



**UNIVERSIDAD DE COSTA RICA  
RECINTO DE GRECIA (Tacaes)  
DEPARTAMENTO DE CIENCIAS NATURALES  
TURISMO ECOLÓGICO**

**COURSE OUTLINE**

---

**COURSE: TE- 0300**  
**NAME: CONVERSATIONAL ENGLISH I**  
**Term: II - 2016**  
**Credits: 3**  
**Hours per week: 4 hours (in-class work)**  
**6 hours (out-of-class work)**  
**Requisites: LM-1002**  
**Level: sixth**  
**Schedule: Wednesdays from 8:00 AM to 11:50 AM**  
**Room: 207**

**About the professor**

---

Name: **José Mauricio Montero Esquivel, Mag.**  
e-address: [rainbat8@gmail.com](mailto:rainbat8@gmail.com)  
Office hours: **Wednesdays from 3:00 PM to 5:00 PM**

---

**1. Description**

This workshop-type course has been designed to help students improve and increase fluency and accuracy in Ecotourism-related topics. The course will provide personal, interpersonal, and creative strategies for students to build on their interactive skills. Since one of the major purposes of education is to enable a person to speak clearly and confidently, the course will also provide the learners with the basic principles of speech communication so they can achieve clarity, confidence, and effectiveness in oral presentations or demonstrations.

---

**2. General Objective**

By the end of the semester, students will be able to present informative speeches and participate in group discussions by applying public speaking skills and communicating accurately and fluently in English at a high intermediate level.

---

### 3. Specific Objectives

By the end of the semester, students will be able to:

1. Build up strategic, sociolinguistic, and discourse competence in English.
2. increase fluency on issues concerning Ecotourism and express ideas with greater confidence and solid background knowledge.
3. present informative speeches based on audience-centered interaction while using proper pronunciation of segmentals (vowels & consonants) and suprasegmentals (word and sentence stress).
4. Acknowledge their personal contribution regarding the conservation and destruction of the environment.
5. Increase their use of essential idioms and phrasal verbs.
6. Produce more complex utterances using advanced structures.

---

### 4. Content - \* Suggested topics to be developed throughout the semester.

- |   |                                   |
|---|-----------------------------------|
| 1. Biodiversity                         | 11. Life zones                    |
| 2. Costa Rican History                  | 12. Lodging in Costa Rica         |
| 3. Describing Specific Species          | 13. National Parks and Reserves   |
| 4. Endangered Species                   | 14. National Reality              |
| 5. Environmental Issues                 | 15. Natural History               |
| 6. Evolution of Ecotourism              | 16. Pre-Columbian cultures        |
| 7. Global Warming and its consequences  | 17. Social Problems in Costa Rica |
| 8. Guidelines for being a tourist guide | 18. Taxonomies                    |
| 9. Hotel Industry                       | 19. Tourist Attractions           |
| 10. Hotel Management                    | 20. Tourist Marketing             |

---

### 5. Methodology

#### Course Approach

The course will be organized in a way that provides students practical knowledge and hands-on experience which will prepare them to interact successfully with native and non-native speakers of English on a variety of environmental topics. Classroom time will be subdivided into the following parts:

A. Public speaking
--------------------

Activities to analyze listeners, how to be sensitive to their needs and interests, and how to talk to and with them, not at them. Students will be encouraged to communicate ideas to real people, rather than merely stand up and go through the motions of “giving a speech,” and apply practical activities to analyze the audience, select a topic and specific purpose, devise a central idea, find verbal and visual support material, and design effective introductions and conclusions as well.

## B. ESP (English for specific purposes)

Each class period, students in small groups will have to present an article related to topics that have to do with the students' major. The students have to choose an article related to the topic suggested or any other of their interest. The article has to be approved by the professor and sent or given to the rest of the class a week before the presentation. These presentations must be very dynamic and well-organized. Students are expected to incorporate the principles of public speaking in these demonstrations and prepare a short activity for the group. The day of the presentation, the presenter will bring a questionnaire (*10 discussion questions max*) to be used in a question-answer exchange. This will be a follow-up activity to grasp the content of each article and assimilate the main ideas. The evaluation sheet, which will be used to assess these demonstrations, will be discussed with the students.

## C. Grammar and idioms

Weekly review of slang and phrasal verbs from the course anthology. Exercises on the following grammatical structures: past tenses, past perfect tense, would+base verb for past habits, gerunds and infinitives, review of passive voice, reported speech, adverbs, tag questions and third conditional clauses. Any other grammar structure the students want to study or review will be taken into account.

