Universidad de Costa Rica
Escuela de Lenguas Modernas
Sección de Inglés para Otras Carreras
Ciudad Universitaria Carlos Monge Alfaro
Name of the course: LM 1032 Inglés Intensivo II (comprensión de lectura)
Credits: 4   Term: II 2005
Duration period: 1 semester
Requirements: LM1030
Level to be reached: Advanced
Professor: M.S.c. Crisia Fernández Rodríguez

COURSE OUTLINE AND CHRONOGRAM

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: description, narration, definition, classification, hypothesis
    identification of major discourse patterns: exposition, argumentation and enquiry.

IV.   SYLLABUS

1ˢᵗ   WEEK:
      A.   The course policies: (analysis of course outline, attendance, the reading project)
      B.   The reading process: (review)
          -The mechanics of reading
          -The Reader & Text interaction (Schema application)
      C.   General and major discourse patterns (introduction)
          -linguistic clues that distinguishes description, narration, definition, classification, hypothesis

2ⁿᵈ-3ʳᵈ WEEKS: Description and Narration
          Linguistic markers: adjectival forms, sequence, order and time features
          application: reading analysis of texts chosen on the basis of
          class reading needs

3ᵗʰ – 4ᵗʰ WEEKS: 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
               Presentation on description and narration (Group 1)
               Quiz 1: description, narration and definition

4ᵗʰ – 5ᵗʰ WEEKS: 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

5ᵗʰ – 6ᵗʰ WEEKS: 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 classification and hypothesis (group 2)
          Quiz 2: classification and hypothesis

     7ᵗʰ WEEK: MIDTERM
          Introduction to major discourse patterns: EXPOSITION, INQUIRY, ARGUMENTATION.

8ᵗʰ – 9thᵗʰ WEEKS: Exposition
        Elements of expository discourse
         Application: analysis of texts chosen on the basis of class reading needs
        Presentation on Exposition (group 3)
        Quiz 3: exposition

9th –11t[h] WEEKS: Inquiry
            Elements of inquiry
            Application: analysis of texts chosen on the basis of class reading needs
            Presentation on Inquiry (group4)
            Quiz 4: inquiry

12th – 16th WEEKS: Argumentation
            Elements of argumentation
            Application: analysis of texts chosen on the basis of class reading needs
            Quiz 5
            Presentation on Argumentation (group 5)
            final exam

V. 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 rate from written grammatical practice around the corresponding linguistic clues of the current discourse being introduced to trivia 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 short articles of their academic preference to share with the rest of the class. The class will be divided into 5 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 (quizzes)	45%
Group presentations	5%
	100%

Note: Unannounced quizzes (pop quizzes) can be an option.

This course must be approved with a grade of 7.0, if the student gets a final score of 6.0 or 6.5, he/she will apply for an "examen de ampliación". This test would include all the objectives of the course or just some of them. Its application will be the week after the final exam is applied. The minimum grade to pass this test is 7.0 and also this is the highest grade that will appear in the scoring record of the participants or students.

VI. BIBLIOGRAPHY
Assorted articles from a variety of journals