

DEPARTAMENTO DE FILOSOFIA, ARTES Y LETRAS
SECCION LENGUAS MODERNAS
CARRERA: BACH. EN LA ENSEÑANZA DEL INGLES

Second Semester 2007 COURSE CONTENTS & DISTRIBUTION (Tentative)	IO-5450 Oral Communication VI THURSDAY 8:00 P.M. - 11:50 P.M. Room 213 Requirements: IO-5440 Oral Communication V Credits: 3	Instructor: M.Sc. Tamatha Rabb Andrews Office Hours for Attending Students: Mondays 1:00 - 5:00 P.M.; Tuesdays 9:00 - 12:00 P.M; by appointment and serendipity Office #: 17 Office Phone #: 437- 9923 Cell Phone: 836-4247 e-mail: tamcambronero@yahoo.co
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COURSE OVERVIEW

This is a practical course for oral expression at an 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.

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

General	Specific
1. To adapt direct	1.1 To apply discussion and exposition techniques in oral presentations.

General	Specific
instructions to those elements in order to improve oral English production and the teaching of oral production.	<p>1.2 To optimize grammar form, meaning and distribution of different linguistic elements in discourse at an advanced level.</p> <p>1.3 To utilize bibliographic investigation as a means of collecting information for the elaboration of oral presentations.</p> <p>1.4 To employ different technological media as an information source for oral presentations.</p> <p>1.5 To create didactic materials in order to teach conversational English to students learning English as a foreign language.</p>

COURSE CONTENTS

- | | |
|-------------------------------|------------------------------|
| 1. Interacting in Class | |
| 2. Maintaining a Conversation | 5. Developing a Presentation |
| 3. Speaking to a Group | 6. Taking a Stand |
| 4. Making a Group Decision | 7. Solving a Problem |

TEACHING METHODOLOGY

The class format involves investigations, student presentations, and class discussion/workshops, in which students participate in small group critiques of assigned bibliographic/investigation selections. Although there will be some in-class oral exercises, most assignments will be investigated outside of class in order to develop the contents of the course anthology while fomenting creative expression habits in students not to mention increasing ones vocabulary and expanding ones repertoire in grammatical structures. Student preparation for and participation in class is vital.

COURSE CONTENTS AND DISTRIBUTION

Session	Date	Contents	Presentations	Assignments
1	8/16	<ul style="list-style-type: none"> — Ice Breaker. — Introduction to course: discussion of syllabus — Tentatively choose a topic for your individual presentation. 		<ul style="list-style-type: none"> — Obtain a copy of the course book – <u>Speaking Solutions: Interaction, Presentation, Listening, and Pronunciation Skills</u> — Finalize your individual topic and research it.

2	8/23	<div> <div>— Interacting in Class (part 1)</div> <div>— Teaching Speaking</div> <div>— Interacting in Class (part 2)</div> </div>	Individual Presentation (2 people)	<div>— Stop by El Mercadito and choose a Grimms' Fairy Tale for your final project as well as for your group presentation.</div>
3	8/30	<div>— Maintaining a Conversation (part 1)</div>	Individual Presentation (3 people)	
4	9/6	<div>— Maintaining a Conversation (part 2)</div>	Individual Presentation (3 people)	
5	9/13	<div>— Speaking to a Group (part 1)</div>	Individual Presentation (3 people)	
6	9/20	<div>— Speaking to a Group (part 2)</div>	Turn in Rough Draft of Final Project from Critical Viewing to Reading. Individual Presentation (3 people)	
7	9/27	<div>— Making a Group Decision (part 1)</div>	Individual Presentation (3 people)	
8	10/4	<div>— Making a Group Decision (part 2)</div>	Individual Presentation (2 people)	Study for the mid-term test.
9	10/11	Mid Term Test		
10	10/18	<div>— Developing a Presentation (part 1)</div>	Group Presentation	
11	10/25	<div>— Developing a Presentation (part 2)</div>	Turn in Rough Draft of Final Project from Writing to Quiz. Group Presentation	

12	11/1	— Taking a Stand (part 1)	Group Presentation	
13	11/8	— Taking a Stand (part 2)	Group Presentation	
14	11/15	— Solving a Problem (part 1)	Group Presentation	Study for the end-of-term test. <i>Grades will be posted outside my office by November 30th.</i>
15	11/22		Final Project Due	
16	11/29	— Solving a Problem (part 2) End-of-Term Test		
17	12/6	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
2 Pop Quizzes @ 5% each	10%
Individual Presentation – Bibliographic Investigation	10%
Group Presentation – Grimms’ Fairy Tales (2 to 3 students)	15%
Final Project (2 to 3 students)	20%
Mid-Term Test	20%
End-of-Term Test	25%

