



CARRERA: BACHILLERATO EN LA ENSEÑANZA DEL INGLÉS
CICLO LECTIVO: II- 2013
DOCUMENTO: PROGRAMA DEL CURSO SEMESTRAL
SIGLA: IO 5450 - COMUNICACIÓN ORAL VI GRUPO 02
REQUISITO: IO 5440 - COMUNICACIÓN ORAL V
CORREQUISITO: IO 5006 LABORATORIO COMUNICACIÓN ORAL VI
HORAS DE CLASE: 4
CRÉDITOS: 3
NIVEL: VI
PROFESORA: M.ED. MARIANELLA FERNÁNDEZ ABARCA
HORAS ATENCIÓN ESTUDIANTE: LUNES 13- 17, MARTES 8-12 MD.

DESCRIPCIÓN DEL CURSO:

Curso teórico-práctico de expresión oral de nivel avanzado, en el cual se promueve el buen uso de las estructuras y pronunciación del idioma Inglés, con un alto grado de precisión en el manejo de vocabulario de esa lengua. Se pretende mejorar las habilidades de escucha, habla, lectura, principalmente, sin dejar de lado la escritura y el pensamiento crítico.

OBJETIVO GENERAL:

Aplicar en las producciones orales, los patrones gramaticales de acuerdo a su nivel en diversos contextos y situaciones socio-académicas.

OBJETIVOS ESPECÍFICOS:

1. Aplicar las técnicas de discusión y exposición en las presentaciones orales.
2. Optimizar la forma, el significado y la distribución de los diferentes elementos lingüísticos en el discurso de nivel avanzado.
3. Utilizar la investigación bibliográfica como medio de recolección de información para elaborar presentaciones orales.
4. Implementar diferentes medios tecnológicos como fuente de información y apoyo a las presentaciones orales.

CONTENIDOS

Los contenidos serán distribuidos en seis unidades. Cada unidad corresponde a un capítulo del libro Academic Encounters: Life in Society. Además se complementará con lecturas proporcionadas por la profesora durante el semestre.

1. Belonging to a Group: Marriage, Family, and the Home
2. Belonging to a Group: The power of the group
3. Gender roles: Growing up male or female
4. Gender roles: Gender issues today
5. Media and Society: Mass media today
6. Media and Society: The Influence of the Media
7. Breaking the rules: Crime and criminals
8. Breaking the rules: Controlling crime



METODOLOGÍA:

Se utilizará una metodología investigativa, expositiva y crítica para desarrollar los temas seleccionados. El estudiante será un constructor activo de su conocimiento y la docente será la facilitadora de ese conocimiento. El trabajo de clase consistirá en realizar análisis de lecturas, debates, estudio de frases idiomáticas, reportes de investigaciones hechas dentro y fuera de la clase, exposiciones individuales y/o grupales, mesa redonda, discusiones del material bibliográfico de los temas que se están estudiando, entre otros.

EVALUACIÓN:

Se realizarán dos exámenes parciales (25% y 35% respectivamente). Se realizará una mesa redonda para lo que se adjuntan las guías de trabajo en donde se explica claramente los lineamientos a seguir. Se realizará una presentación oral individual. Como parte del Proyecto Global Classroom (UNL/UCR) los estudiantes llevarán a cabo dos presentaciones orales. Finalmente, se llevarán a cabo dos pruebas cortas con un valor de 5 % cada una. Por su naturaleza, estas pruebas cortas no serán anunciadas al estudiante con anterioridad, de esta manera queda claramente especificada la condición en la que se realizarán esta prueba y se cumple lo estipulado en el Reglamento de Régimen Académico Estudiantil en su Capítulo V y Artículo 15 que vigila el cumplimiento del Artículo 18 del mismo reglamento. Ninguna prueba se repetirá, solo con justificación de acuerdo al Reglamento de Régimen Académico Estudiantil. Para todas las actividades evaluativas se entregarán los lineamientos con al menos 8 días de antelación a la fecha de la misma El cronograma adjunto indica la fecha de las actividades evaluativas y el mismo está sujeto a cambios con previo aviso a los estudiantes.

y se entregarán los lineamientos con al menos 8 días de antelación a la fecha de la misma

I EXAMEN PARCIAL	25%
II EXAMEN PARCIAL	35%
1 MESA REDONDA	10%
1 PRESENTACIÓN ORAL FORMAL	10%
2 PRESENTACIONES AULA GLOBAL	10 %
2 PRUEBAS CORTAS	10%
TOTAL	100%

EXAMEN DE AMPLIACIÓN:

Se hará un examen de ampliación para aquellos estudiantes cuya nota final sea 6.0 o 6.5. Este examen será de toda la materia estudiada en el curso. Si el estudiante aprueba este examen, su nota final será 7.0. Este examen será oral.

