



UNIVERSIDAD DE
COSTA RICA



SEDE DE
OCCIDENTE



Departamento de
Filosofía, Artes y Letras
Sección de Letras
Carrera de Enseñanza del Inglés

CARRERA: Bachillerato y Licenciatura en la Enseñanza del Inglés
CICLO: II -2013
DOCUMENTO: Programa semestral del curso
CURSO: IO 5004 LABORATORIO DE COMUNICACIÓN ORAL IV
CRÉDITOS: 1
HORAS: 2
REQUISITO: IO-5003 Oral Communication III- LAB
CORREQUISITO: IO-5410 Oral Communication IV
PROFESOR MEd. Jose Chan Diaz
HORAS CONSULTA: Martes de 7 a 8 a.m. y viernes de 7 a 11 a.m. Of. 18
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Course Overview

This is a practical course at a High Intermediate level that allows students to develop and improve their listening, phonological, semantic, syntactic and pragmatic skills while helping students succeed in the demands of IO5430, Oral Communication IV, which serves as a complement.

DESCRIPCIÓN DEL CURSO

Este es un curso práctico donde se trabaja la habilidad de escucha para el mejoramiento de los aspectos fonológicos, semánticos, sintácticos y pragmáticos que demanda el curso IO5430, Comunicación Oral IV, del cual sirve como complemento.

Course Objectives/ OBJETIVOS DEL CURSO:

General / GENERAL	Specific / ESPECÍFICOS
1. To extract information from visual texts used in the course. Extraer información de textos audiovisuales empleados en el curso.	1.1 To organize main ideas and supporting ideas by means of an "Outline" and /or "Graphic Organizer" as a strategy for summarizing information in audiovisual materials. Organizar ideas principales e ideas secundarias a partir de la utilización del "Outline" y/o "Graphic Organizer" como estrategia para resumir información contenida en materiales audiovisuales. 1.2 To associate different terms used in audiovisual materials according to how it relates to other elements.
2. To distinguish the language used in different expressions of chronological order concerning preferences and tastes, etc. Distinguir el lenguaje empleado en diferentes expresiones de tiempo cronológico de preferencias y gustos, etc.	2.1 To rank different events depicted in audiovisual materials according to a chronological order. Jerarquizar diferentes eventos relatados en materiales audiovisuales de acuerdo con un orden cronológico.
3. To organize information from various audiovisual materials into time, hierarchy of ideas, and discourse functions. Organizar la información extraída de diferentes textos audiovisuales según sea en tiempo, jerarquía de ideas o funciones discursivas.	3.1 To classify the information in audiovisual materials according to time, preferences and tastes, desires, and others by style. Clasificar la información contenida en materiales audiovisuales según sean de tiempo, de preferencias y gustos, de deseos y otras por estilo.
4. To recognize intonation and rhythm patterns contained in audiovisual materials used in the course. Reconocer patrones de entonación y ritmo contenidos en	4.1 To discriminate the verbal digressions within the morphosyntactic and morphophonological aspects. Discriminar las digresiones de los relatos a partir de las claves morfosintácticas y morfofonológicas. Asociar diferentes expresiones utilizadas en los materiales audiovisuales de acuerdo con la forma en que se refiere a

Course Contents / *CONTENIDOS DEL CURSO:*

Unit 1 Information Overload
Unit 2 The Achilles Heel
Unit 3 Early to Bed, Early to Rise . . .
Unit 4 Animal Intelligence
Unit 5 Longevity Refusing to Be Invisible
Unit 6 Giving to Others: Why do we do it?
Unit 7 What's the use of Homework?
Unit 8 Goodbye to the Sit-Down Meal
Unit 9 finding a niche: The Challenge for Young Immigrants
Unit 10 No Technology? No Way!:

Linguistic Contents/ *CONTENIDOS LINGÜÍSTICOS:*

Critical Thinking Skills:

- Compare and contrast information
- Recognize assumptions about media
- Interpret graphs, cartoons, and quotes
- Infer meaning / information not explicit in the context
- Hypothesize another's point of view or scenarios
- Analyze goals of news reporting
- Identify personal obstacles
- Rank the value of personal qualities
- Analyze narrative techniques in an essay
- 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
- Support opinions/generalizations with information/examples
- Evaluate situations according to criteria set forth in the listening
- Evaluate personal conservation efforts
- Analyze symbolism in a poem
- Identify personal assumptions about philanthropy
- Correlate abstract principles with concrete examples
- Critique public service announcements
- Rank desirable employee qualities
- Define notions of intelligence
- Identify and evaluate assumptions about intelligence
- Connect principles of emotional intelligence to specific behaviors
- Analyze past encounters according to principles of emotional intelligence
- Identify and analyze food trends
- Relate general factors to specific behaviors
- Compare traditional and contemporary food practices
- Infer situational context
- Recognize personal assumptions
- Analyze language usage
- Analyze paradox in a poem
- Define a problem and propose a solution

Listening Tasks:

- Summarize main ideas
- Listen for details and specific information
- Provide information/evidence from the listening to support answers
- Synthesize information from both listening
- Identify thought groups in speech
- Watch and analyze a movie and take notes
- Converse with a classmate and take notes