Description of the course assignments & other miscellanies items:

Quizzes: Two 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 (ie. 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 wherever possible. You have approximately 30 min. of class time for the presentation. (*See the Grading Rubric at the end of this syllabus.*)

Group Presentation (2 to 3 students): For the group presentation, you will first need to choose a Grimms' Fairy Tale as the base of the presentation — First come . . . first serve on your choice of tale. After reading your chosen tale, discuss the story's main events and themes. Then list words and phrases to describe the story's geographical setting and characters. Once this is done, create an oral explanation with the following items: ①explain if you would like to live in the world depicted in the story, ②discuss whether the story would make sense if it took place in your community, and ③ expound whether old fairy tales can still be interesting and relevant today. Next, list the ways the story can be changed to make it more relevant to the world we live in today in order to create an updated version of the fairy tale that you will then perform for the class. 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 wherever possible. You have approximately 40 min. of class time for the presentation. (*See the Grading Rubric at the end of this syllabus.*)

Tests: There are two 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.

Final Project – Grimms' Fairy Tale Booklet (2 to 3 students): The aim of the project is twofold. On the one hand, it is designed to help you synthesize your knowledge of English. On the other hand, it provides means for you to monitor your ability to become a successful teacher. Projects will be turned in at the end of the course. As always, be creative, and use technology wherever possible. **Note:** Any suspected plagiarism will result in the lose of the 20% project grade.

DESCRIPTION:

This final project will allow you to develop a one-week Grimms' Fairy Tale Booklet, which will consist of one Unit. This culminating project will allow you to investigate one Grimms' Fairy Tale which intrigues you. You are encouraged to create a booklet that you will actually use in the near future. The Johnny Appleseed booklet created by M.Ed. Tamatha Rabb and M.Ed. Dunia Navarro may be used as reference material.

REQUIREMENTS:

1. Develop a one-week Grimms' Fairy Tale Booklet.
2. The Booklet consists of one unit.
3. The Unit should contain the following items (**20% total for the Booklet**):
 - Critical Viewing – **1%**
 - Vocabulary Preview: Part A- Definitions / Context Clues type activity – **1%**
 - Part B- Apply the Vocabulary – **1%**
 - Part C- Aural/Oral Practice of the Vocabulary – **1%**
 - Listening to the Grimms' Fairy Tale: Part A- Main Ideas – **1%**
 - Part B- For Details – **1%**
 - CD for the listening exercises – **1%**
 - Reading the Grimms' Fairy Tale: Part A - Read the Legend – **1%**
 - Part B - Reading Check Activity – **1%**
 - Writing Connection: Part A - Controlled Writing – **1%**

Part B - Free Writing – 1%

- Speaking About the Grimms' Fairy Tale – 1%
- Review Quiz (Consisting of Vocabulary, Listening, Speaking, Reading and Writing) – 5%
- Bibliography – 1%
- Introduction to the Unit – 1%

GUIDELINES:

1. I encourage you to submit a brief outline of your final project by e-mail (or by stopping by the cubicles) for my feedback as early as possible.
2. Your final project should not exceed 30 (8 1/2" x 11") pages and be submitted in a typed format, double-spaced. Write on only one side of each page. Number every page after the first. Leave one-inch margins on either side of the page for comments. Include a title page and a Table of Contents. – 1%
5. Final projects are due **by November 22nd**. There is no email option for turning in this project or turning it in later than this date.

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.
- 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 two class presentations and **not** for the tests, final project, 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.

Some advice: Try to avoid using the late presentation coupon for the first presentation just out of laziness. You never know what kind of circumstance may pop up unexpectedly later in the semester. I have known students who used their coupon early in the term even though they did not really need to use the coupon. Their semester grade suffered later because they could not present and had to take a zero for a score. Getting a 60 on a presentation means you earn some points. Presenting nothing means zero points.

‘AMPLIACION’ EXAM:

An 'Ampliacion' 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 readings and lectures.

