

Universidad de Costa Rica
Departamento de Filosofía, Artes y Letras
Sección Lenguas Modernas
Carrera: Bach. En la enseñanza del inglés
First semester 2008 course contents & distribution (tentative)
IO-5420 Oral Communication III

Schedule: Tuesday 1:00 p.m. - 4:50 p.m. room 214

Requirements: IO-5410 oral communication II

Co-requirement: IO-5003 oral communication lab II

Credits: 3

Instructor: M. Ed. Tamatha Rabb Andrews

Office hours for attending students: Tuesdays 5:00 - 6:30 p.m. by appointment and serendipity

Office #: 11 - Office phone #: 2437-9917

Cell phone: 836-4247 e-mail: tamcambronero@yahoo.co



COURSE OVERVIEW

This is a practical/theoretical course for oral expression at an intermediate advanced level in which to promote the accurate use of pronunciation, grammatical forms and fluency in the English language with an increased level of vocabulary usage continuing the academic structure established in oral communication II. Students demonstrate their dominion over the English language by means of different activities carried out throughout the course by using an eclectic methodology. Individual and group works will be carried out utilizing techniques that develop ones listening, speaking and reading skills, which is needed to effectively communicate in a social environment.

COURSE OBJECTIVES: At the end of the course, students will be capable of:

General:

1. To develop the communicative function of the English language in the different linguistics abilities (listening, speaking and reading) at an intermediate/advanced level.

Specific

1.1 To internalize language structures and functions through oral practice.

1.2 To increase the ability to speak, listen and read in English.

1.3 To be able to organize ones ideas coherently.

1.4 To develop creative thinking.

1.5 To investigate assigned topics.

1.6 To bestow natural oral presentations in the presence of ones classmates.

1.7 To understand information concerning daily activities, tasks, general messages, specific details, entertainment, education/studies, and others.

1.8 To handle an intermediate level vocabulary sufficiently to express and present fluently in relation to daily activities, entertainment, education/studies, tasks, the family, individual interests, trips, and others.

1.9 Read and understand different intermediate/advanced works of literature locating relevant details and summarizing important information.

COURSE CONTENTS

1. Making a Contract to Improve My English
2. Preparing a Monologue Tape
3. Conducting a Survey
4. Writing a Movie Review
5. Conducting an Interview
6. Giving an Impromptu Speech
7. Preparing and Delivering an Effective Speech
8. Participating in a Debate
9. Writing a Commercial
10. Talking about Different Cultures

TEACHING METHODOLOGY

The class format involves utilizing a course textbook, You Said It, to improve communication and to utilize techniques that will help students:

- Have confidence when speaking.
- Improve eye contact, posture, gestures, and voice.
- Present oral information, ideas and opinions in a coherent and organized manner.
- To listen critically and objectively.
- Listen for the purpose of making predictions in order to find main ideas, arguments and generalizations.
- Listen to make notes.

Each student needs to read the chapter material and/or literary work before class so he/she may participate adequately in the class activities that will be developed during the lesson. The objective of this request is to include as many activities as possible in order to develop and understand the material at hand. Preparation and participation is a must in this course.

COURSE CONTENTS AND DISTRIBUTION

Session	Date	Contents	Presentations	Assignments
1	3/4	<ul style="list-style-type: none">• <i>Ice Breaker.</i>• <i>Introduction to course discussion of syllabus</i>		<ul style="list-style-type: none">• <i>Obtain a copy of the course book- You Said It and the reading anthology.</i>• <i>Read the Bet</i>
2	3/11	<ul style="list-style-type: none">• Making a Contract to Improve My English		
3	3/18	Easter Week		<ul style="list-style-type: none">• <i>Read The Necklace</i>

