

**UNIVERSIDAD DE COSTA RICA
ESCUELA DE LENGUAS MODERNAS
SECCIÓN DE INGLÉS PARA OTRAS CARRERAS**

Nombre del curso: Estrategias de Lectura en Inglés II

Siglas: LM1032

Duración: un semestre

Número de horas semanales: 6

Créditos: 4

Requisitos: LM1030

Nivel: Avanzado

COURSE OUTLINE & SYLLABUS

I. DESCRIPTION:

LM1032 is aimed to enable the reader develop high-level comprehension skills to interactively and transactively 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: **i.e. description, narration, definition, classification, hypothesis, etc.**
 - identification of major discourse patterns: **exposition, argumentation and enquiry.**

IV. SYLLABUS

1st WEEK:

- A. course policies: (The Extensive Reading Program
-ERP-, projects, reading circles, etc.)
- B. The reading process: (review)
 - The mechanics of reading
 - The Reader & Text interaction (Schema application)
- C. Introduction to discourse patterns. (The choice of discourse patterns of the first part of the course may vary).

2nd - 3rd WEEKS: Generalization & Specification

linguistic clues
reading analysis

3th - 4th WEEKS: Description

linguistic clues
reading analysis

Presentation on Introduction & Generalization (Group 1)

4th - 5th WEEKS: Definition

linguistic clues
reading analysis

5th – 6th WEEKS: Classification

linguistic clues
reading analysis
Evaluation 1

6th - 7th WEEKS: Hypothesis

linguistic clues
reading analysis

Presentation on Description & Definition (group 2)

7th – 8th WEEKS:

Evaluation 2

Presentation on Classification & Hypothesis (group 3)

8th – 9th WEEKS:

Review of part one of the course
MIDTERM

9th – 10th weeks: Introduction to major discourse patterns

10th - 12th WEEKS: Exposition

transactive/interactive work with reading analysis
Presentation on Exposition (group4)
Evaluation 3

12th -14th WEEKS: Enquiry

transactive/interactive work with reading analysis
Presentation on Enquiry (group5)
Evaluation 4

14th – 16th WEEKS: Argumentation

transactive/interactive work with reading analysis
Evaluation 5
Presentation on Argumentation (group6)
FINAL EXAM

V. EVALUATION

Midterm exam	25%
Final exam	25%
Short exams	45%
Group presentations	5%

VI. BIBLIOGRAPHY

Assorted articles from a variety of journals

(The discourse patterns were chosen according to *Discovering Discourse* and *Discourse in Action* from the series *Reading & Thinking in English*, Oxford University Press, 1982).