BIBLIOGRAPHY:

- Aesop. (1996). Aesop's Fables. Great Britain: Penguin Books.
- Brown, H. Douglas. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. New York: Pearson Education.
- Byrd, Donald, and Isis Clemente-Cabetas. (1991). React Interact: Situations for Communication. U.S.A: Prentice Hall.
- Hanreddy, Jami, and Elizabeth Whalley. (2002). Mosaic II: Listening / Speaking. New York: McGraw-Hill Company, Inc.
- Grant-Williams, Renee. (2002). Voice Power: Using Your Voice to Captivate, Persuade, & Command Attention. New York: AMACOM Books.
- Grimm. (1990). Grimms' Fairy Tales. U.S.A.: Grosset & Dunlap Publishers.
- Guthrie, John, and Allan Wigfield. (1997). Reading Engagement: Motivating Readers Through Integrated Instruction. Delaware: Reading Association, Inc.
- Kelly, Gerald. (2000). How to Teach Pronunciation. England: Pearson Education Limited.
- Matthews, Candace. (1994). Speaking Solutions: Interaction, Presentation, Listening and Pronunciation Skills. New Jersey: Regent/Prentice Hall.
- Richards, Jack. (2003). Full Contact- New Interchange: English for International Communication. New York: Cambridge University Press.
- Ur, Penny. (1999). A Course in Language Teaching: Practice and Theory. United Kingdom: Cambridge University Press.
- Watkins, D. (1995). The Idiom Advantage: Fluency in Speaking and Listening. U.S.A.: Addison Wesley Publishing Company, Inc.
- Wegmann, Brenda, and Miki Knezevic. (2002). Mosaic II: Reading 4th Edition. New York: McGraw-Hill 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

- Materials compiled by the professor.

REFERENCE SOURCES

- Encyclopedias
- Internet
- Encyclopedia Encarta (Internet)
- Magazines (Reader's Digest, TIME, Newsweek, etc.), Videos, Newspapers and other sources.
- Johnny Appleseed Booklet created by M.Ed. Tamatha Rabb and M.Ed. Dunia Navarro.

REQUIRED ITEMS

- Materials compiled by the professor.
- Matthews, Candace. (1994). Speaking Solutions: Interaction, Presentation, Listening and Pronunciation Skills. New Jersey: Regent/Prentice Hall.
- Merriam Webster Dictionary or any other good college dictionary such as The American Heritage, Webster's Collegiate, or Random House.

COURSE POLICIES

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

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/psychology/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 “ampliacion” exam.

University of
Costa Rica

PRESENTATION GRADING FORM

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

	4 pts	3 pts	2 pts	1 pt	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- — Could you understand what the student was saying? — Did the student's pronunciation interfere with you understanding of his/her oral performance?					
5. INTONATION- — 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- — 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?					

GRADING FORM FOR GRIMMS' FAIRY TALE BOOKLET

Instructor:	M.Ed. Tamatha Rabb de Cambronero		
Students' Names:		Fairy Tale:	

Items & Percentage for each:	Percentage:	Percentage Obtained:
1. Critical Viewing	1%	

2. Vocabulary Preview: Part A- Definitions / Context Clues type activity Part B- Apply the Vocabulary Part C- Aural/Oral Practice of the Vocabulary	3%	
3. Listening to the British Legend: Part A- Main Ideas Part B- For Details Part C- CD for the listening exercises	3%	
4. Reading the British Legend: Part A - Read the Legend Part B - Reading Check Activity	2%	
5. Writing Connection: Part A - Controlled Writing Part B - Free Writing	2%	
6. Speaking About the Grimms' Fairy Tale	1%	
7. Review Quiz (Consisting of Vocabulary, Listening, Speaking, Reading & Writing)	5%	
8. Bibliography	1%	
9. Introduction to the Unit	1%	
10. Format: Title Page, Table of Contents, page numbering, double spaced, typed, etc.	1%	

Late Presentation Coupon

T. Rabb Andrews

Second Semester 2007

- 1. You may use this coupon to submit a late presentation in IO-5450, but only if the presentation is no more than one week late.***
- 2. This coupon, which expires on Nov. 29, may be used only once in the 2007 second semester.**
- 3. Please don't ask me to make exceptions to 1 or 2.**

The presentation was due _____.
(original due date)

Title of Presentation (Note whether it is an individual or group presentation)

Student's Signature

Student's ID#

Today's Date

*For example, a presentation that was originally due at the beginning of class on Thursday, October 15 must be submitted no later than the beginning of class on Thursday, October 22 to avoid the late presentation penalty.

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