4	3/25	• Preparing a Monologue Tape		• <i>Read The Falcon</i>
5	4/1	• Conducting a Survey		• <i>Read The Pit and the Pendulum</i>
6	4/8	• Writing a Movie Review		<i>Study for the mid-term test</i>
7	4/15	Test I		
8	4/22	University Week		• <i>Read Abu the Wag</i>
9	4/29	• Conducting an Interview		• <i>Read The Tiger</i>
10	5/6	• Giving an Impromptu Speech		• <i>Read the Monkey's Paw</i>
11	5/13	• Preparing and Delivering an Effective Speech		• <i>Study for the mid-term test.</i>
12	5/20	Test 3		• <i>Read Dr. Heidegger's Experiment</i>
13	5/27	• Participating in a Debate		• <i>Read Three Letters . . . and a footnote</i>
14	6/3	• Writing a Commercial		• <i>Read The Highwayman</i>
15	6/10	• Talking about Different Cultures		<i>Study for the end-of-term test.</i>
16	6/17	End-of-Term Test		<i>Grades will be posted outside my office by June 1 7th.</i>
17	6/24	AMPLIACIÓN EXAM		

NOTE: Slight changes may occur in the **COURSE CONTENTS AND DISTRIBUTION.**
You are responsible to take note(s) of these changes as they occur.

EVALUATION

COMPONENTS	PERCENTAGES
3 Quizzes @ 5% each	15%
Individual Presentation	10%
Test 1	25%
Test 2	25%
End-of-Term Test	25%

Description of the course assignments & other miscellanies items:

Quizzes: Three Pop-Quizzes will be given- to let you know how much of the material you understand whether it be vocabulary, listening, speaking or topic related.

Individual Presentation: You will present a pre-approved investigated topic based on three bibliographic resources (i.e. Reader's Digest, Times, Newspaper article, Newsweek, Internet, etc.) — First come ... first serve on your choice of topics. You should take into account the material when presenting and create a problem solving activity to check the groups understanding of the topic as well as create a summary of the material for each student. Be creative, and use technology whenever possible. You have approximately 30 min. of class time for the presentation. (See the Grading Rubric at the end of this syllabus.) Note: This will be done during sessions 12, 13 and 14.

Tests: There are three tests applied in this course — see Course Contents and Distribution for exact dates. Exams will cover the grammar, vocabulary and topic items up till the date of each test. Tests will be conducted by a tribunal of English teachers. Students may due the tests individually, in pairs, or as recommended by the professor.

Make-up Work: You will **not** have the opportunity to make-up work you either missed or did not turn in, with the exception of the late presentation coupon given during the first session of the course (and only on that day will these coupons be given...no **exceptions**). If you miss a quiz or a test, you will not be able to make it up; and if one quiz is all you miss, it is not going to jeopardize your grade. But if missing quizzes and/or tests becomes habitual, then you certainly will affect your own grade.

Late Presentation Coupon Rules:

- You get only 1 coupon for the semester. (You are not required to use it!)
 - The coupon is worth 5 extra credit points if you do not use it and surrender it on the expiration date. Points may be added to the individual presentation only if surrendered at the end of the course.
 - I am not responsible for lost coupons.
- The presentation cannot be more than **one week late**.
- The coupons cannot be sold or transferred to other students. (I keep a record of who has used the coupons, so don't get stuck buying a scalped coupon.)
 - Fill out the coupon completely, with your signature, student ID, the original due date, etc.
 - The coupon is valid **only** for the individual presentation and **not** for the tests, quizzes, or any other assignments.
 - You must surrender the unused coupon to redeem your extra credit points at the semester's end.
 - See coupon for expiration date.

“AMPLIACIÓN” EXAM:

An 'Ampliación' exam will be given to those students who have obtained a 6.00 to a 6.50. If the student passes this exam, the final grade will be a 7.00. This exam covers all of the course anthology.

BIBLIOGRAPHY:

- Gammidge, Mick. (2004). Speaking Extra - A Resource Bok of Multi-level Skills Activities. New York: Cambridge University Press.
- Hanreddy, Jami & Elizabeth Whalley. (2002). Mosaic 1 - Listening and Speaking. 4th edition. New York: McGraw-HHI Companies, Inc.