## D. Bulletin Boards

Students in groups will prepare a bulletin board periodically to be exhibited to the college community. The topics must be selected from the student-generated list which follows these instructions. Students are expected to be as creative as possible in organizing the visuals and information on the board. The evaluation form and rubrics which will be used to assess the activity will be discussed before the presentation. The day of the oral presentation, students may send invitations in advance to invite other classes, colleagues, or foreign guests. It is recommended to prepare a social interactive activity such as refreshments, goodies, raffles, games, or any other similar activity to engage and motivate the audience.

Suggested topics: biodiversity, pre-Colombian cultures, national reality, hotel management, hotel industry, lodges, Costa Rican history, describing specific species, national parks and reserves, recycling, evolution of ecotourism, endangered species, social problems affecting the Costa Rican society, global warming and its consequences, life zones, tourist marketing, lodging in CR, guidelines for being a tourist guide, tourist attractions, taxonomies, the TLC, environmental issues, natural history, or other (*upon the professor's approval*)

## E. Field trip

The field trip will be held on October \_\_\_\_ and it will imply careful, systematic preparation. The goal is for the students to put the language of biodiversity into application in a real context. The destination will be \_\_\_\_\_. Appropriate guidelines will be provided throughout the course.

## I. Responsibilities.

-Because this course meets only once a week, attendance and participation are essential. It is also necessary to arrive on time.

-Avoid eating in class or coming in and out. Take advantage of breaks for that purpose.

- All assignments must be completed ON TIME on the day assigned. No make-up assignments or quizzes will be accepted.

- 6 hours per week is the minimum amount of time that should be spent on reviewing and practicing material covered in class and carrying out assignments. Because this course will be moving at a rapid pace, it will be very important that you refer to the readings and classroom materials to reinforce learning.

- No Spanish will be allowed in class. Students should take advantage of the limited opportunity they have to express themselves in a second language once a week.

---

## 6. Evaluación

<i>Descripción</i>	<i>Porcentaje</i>
2 oral presentations, (about scientific articles)	20% (10% each presentation)
1 Bulletin Board presentation and exhibit	15%
Portfolio	10%
4 quizzes on grammar and idioms	20% (5% each)
Final Project ( Field trip)	30% (Active performance during the trip 20%, oral presentation 10%)
Students' active participation in class discussions	5%
<b>Total:</b>	<b>100%</b>

### Consideraciones sobre la evaluación

- ☞ - No habrá exámenes o presentaciones de reposición sin una justificación válida (como por ejemplo: enfermedad -con dictámen médico- o muerte de un familiar). Se debe presentar la documentación pertinente en un lapso de 8 días después de la ausencia como estipula el Reglamento de Régimen Académico Estudiantil.
- ☞ - Por su naturaleza, las pruebas cortas pueden no ser anunciadas a los estudiantes con antelación, de esta manera queda claramente especificada la condición en la que se realizarán estas pruebas y se cumple lo estipulado en el Reglamento del Régimen Académico Estudiantil en su capítulo V y artículo 15 que vigila el cumplimiento del artículo 18 del mismo reglamento. Estas pruebas evaluarán los contenidos vistos en clases anteriores.

- - Las normas universitarias clara y enfáticamente estipulan que los teléfonos celulares deben de ser apagados durante el tiempo lectivo. Según oficio ELM-CENV-984-2004, en relación con la Circular No.31-2000 suscrita por el entonces Vicerrector de Docencia, el hacer uso del celular en forma permanente en el tiempo destinado al desarrollo de las lecciones, NO es adecuado porque constituye un distractor en el proceso enseñanza – aprendizaje; en consecuencia, es PROHIBIDO que los (as) profesores (as) y los (as) estudiantes hagan uso del mismo en el aula durante el desarrollo de actividades académicas, excepto en situaciones de emergencia o de excepción, condicionado.
  - - El examen de ampliación, en caso de ser necesario, se programará luego, de acuerdo a la disponibilidad del estudiante y el profesor.
- 

## 7. Referencias

- Beebe, S and Beebe S. *Public Speaking: An audience-centere approach*. Allyn & Bacon. 2000
- Benjamin, S. *The Public Speaking Handbook*. U.S.A: GoodYear Books, 1996.
- Schaller, K. *Principles of effective public speaking: Student workbook*. Boston, MA: McGraw-Hill, 2002.
- McCarthy, M & O'Dell, F. *English Collocations in Advanced Use*.UK: Cambridge University Press, 2008.
- Kohnhorst, K. *A Phrasal Verb Affair*. Albany, NY: Pro Lingua Associates, Publishers, 2003.
- Watkins, Dana. *The Idiom Advantage: Fluency in Speaking and Listening*. White Plains, NY: Addison-Wesley Publishing Company, Inc, 1995.
-