

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



**Course Syllabus**

LM-1002 Integrated English II	Requisite: LM-1001
Credits: 8	Co-requisites are not required.
Schedule: 24 hours: I cycle, 2015	13 hours (10 hours / in-class work and 3 hours / lab sessions) 11 hours / out-of-class work
Prof. MEd. Isaac Villalobos Chacón  Prof. MEd. Rocío González Granados	<u><a href="mailto:isaac.vch20@gmail.com">isaac.vch20@gmail.com</a></u> Ss. Attention: Thursday 10 a.m.-12 p.m. <u><a href="mailto:chiogongra@hotmail.com">chiogongra@hotmail.com</a></u> Ss. Attention: Thursday 8am -12pm

**I. Description**

LM-1002 Integrated English II is a one-semester course prepared for learners who have already taken LM-1001 Integrated English I and have acquired the necessary language skills to recognize English grammatical structures at an intermediate level. Grammar contents pose a higher level of difficulty compared to those studied in LM-1001. The course promotes the integration of the four macro skills (listening, speaking, reading, and writing) as well as the micro skills (pronunciation, vocabulary and grammar). To accomplish such integration, communication strategies will be used holistically with an academic approach. This course makes emphasis on the study of content related to several topics. It pays particular attention to the development of language skills that will serve as the basis for second-year courses during the first semester.

**II. Specific Objectives**

At the end of the course, students will be able to accomplish the following objectives at an intermediate level of English:

1. Improve their listening skills through more difficult activities such as listening to lectures, videos or any other audio source.
2. Express their opinions in conversations about academic and current issues.

3. Read longer and more difficult texts such as magazine and newspaper articles using different reading strategies.
4. Write paragraphs that show an appropriate level of sentence difficulty.
5. Discuss cultural issues about different countries, mainly, Costa Rica.
6. Analyze information critically in oral and written form.
7. Use specific vocabulary and grammatical structures to discuss the topics studied in class.
8. Acquire techniques to develop their writing skills (arguments, opinions vs. facts, chronological order, cause-effect, differences and similarities).
9. Identify and correct mistakes in oral and written communication.

### **III. Contents**

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|---|--|
| 1: Life style in Costa Rica (country's places)              | 5: Traveling through the country, vacation plans, tours, sports.                           |
| 2: Resort Centers-beaches-mountains                         | 6: Local festivities: bull fighting, horse riding, local carnivals, religious festivities. |
| 3: Fauna and flora , national parks, reserves in Costa Rica | 7: Important buildings in the country: museums, theaters.                                  |
| 4: Food and Recipes in Costa Rica                           | 8: Main agriculture in the country.  |

#### **Grammar:**

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|------------------------------------|-----------------------------|
| 1. Future                          | 6. Participles              |
| 2. Future continuous               | 7. Comparative forms        |
| 3. Modal auxiliaries               | 8. Passive voice            |
| 4. Simple past vs. present perfect | 9. Relative pronouns        |
| 5. Past perfect                    | 10. Gerunds and infinitives |

### **IV. Methodology**

LM-1002 Integrated English II is team-taught, which means that two instructors teach the course. These instructors will be facilitators in the class; therefore, active student participation is the basis for all activities. Instructors will also prepare different activities in order to promote the discussion of current issues. Several individual, pair and group work techniques will be used, for instance, dialogues, decision-making and problem-solution activities. Listening skills will be developed through lecture comprehension activities. Students will also watch videos and, if necessary, participate in listening activities in the computer laboratory. Students must participate actively in class discussions so that they can improve their speaking skills. Readings will help students increase their vocabulary and reinforce their reading strategies, so that later they will be able to express and support their ideas in writing. In order to prepare for oral exams, students should practice with their classmates out of class. Theory (for example, teachers' explanations, grammatical structures, vocabulary and some phonetic aspects) will help students improve their speaking and writing skills to express their ideas in English properly.

