

UNIVERSIDAD DE COSTA RICA
CIUDAD UNIV. CARLOS MONGE ALFARO
DEPARTAMENTO DE FILOSOFÍA, ARTES Y LETRAS
SECCIÓN LENGUAS MODERNAS
CARRERA: BACH. EN LA ENSEÑANZA DEL INGLÉS

Second Semester 2011
COURSE CONTENTS &
DISTRIBUTION
(Tentative)



IO-5006 Oral Communication VI - Lab
(LABORATORIO COMUNICACIÓN ORAL VI)

Instructor: M. Ed Tamatha Rabb Andrews

Mondays:
Group 1— 9:00 A.M. - 11:50 A.M.
Group 2— 1:00 A.M. - 3:50 A.M.

Office Hours for Attending Students:
Mondays: 12 – 1 pm
Fridays: 12 – 1 pm

Requirement: IO-5005 Oral Communication V - Lab
Co-Requirement: IO-5450 Oral Communication VI

Office #: 11
Cell Phone #: 8836-4247

Credits: 1
Hours: 3 each week

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COURSE DESCRIPTION:

This is a practical course at an Advanced level that develops competence in the English language while helping students succeed in the planned objectives from IO-5450. The instructor is responsible for preparing appropriate materials that the course requires and also creating effective evaluations for the works created by the students.

Este es un curso práctico a un nivel avanzado que pretende desarrollar las competencias en el uso del idioma inglés y a la vez ayudar a los y las estudiantes a alcanzar satisfactoriamente los objetivos planteados para el curso IO5450. La profesora es responsable de la preparación de material adecuado a los requerimientos del curso y a la vez elaborar evaluaciones de acuerdo a los trabajos realizados por los y las estudiantes.

OBJECTIVES:

GENERAL	SPECIFIC
1. To apply advanced aural and communication skills in the study of English. Aplicar habilidades de audición y comunicación avanzadas en el estudio del inglés.	1.1 To improve one's intonation and pronunciation at an advanced level. Llevar la entonación y pronunciación de cada estudiante a un nivel avanzado. 1.2 To expand ones vocabulary through the use of aural material. Incrementar el vocabulario de cada estudiante mediante el uso del material auditivo. 1.3 To advance ones aural skill to satisfy the requirements of educational and work situations. Mejorar las habilidades auditivas de cada estudiante al punto de satisfacer los requerimientos de situaciones tanto laborales como educacionales.

COURSE CONTENTS:

A diverse selection of topics will be heard throughout the TOEFL anthology found within a variety of **short and long conversations**, **casual conversations**, and **academic discussions** as well as **lectures**.

Linguistic Contents/ CONTENIDOS LINGÜÍSTICOS:

Critical Thinking Skills:

- Compare and contrast information
- Recognize assumptions about a topic
- Interpret graphs and quotes
- Infer meaning / information not explicit in the context
- Hypothesize another's point of view or scenarios
- Draw conclusions
- Analyze the topic and its consequences
- Use context clues to guess meaning
- Analyze a speaker's emotions
- Infer word meaning from context
- Make judgments
- Evaluate situations according to criteria set forth in the listening
- Correlate abstract principles with concrete examples
- Relate general factors to specific ones
- Infer situational context
- Analyze language usage

Listening Tasks:

- Summarize main ideas
- Listen for details and specific information

- Provide information/evidence from the listening to support answers
- Identify thought groups in speech
- Watch and analyze a movie and take notes
- Listen and take notes using a graphic organizer
- Identify emphasis in speech and its meaning
- Identify chronology in a report
- Interpret speaker's tone, emotions, and attitude
- Listen for and identify main ideas
- Listening for supporting details
- Interpret speaker's tone, pitch, and word usage as well as intent by analyzing intonation
- Preview a listening
- Infer situational context
- Take notes while listening
- Listen for emphasis in speech

Vocabulary:

- Context clues
- Synonyms
- Idiomatic expressions

METODOLOGÍA

The instructor will use a TOEFL based audio arsenal to help students refine their aural skills in English. Student participation in class is vital as he/she is responsible for listening, repeating, comprehending, reproducing, explaining what was heard, defining vocabulary terms, summing up a lecture, analyzing what was heard and seen, etc.

NOTE: This is a lab course in which attendance is mandatory. Any absence must be justified with a certified doctor's note. Any unjustified absence will result in the loss of the course.

Metodología: La profesora utilizará material de audio del TOEFL para ayudar a los y las estudiantes a agudizar sus destrezas auditivas en inglés. La participación de los y las estudiantes es vital para el desarrollo de las clases y por ende las y los mismos son responsables de escuchar, repetir, comprender, reproducir, explicar lo escuchado, definir términos del vocabulario, resumir lo escuchado, analizar lo escuchado y observado, etc.