- Merriam Webster Dictionary or any other good college dictionary such as The American Heritage, Webster's Collegiate, or Random House.
- Roget's 21st Century Thesaurus Dictionary
- Wong, Mary S. (1998). You Said It - Listening/Speaking Strategies and Activities. New York: Cambridge University Press.
- Materials compiled by the professor

REFERENCE SOURCES

- Encyclopedias
- Internet
- Encyclopedia Encarta (Internet)
- Magazines (Reader's Digest, TIME, Newsweek, etc.), Videos, Newspapers and other sources.

REQUIRED ITEMS

- Materials compiled by the professor.
- Merriam Webster Dictionary or any other good college dictionary such as The American Heritage, Webster's Collegiate, or Random House.
- Wong, Mary S. (1998). You Said It - Listening/Speaking Strategies and Activities. New York: Cambridge University Press.

COURSE POLICIES

Assignments must be completed before the class under which they are indicated in the course contents and distribution section of this syllabus as well as orally instructed during class.

Papers must be typewritten, double-spaced in no larger than 12 pitch, following APA style. Students should print out the *APA Research Style Crib Sheet* from <http://www.wooster.edu/DsvcholoQV/apa-crib.html>. Information may also be gained from www.apa.org.

Unquestionable integrity of scholarship is expected of every student. Please consult the APA for information on plagiarism. Special attention should be given to full and careful citation of any material downloaded from the internet.

As always, pay careful attention to any changes in the syllabus we might agree upon.

Late work will not be accepted or the use of cell phones in class. Cell phones should be turned off from start to finish of the class period.

The passing grade is 7.00, and students whose final grades are from 6.00 to 6.50 have the right to take the "ampliación" exam.

Late Presentation Coupon

T. Rabb Andrews

FIRST Semester 2008

1. You may use this coupon to submit a late presentation in XO-5420, but only if the presentation is no more than one week late.*
- 2 This coupon, which expires on June 10th, may be used only once in the 2008 first semester.
3. Please don't ask me to make exceptions to 1 or 2.

The presentation was due_____.
(original due date)

Title of Presentation

Student's Printed Name & Signature

Student's IDs

Today's Date

*For example, a presentation that was originally due at the beginning of class on Tuesday, April 8 must be submitted no later than the beginning of class on Tuesday, April 15 to avoid the late presentation penalty.

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PRESENTATION GRADING FORM

Instructor:	M. Ed. Tamatha Rabb de Cambronero		
Student's Name:			
Date:		Content:	
Group Members:			

	4 pts	3 pts	2 pts	1pt	0 pts
DELIVERY	Excellent	Very Good	Good	Fair	Poor
1. VOLUME- Did the student speak loud enough?					
2. GESTURES- Did the student use his/her hands?					
3. EYE CONTACT- Did the student make eye contact often with the class?					
4. PRONUNCIATION- <ul style="list-style-type: none"> • Could you understand what the student was saying? • Did the student's pronunciation interfere with you understanding of his/her oral performance? 					
5. INTONATION- <ul style="list-style-type: none"> • Did the student use higher pitches as well as stress on the words that carry information in the presentation? • Did the student stress content and function words correctly? 					
6. FLUENCY- <ul style="list-style-type: none"> • Was the student fairly fluent during the performance? • In other words, did the student stumble and stutter as if to be trying to find the right words to say or did it seem that the student had practiced the presentation several times before? • Was the student comfortable explaining the material? 					
7. ENERGY- Did the S. show energy in his/her performance & project his/her voice?					
8. PREPARED- Was the S. prepared to present the material to the class with a summary of the reading selection(s), prop materials, and an application activity?					
9. FOLLOWS INSTRUCTIONS- Did the S. follow the instructions given in the syllabus to fulfill the requirements of the presentation?					
10. TIME- Did the presentation begin at the start of class without waiting for a set-up period?					