

UNIVERSIDAD DE COSTA RICA
SEDE DE OCCIDENTE
CIUDAD UNIV. CARLOS MONGE ALFARO
DEPARTAMENTO DE FILOSOFÍA, ARTES Y LETRAS
SECCIÓN DE LENGUAS MODERNAS

CICLO: I -2006
DOCUMENTO: PROGRAMA SEMESTRAL DE CURSO
CURSO: LM 1030 - Estrategias de Lectura en Inglés
GRUPO: 06
CRÉDITOS: 04
HORAS LECTIVAS POR SEMANA: 06
Horario: Martes y Viernes, 13:00 – 15:50
REQUISITO: Ninguno
CORREQUISITO: Ninguno
PROFESORA: DRA. LUZ MARIANA VÁSQUEZ
HORAS ATENCIÓN ESTUDIANTES: Lunes y Martes, 9:00 – 12:00
CUBÍCULO 11 E-mail: lvázquez@bu.edu

COURSE DESCRIPTION

This course aims to enable the reader to develop skills to interactively and transitively cope with authentic texts of diverse content and rhetorical organization.

GENERAL OBJECTIVE

To help the reader more effectively use his/her background knowledge on *top-down* (previous activation of existing world knowledge) and *bottom up* (activation of processing skills motivated by outside factors) reading strategies in face of a given text by means of a well balanced interaction between formal and content schemata of both reader and text.

CONTENTS AND SPECIFIC OBJECTIVES

- 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. hypothesize about demanded cognitive disposition
 4. corroborate predictions
 5. respond critically through
 - the subject (nominal forms: N, Pronoun, Noun Phrases)
 - the plural form
 - the adjectival function (Adj, Adj. Phrase, N + N)
 - verbal forms (present tense, present progressive tense, past progressive, future tense, present perfect, and past perfect) in affirmative, negative, and interrogative sentences in passive and active voice)
 - prepositional phrases
 - DO and IO (pronouns)
 - Modal auxiliaries
 - The adverbial function
 - Comparative and superlative forms
 - Connectors
 - Transition expressions
 - Morphology (affixes)
 - Grammatical referents
 - The expletive

SCHEDULE

Weeks 1 and 2

- A. Course policies (The Extensive Reading Program -- EPR --, projects, reading circles, etc.)
- B. The reading process
 - The mechanics of reading
 - The reader and the text interaction (schema application)
- C. The printed text
 - Narratives
 - Plays
 - Poems
 - Articles
 - Instructions
 - Cartoons
 - Diagrams
- D. Grammar review
 - (Contents will be applied according to reading and reader's particular needs)

Weeks 3 - 5

- Word recognition
- Vocabulary build up
- Dictionary
- Ignoring (using non-texts)
- Imagery
- Predicting
- Grammar

Weeks 6 -9

- Reference
- Context clues
- Identifying rethorical organization

Week 9

MID TERM EXAM

Weeks 10 – 15

Developing reading comprehension through reading

- A. The pre-reading stage: making predictions and constructing schemata
- B. 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 rethorical organization
 - Discovering implicit and explicit information
 - Identifying main ideas
 - Distinguishing fact from opinion
 - Deducing
 - Summarizing
 - 3. The post-reading stage
 - Interpretation and follow up

Week 16
FINAL EXAM

Evaluation		
4 short tests (10% each)		40%
mid term exam	25%	
final exam		35%
TOTAL	100%	

EXAMEN AMPLIACIÓN

Se hará un examen de ampliación para aquellos estudiantes cuya nota final sea 6.00 o 6.50. Este examen será de toda la materia estudiada durante el semestre. Si el estudiante aprueba este examen, su nota final será de 7.00.

REFERENCE LIST

Gelshenen, R. & Kay, J. (2001). *Discovering fiction: A reader of American short stories 1*. New York: Cambridge University Press.

Greenall, S. & Swan, M. (1986). *Effective reading: Reading skills for advanced students*. New York: Cambridge University Press.

Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. New York: Cambridge University Press.

Hartman, P. (1999). *Quest: Reading and writing in the academic world*. Book 2. Boston, Massachusetts: McGraw-Hill College.

Hartman, P. & Blass, L. (1999). *Quest: Reading and writing in the academic world*. Book 1. Boston, Massachusetts: McGraw-Hill College.

Hartman, P. & Blass, L. (1999). *Quest: Reading and writing in the academic world*. Book 1. Boston, Massachusetts: McGraw-Hill College.

Mikulecky, B.S. & Jeffries, L. (1996). *More Reading Power*. USA: Addison-Wesley Publishing Company Inc.

Pakenham, K.J. (1998). *Making Connections: An interactive approach to academic reading*. New York: Cambridge University Press.

Other reading selections taken from reading books and magazines and that include different genre and issues.