam. Parcial)	35%

BIBLIOGRAPHY:

Banton Smith, Nila. (8TH Ed.). (2003). *Be a Better READER*. New York: Pearson Education, Inc.

Bell, A., Heiney, D. W. & Downs, L. H. (1994). *American Literature: 1930 to the Present*. New York: Barron's Educational Series.

- Blass, L. and Pamela Hartman. (1999). *Quest, Reading and Writing in the Academic World*. Mexico: McGraw-Hill. (book #3)
- Brooks, E. & Len Fox. (1998). *Making Peace: A Reading/Writing/Thinking Text on Global Community*. Cambridge: Cambridge University Press.
- Foley, Martha. (Editor). (1977). *The Best American Short Stories 1977: and the Yearbook of the American Short Story*. Boston: Houghton Mifflin Co.
- Grellet; Francois. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. New York: Cambridge University Press.
- Inge, Thomas. (editor). (1990). *A Nineteenth-Century American Reader*. Philippines: United States Information Agency.
- Kirn, Elaine and Pamela Hartman. (4th Ed.). (2002). *Interaction 1 – Reading*. New York: McGraw-Hill Companies, Inc.
- Kirn, Elaine and Pamela Hartman. (4th Ed.). (2002). *Interaction 2 – Reading*. New York: McGraw-Hill Companies, Inc.
- Mikulecky, Beatrice S. & Linda Jeffries. (1996). *More Reading Power*. New York: Addison-Wesley Publishing Co., Inc.
- Miller, George. (3rd Ed.). (1992). *The Prentice Hall Reader*. New Jersey: Prentice Hall.
- Ramsay, James W. (1986). *Basic Skills for Academic Reading*. New Jersey: Prentice-Hall.
- Seal, Bernard. (1997). *Academic Encounters: Reading Study Skills and Writing*. New York: Cambridge University Press.
- Wescott Barrows, Marjorie. (SF). *The American Experience: Fiction*. New York: Macmillan Publishing Co., Inc.