- Compare information from two listening
- Identify emphasis in speech and its meaning
- Listen to a report with static interference
- Identify chronology in a report
- Identify intonation patterns in speech
- Interpret speaker's tone, emotions, and attitude
- Relate listening to: knowledge of the world / local food trends
- Classify sounds
- Compare and contrast viewpoints in the listening
- Listen and take notes using a graphic organizer
- Listen to (topic) and analyze / evaluate / comment / ask questions on (topic)
- Listen to a food show on TV
- 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
- Watch and analyze student role plays
- Relate listening to personal values, interests, and experiences
- Take a dictation
- Identify points of view in two listening
- Infer situational context
- Take notes while listening
- Listen for emphasis in speech
- Evaluate student commercials

Vocabulary:

- Context clues
- Synonyms
- Idiomatic expressions
- Descriptive adjectives
- Dictionary work
- Word definitions
- Figurative language
- Word forms
- Definitions
- Figurative meanings of words
- Vocabulary classification
- Descriptive adjectives

Teaching Methodology:

During the laboratory lessons, students will practice their listening and repetition skills in order to execute different exercises such as chronological order, identification of key words, recognition of digressions in different contexts, use of paraphrasing, organizing ideas and summarizing information found in audiovisual materials, oral reading comprehension, discussion and analysis, vocabulary recognition and evaluation---as well as using situational ethics in which to analyze and discuss the short readings and course contents within the course anthology. Each student will use laboratory equipment to perform the different practices within the lessons being covered in the textbook North Star: Listening / Speaking (High Intermediate) 2nd Edition. Students should be ready and willing to work during the course sessions.

METODOLOGÍA DE ENSEÑANZA:

Durante las lecciones de laboratorio se practicará la habilidad de escucha y de repetición para realizar los diferentes ejercicios tales como el orden cronológico, discriminación de palabras claves, reconocimiento de digresiones en diferentes relatos, utilización de parafraseo, organización de ideas y resumir información contenida en materiales audiovisuales, de comprensión de textos orales, de discusión y análisis, de reconocimiento de vocabulario y de evaluación---además de utilizar la ética situacional en el que analizar y discutir las lecturas cortas y contenidos del curso dentro de la antología del curso. Cada estudiante utilizará el equipo de laboratorio para realizar las diferentes prácticas y atenderá a lecciones con el material, el libro de texto North Star: Listening / Speaking (High Intermediate), listo para trabajar.

EVALUATION / Evaluación

First Partial	32.5%
Second Partial	35%
Third Partial	32.5%

Se realizarán tres pruebas con un valor de 30% la primera, 35% la segunda y 35% la tercera. Las pruebas serán de identificación del orden cronológico, discriminación de palabras claves, reconocimiento de digresiones en diferentes relatos, utilización de parafraseo, organización de ideas y resumir información contenida en materiales audiovisuales, de comprensión de textos orales, de reconocimiento de vocabulario y de evaluación, etc. tratados durante las lecciones. Las fechas de cada prueba están especificadas en el cronograma.

Note: This is a lab course in which attendance is mandatory. Any absence must be justified with a certified doctor's note within a week of the absence. ONE unjustified absence results in the loss of this lab course. Mandatory attendance is from 8:00AM to 9:50AM.

COURSE CONTENTS AND DISTRIBUTION

Session	Week	Contents	North Star Intermediate Listening & Speaking
1	Aug. 13 th	Organization of the Course	
2	Aug. 20 st	Review	
3	Aug. 27 st	Review	
4	Sept. 3 rd	Theme: Media	Unit 1 Information Overload
5	Sept. 10 th	Theme: Overcoming Obstacles	Finish Unit 1 and Unit 2 The Achilles Heel
6	Sept. 17 th	Theme: Medicine	Unit 3 Early to Bed, Early to Rise . . .
7	Sept. 24 st	Partial Exam I	
8	Oct. 1 st	Theme: Natural Disasters	Unit 4 Animal Intelligence
9	Oct. 8 th	Theme: Conservation	Unit 5 Longevity Refusing to Be Invisible
10	Oct. 15 th	Theme: Philanthropy	Unit 6 Giving to Others: Why do we do it?
11	Oct. 22 nd	Theme: Education	Unit 7 What's the use of Homework?
12	Oct. 29 th	Partial Exam II	
13	Nov. 5 th	Theme: Food	Unit 8 Goodbye to the Sit-Down Meal
14	Nov. 12 th	Theme: Immigration	Unit 9 finding a niche: The Challenge for Young Immigrants
15	Nov. 19 th	Theme: Technology	Unit 10 No Technology? No Way!:
16	Nov. 26 th	Partial Exam III	
17	Dec. 3 rd	Ampliacion Exam	

Bibliography/ Bibliografía

Felgesenman Brown, Steven. (1997). Active Listening Building. New York: Cambridge University Press.

Ferrer, Tess & Sanabria, Kim. (3rd Ed.). (2009) North Star: Listening and Speaking. New York: Longman. (Texto del curso)

Hanreddy, J., & Whaley, E. (4th Ed.). (2002). Mosaic 2: *Listening/Speaking*. New York: McGrawhill.

Jones, L. & Kimbrough, V. (1990) Great Ideas. New York: Cambridge University Press.

Además de cualquier otro material de escucha nivel intermedio que se utilice para practicas y/o exámenes.

Course Policies

- Please note that university rules clearly and emphatically stipulate that all cell phones must be turned off during class. As such, lab students are to place their phones within their bags which are then stored in the English lab bookcase near the door.**



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- **All absences must be cleared with the professor in order to continue with the course. One unjustified absence results in the loss of this course. An absence may be justified with a certified note from the UCR doctor or a death in the immediate family. In either case, the justification must be turned in no later than a week from the absence.**
- **Three late arrivals equals 1 unjustified absence---the same goes for leaving early from class.**