BIBLIOGRAFÍA OBLIGATORIA

Brown K. & Hood S. (2002). Academic Encounters: Life in Society: reading study skills writing. USA.: Cambridge University Press

Sanabria, K. (2004). Academic Encounters: Life in Society: listening and note taking discussion. U.S.A.: Cambridge University Press.

BIBLIOGRAFÍA COMPLEMENTARIA

Byrd. D. & Clemente-Cabeta I. (1991). React interact: situations for communication. U.S.A.: Prentice Hall.

Hughes, R. (1999). On the Record. Chicago, U.S.A.: National Textbook Company.

Tiersky, E. & Hughes R. (1996). Morning Edition. Chicago, U.S.A.: National Textbook Company.

Diccionario Webster Inglés-Inglés / Diccionario Roget's 21st century thesaurus



CRONOGRAMA* DEL CURSO SEMESTRAL
IO 5450 COMUNICACIÓN ORAL VI

S	SEMANA	TEMA	OBSERVACIONES
1	12-16 August	Presentación de Programa	Ethics in education
2	August 19-23	Belonging to a Group: Marriage, Family, and the Home	
3	August 26-30	Belonging to a Group: The power of the group	ENTRADA SANTOS 30 Agosto
4	September 2-6		
5	September 9-13	Gender roles: Growing up male or female	
6	September 16-20		
7	September 23-27	Gender roles: Gender issues today	
8	September 30 October 4		
9	October 7-11	Partial Test	
10	October 14-18	Media and Society: Mass media today	
11	October 21-25	Media and Society: The Influence of the Media	
12	October 28- November 1	Breaking the rules: Crime and criminals	
13	November 4-8		
14	November 12-15	Breaking the rules: Controlling crime	
15	November 18-22	Round table	
16	November 25-29		
17	December 2-6	Final Test	
18	December 9-13	Make-up exams and grade report	

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



Guidelines for the Roundtable

IO 5450 Oral Communication VI

The roundtable includes 15 minutes of presentation by a group of panelists, followed by 30 minutes of discussion and feedback.

Procedures

1. The professor will assign a different topic to each roundtable discussion group.
2. Students will make groups five students maximum. A person in each group will play the role of the moderator while the others will be the panelists.
3. Each group will be given approximately from 45 to 50 minutes for the roundtable presentation.
4. Have each group perform in front of the rest of the class.
5. Each member will be evaluated individually.
6. After the roundtable, each student will write a one-page reflection on one of the topics and main issues discussed.

The moderator has to:

- a) Introduce the panelists and the topic of the roundtable.
- b) Set and keep track of time limits for the panelists and for the questioning period.
- c) Pose concise questions and direct the questioning period.
- d) Ensure the discussion is dynamic and focused.
- e) Conclude the session with an adequate summary of the key points made during the discussion.

The panelists have to:

- a) Present her/his insights about the topic(s) assigned in a five-minute intervention.
- b) Participate during a second intervention to answer questions posed by the moderator or the audience.
- c) Relate the issues discussed to their socio-cultural context and their reality.



Roundtable Rubrics for the Panelists

Panelist's name: _____
Date: _____ Grade: _____ / 10%

The panelist ...	(10%)
enriches the discussion in every intervention, supports, and elaborates ideas) (2 pts.)	
discusses the aspects of the topic assigned in an effective way as well as respects time limits in every intervention(2pts.)	
uses appropriate grammar and vocabulary to express the ideas (2pts)	
uses English accurately (pronunciation, intonation, stress) (2 pts.)	
A one-page reflection on the topic (grammar, vocabulary, spelling, and punctuation) (2 pts.)	
SUBTOTAL	

Roundtable Rubrics for the Moderator

Moderator's name _____
Date: _____ Grade: _____ / 10%

The moderator ...	(10%)
introduces the panelists and the topic to be discussed clearly (1 pt.)	
sets and keeps track of time of the speakers' interventions and discussion (1 pt.)	
directs the questions and answers from the audience in a respectful way (1 pt.)	
concludes the session with a summary of the key points discussed (1 pts.)	
uses appropriate grammar and vocabulary to express the ideas (2pts)	
uses English accurately (pronunciation, intonation, stress) (2 pts.)	
A one-page reflection on the topic (grammar, vocabulary, spelling, and punctuation) (2 pts.)	



For your 1st assignment, prepare PowerPoint slides which will introduce you to our international partners.

