

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

Name of the course: LM 1032 Estrategias de Lectura en Inglés II (para otras carreras)

Credits: 4

Duration period: 1 semester

Requirements: LM1030

Level to be reached: Advanced

Professor: Marianella Fernández A., M.Ed.

COURSE OUTLINE

I. DESCRIPTION:

LM1032 is aimed to enable the reader develop high-level comprehension skills to cope with authentic texts of diverse content and rhetorical organization.

II. GENERAL OBJECTIVE:

Help the L2 readers use cognitive strategies dealing with discourse organization in a more effective way, so that their transaction / interaction with complex reading material containing diverse textual patterns can rapidly achieve high levels of critical reading and response.

III. CONTENTS & SPECIFIC OBJECTIVES

Given a reading selection, the readers will be able to either apply their background knowledge of the text structure, language and content or create new schemata on these components in order to

1. Identify the genre.
2. Identify the dominant discourse pattern.
3. Use the discourse pattern to make predictions about the demanded cognitive disposition.
4. Corroborate predictions about a reading content and organization.
5. Respond critically to a given text by means of:
 - an evaluation of the author's perspective.
 - inferences from both explicit and implicit information.
 - identification of general discourse patterns: **description, narration, definition, classification, hypothesis**
 - identification of major discourse patterns: **exposition, argumentation and enquiry.**

IV. METHODOLOGY

The reading selections to be analyzed in class will be chosen on the basis of the classroom needs. Each class will consist of pre-reading activities including activities that can range from written grammatical practice around the corresponding linguistic clues of the current discourse being introduced to games and debates. Both pre-reading and post-reading activities may include items such as short videos and movies. Students will be encouraged to contribute with articles of their academic field to share with the rest of the class.

The short exams will not be announced to students (pop quizzes), and as this condition is specified here, chapters 5, article 15 from Reglamento de Régimen Académico Estudiantil as well as article 18 from the same document are clearly obeyed.

The class will be divided into 4 groups who will prepare reading activities (presentations) for their partners to develop in a lesson period. As far as possible, these groups will be organized according to academic affinities.

V. EVALUATION

Midterm Exam	25%
Final Exam	25%
Short exams (4 quizzes)	40%
Group presentations	10%
Total	100%

VI. BIBLIOGRAPHY

Assorted articles from a variety of journals

VII. SYLLABUS

WEEK	TOPIC & ACTIVITIES	NOTES
06-10 Marzo	<p>The course policies: (analysis of course outline, attendance, the reading project)</p> <p>The reading process: (review)</p> <ul style="list-style-type: none"> -The mechanics of reading -The Reader & Text interaction (Schema application) <p>3. General and major discourse patterns (introduction)</p> <ul style="list-style-type: none"> -linguistic clues that distinguishes description, generalization, definition, classification, hypothesis 	

	TOPIC & ACTIVITIES	Present.
13-17 March	Description and Generalization - linguistic markers: adjectival forms, sequence, order and time features - application: reading analysis of texts chosen on the basis of class reading needs	
20-24 March	Definition - linguistic markers: categories of concept , class and characteristics - the nominal and the real definition application: reading analysis of texts chosen on the basis of class reading needs	
27-31 March	Classification - linguistic markers: verbal and nominal categories of member-class class-member relationship - application: reading analysis of texts chosen on the basis of class reading needs	Presentation on description and generalization (Group 1)
3-7 April	Hypothesis - linguistic markers: verbal and nominal categories contained in hypothesis: prove, proof, rejection reject, ratification, ratify, etc) - application: reading analysis of texts chosen on the basis of class reading needs	Presentation on definition and classification (Group 2)
10-14 April	Hypothesis - application: reading analysis of texts chosen on the basis of class reading needs	
17-21 April	General Review of different linguistics patterns studied so far	Presentation on hypothesis (group 3)
24-28 April	Introduction to major discourse patterns: EXPOSITION, INQUIRY, ARGUMENTATION	MIDTERM
1-5 May	Exposition - elements of expository discourse - application: analysis of texts chosen on the basis of class reading needs	
8-12 May	Inquiry - Elements of inquiry - Application: analysis of texts chosen on the basis of class reading needs	

15-19 May	Inquiry - Review of elements of inquiry - Application: analysis of texts chosen on the basis of class reading needs	
22-26 May	- Application: analysis of texts chosen on the basis of class reading needs	
29-2 June	Argumentation - Elements of argumentation - Application: analysis of texts chosen on the basis of class reading needs	
5-9 June	Argumentation - More about the elements of argumentation - Application: analysis of texts chosen on the basis of class reading needs	Presentation on inquiry and argumentation (group 4)
12-16 June	Review for final exam (hypothesis, inquiry, and argumentation)	
19-23 June	Comments and feedback from students about course methodology.	FINAL EXAM
26-30 June		

Group Presentations

LM 1032 Técnicas de Compresión de Lectura II

Directions: each group will select an interesting reading (1 to 2 pages long) and prepare different exercises to be solved by your classmates. Each group should bring materials for all members of the class. Besides, you need to hand in a folder with a complete set of materials for evaluation purposes (the reading, a copy of the exercises designed, the answer key, and a clean copy). This presentations must include pre-reading, in-process, and post-reading activities.

I. Pre-reading activities (1 type of activity)

Previewing the topic (skimming and scanning)

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Pictures, posters, charts, diagrams or videos for topic discussions.

Two or three questions for topic discussion (to activate schema or schemata)

Games, surveys or any other topic-related activity.

II. In-process reading activities (minimum 3- maximum 5 types of activities)

Discourse analysis of some paragraphs

Vocabulary in context

Identification of main ideas (multiple choice exercise)

Critical reading (identification of facts, inferences)

Fill in the blanks exercises for general comprehension

Matching exercises

True and false exercises

Rearranging sequences of events or steps of a process

Scanning for facts and specific information

Paraphrasing ideas (fill in the blanks exercises)

Use of diagrams to account for processes, descriptions, classifications, cause-effect relations, etc)

III. Post-reading activities (max. 2 types of activities)

Questions to reflect on the topic read

Questioning or rethinking of the ideas presented

Analysis of possible implications or practical applications of the ideas stated

A role play activity, a game.

IMPORTANT NOTICE:

- PLEASE, TURN OFF ALL CELL PHONES DURING THE CLASS.
- THE PROFESSOR WILL BE AVAILABLE WEDNESDAY 9 TO 12 M.D., AND THURSDAYS 3 TO 4 IN OFFICE 12.