NOTA: los cursos de laboratorio son de asistencia obligatoria. Cualquier ausencia debe ser justificada con un certificado médico. Cualquier ausencia injustificada implica que el o la estudiante pierda el curso.

CRONOGRAMA¹

Session	Date	TOEFL ELEMENTS
1	August 8 th	Syllabus
2	August 15 th	Short Conversations: Pp 28-39
3	August 22 nd	40-51
4	August 29 th	51-63
5	September 5 th	64-75
6	September 12 th	Idioms Review Lesson
7	September 19 th	Test I - on Short Conversations

¹ Este es un cronograma tentativo de las actividades que se realizarán durante el semestre, el cual está sujeto a lo que la profesora de Laboratorio estime conveniente para alcanzar los objetivos del curso.

8	September 26 th	Long Conversations: Pp. 76-86
9	October 3 rd	Long Talks: Pp. 87-97
10	October 10 th	Casual Conversations: Pp 98-102; Academic Discussions: 103-117
11	October 17 th	118-133
12	October 24 th	Movie analysis
13	October 31 st	Test II - on Long Talks & Academic Discussions
14	November 7 th	Academic Lectures: Pp. 134-147
15	November 14 th	148-164
16	November 21 st	Test III - on a 3 part TOEFL EXAM
17	November 28 th	Examen de Ampliación

EVALUATION:

COMPONENTS	PERCENTAGES
TEST I	30%
TEST II	35%
TEST III	35%

- **TESTS:** Tests will be given throughout the course based on the topics and the vocabulary covered. Tests may be aural based, oral based, vocabulary based, or a mix of the before mentioned items.

Exámenes: los exámenes serán aplicados a lo largo del curso y basados en los temas y el vocabulario visto en clase. Estos pueden ser basados en material auditivo, orales, vocabulario o una mezcla de todos los anteriores.

* **'AMPLIACION' EXAM** : An extra 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 7.0. This exam covers all of the course materials/topics.

Examen de ampliación: Tienen derecho a realizar la prueba de ampliación los o las estudiantes que al finalizar el curso obtengan un promedio igual a 6.0 y menor que 6.5. Si el o la estudiante logran aprobar el examen su nota final será de 7.0. En este examen serán evaluados todos los contenidos del curso.

BIBLIOGRAFÍA:

- < Baker, A. (1998). Tree or Three?: An Elementary Pronunciation Course. U.S.A.: Cambridge University Press.
- < Baker, A., and S. Goldstein. (1990). Pronunciation Pairs: An Introductory Course for Students of English. U.S.A.: Cambridge University Press.
- < Blackwell, Angela. (2001). Global Links 2: English for International Business. New York: Longman.

- < Duffy, Patricia. (1991). Focus on Innovators and Innovations - video material. New Jersey: Regent/Prentice Hall.
- < Gear, Jolene and Robert. (1996). Cambridge Preparation for the TOEFL Test. United Kingdom: Cambridge University Press.
- < Hancock, Mark. (1995). Pronunciation Games. U.S.A.: Cambridge University Press.
- < Hanreddy, Jami, and Elizabeth Whalley. (2002). Mosaic 2 Listening / Speaking. New York: McGraw-Hill Company, Inc.

- < Helgesen, Mark, Steve Brown, and Dorothy Smith. (2002). Active Listening-Expanding Understanding Through Content. Cambridge University Press.
- < Henly, Elizabeth. (1993). Focus on American Culture. New Jersey: Regents/Prentice Hall.
- < Loughheed, Lin. (1985). Listening Between the Lines: A Cultural Approach. U.S.A.: Addison-Wesley Publishing Company.
- < MacPartland, Pamela. (1993). Focus on Health. New Jersey: Regents/Prentice Hall.
- < Matthews, Candace. (1994). Speaking Solutions: Interaction, Presentation, Listening and Pronunciation Skills. New Jersey: Regent/Prentice Hall.
- < Mejia, E., and C. Bunn. (1996). Success 1: Video Magazine. U.S.A.: Addison-Wesley Publishing Company.
- < Morley, J. (1976) Listening Dictation: Understanding English Sentence Structure. U.S.A.: The University of Michigan Press.
- < Numrich, Carol. (1997). Face the Issues: Intermediate Listening and Critical Thinking Skills- Second Edition. New York: Addison-Wesley/Longman.
- < Wegmann, Brenda, and Miki Knezevic. (2002). Mosaic 2: Reading- Fourth Edition. New York: McGraw-Hill Company, Inc.
- < Merriam Webster Dictionary or any other good collage dictionary such as The American Heritage, Webster's Collegiate or Random House.
- < Roget's 21st Century Thesaurus Dictionary
- < Materials compiled by the professor.