DUE: Sep. 12, no later than 12:00am, please email it to marianellafa@hotmail.com

The slides need to contain at least the following content:

- **Name; age; major(s); email address**
- **Other courses you are taking this semester (*use titles, not class #s*)**
- **The city/town where you are from**
- **Something “favorite,”: e.g. book, movie, activities, etc.**
- **Anything else you think will help our international partners understand who you are**

For illustrations/photos on the slides, you must include at least the following:

- A picture of you
- A picture of where you are from (either something from the actual town, or something that would be typical)
- A picture of a favorite activity (sports, TV, books, etc.).
- NOTE: pictures require captions (texts that appear below the images)

Requirements:

- Use your last name as the name of the document, i.e., “Soto.ppt.” Do not simply call it “presentation.ppt” or “5450.ppt.”
- The presentation must be saved as “PowerPoint 97-2003 Presentation (*.ppt)”. If the suffix appears as “.pptx” you must do a “save as” and convert it to the 97-2003 version.
- Every slide must include at least one illustration.
- Use a PLAIN background. Not all computer systems have the same formatting capabilities as yours.
- Do not use any animation or sounds. They slow down the presentations and often do not work when downloaded them.
- Because we use a “picture-in-a-picture” function when presenting PowerPoint slides to our partners, you must NOT put text in the upper or lower right corners of your slides. Portions of your images may be there, but be aware that part of them may end up cut off.
- Do not use too much text per slide. Your slide font needs to be at least **24pt**. It is better to use multiple slides than try to get too much on a slide.
- Each image must be no more than 500k, and the whole ppt should be no more than 3MB
- Each image must be clear when projected on a screen.
- Be careful when using terms or names that might be unfamiliar to the international audience.
- Your PowerPoint must be sent to me no later than the time indicated on the assignment.



Sample Group PowerPoint Presentations for UCR Students
(preparing to work in groups to deliver ppt to the international partners)

UCR presentations to UNL for _____ (to be presented _____, 8am)

[Prepare at least 3 powerpoint slides, along with illustrations.

3-4 persons are needed for each topic

Topics

1. A day in the life of a UCR-SO student, i.e., from 1st thing in the morning, through classes, to the evening.
2. Campus Life, i.e., residence halls; Activities & events on campus
3. Campus athletics, i.e., spectator sports and sports all students can participate
4. Volunteer activities, i.e., what UCR-SO students do to give back to the community

Question-Answer Journal, 2013

You will fill out one of these forms for each day we connect with our international partner.

Your name: _____ Date: _____

1. **List the presentations** we heard today (from UCR and/or from UNL international partners): include name of speaker(s)
2. **List the questions you asked** today: include who you addressed them to and the answer you received
3. **List any questions asked of you:** include who asked the question and the answer you provided
4. What words or concepts were used by UCR students that might not be understood, or misunderstood, by our UNL partners?
5. **Other comments on today's class:**

Guidelines for video sessions

- The audio is never 100% perfect, and that makes it difficult to understand. So we must remind ourselves and others on our side to speak slowly and enunciate clearly so no time is wasted on repeating what has been said.
- You will be tempted to watch the video screen when you are speaking, since we like to see how people respond to us. However, try to look at the camera while speaking.



- The video conferencing camera starts by sending an image of the room, and then only sends images of what changes. Therefore, we need to limit our movements. Try not to move around in your chair, play with pencils or paper, or have a lot of unnecessary head movements.
- The microphones are quite sensitive. So, PLEASE, no side conversations while others are speaking.
- In this course there is limited time and opportunity, so efforts must be made to ensure everyone has a chance to voice his/her opinion.
- The number one cardinal rule is that faculty and students alike have to be careful in giving respect to each other at all times, in speech, gesture and nonverbal behavior. This is a class where people of different cultures who know little about each other come together in a pretty intense way, and there are surely cultural sensitivities that we must respect. There will be times when we do not feel comfortable with certain aspects about another culture, or disagree, or even disagree strongly, we still have to respect their culture. Most people are patriotic love their country and endorse the values of their own country. Most people are full of the best intentions when they meet people with different cultural values and norms, this class is not the place nor time to show others what is right and what is wrong, to exercise our judgment and place our values on others, or to win over another culture. This a course where we create a virtual environment for our students and faculty to learn English and about other cultures, to know how young people from different countries feels, and hopefully to build some personal bonds and relationships that will inspire a feeling of wanting to know more and even caring about other cultures.
- “Expect the unexpected” in almost every class session. There will be technological glitches and we must be prepared for this and be patient. This is reality when working with new technology.