## **V. Evaluation**

- a. 2 oral exams 40%
- b. 2 written grammar exams 20%
- c. 2 listening exams 10% (5% each)
- d. 2 Compositions 5% (2,5% each)
- e. Oral or written quizzes / presentations (maximum 5) 25%

### **Important notes:**

1. Two instructors will evaluate students in each oral exam. Students will elaborate on conversations related to the course contents. Additional content questions might be asked if necessary.
2. Quizzes will not necessarily be announced.
3. All compositions will be written in class.
4. Late assignments will not be authorized. Quizzes are not repeated unless well justified reasons are filed according to the procedures provided for in the Institution's rules and regulations (**REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL, CAPÍTULO VI, artículo 24 De las normas de evaluación**):

**ARTÍCULO 24. Cuando el estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar**

una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que el estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

5. Regarding the use of cellphones, students must follow rules according to what it has been established. 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.

6. In this course, students do not have the possibility to get exempted from taking the final exams.

**Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.**

## **7. Bibliography**

Baker, L., et. al. (2003). Interactions 2 Integrated Skills (4th ed.). New York: McGraw-Hill Companies, Inc.: International Edition.

## **8. Additional resources**

1. Grammar booklet.
2. A bilingual English / Spanish dictionary.
3. Supplementary material prepared or selected by each instructor.
4. Internet sources.

## **VIII. Chronogram**

<b>Week</b>	<b>Date</b>	<b>Activities</b>
Week 1	March 9-13	Introduction to the course Students receive and read course program. Introductory activities for the 4 skills 1. Life style in Costa Rica (country's places) Listening / Writing/ Grammar. (Future) <b>(Rocío)</b> Speaking / Reading/ Grammar. (Future Continuous) <b>(Isaac)</b>
Week 2	March 16-20	1. Life style in Costa Rica (country's places) Speaking / Reading/ Grammar. (Future) <b>(Rocío)</b> Listening / Writing/ Grammar. (Future Continuous) <b>(Isaac)</b>
Week 3	March 23-27	2. Resort Centers-beaches-mountains Listening / Writing/ Grammar (Modal auxiliaries) <b>(Rocío)</b> Speaking / Reading/ Grammar (Simple past vs. present perfect) <b>(Isaac)</b>
Week 4	March 30-April 3	HOLLY WEEK
Week 5	April 6-10	2. Resort Centers-beaches-mountains Speaking / Reading / Grammar (Modal auxiliaries) <b>(Rocío)</b> Listening / Writing / Grammar (Simple past vs. present perfect) <b>(Isaac)</b>
Week 6	April 13-17	SEMANA UNIVERSITARIA 3: Fauna and flora , national parks, reserves in Costa Rica Listening / Writing / Grammar ( Past perfect ) <b>(Rocío)</b> Speaking / Reading / Grammar (Participles) <b>(Isaac)</b>
Week 7	April 20-24	3: Fauna and flora , national parks, reserves in Costa Rica Speaking / Reading / Grammar (Past Perfect) <b>(Rocío)</b> Listening / Writing / Grammar (Participles) <b>(Isaac)</b>
Week 8	April 27-30	4: Food and Recipes in Costa Rica Listening / Writing / Grammar (Comparative forms) <b>(Rocío)</b> Speaking / Reading / Grammar (Passive voice) <b>(Isaac)</b> <b>Composition I (2,5%) (Rocío)</b>
Week 9	May 4-8	4: Food and Recipes in Costa Rica Speaking / Reading / Grammar (Comparative forms) <b>(Rocío)</b> Listening / Writing / Grammar (Passive voice) <b>(Isaac)</b>

Week 10	May 11-15	<b>Midterm Exam Week</b> <b>Topics 1-4</b> <b>Monday May 11: Listening Test (Rocío)</b> <b>Thursday 15: Written grammar test (Isaac)</b> <b>Oral Test (Rocío and Isaac)</b>
Week 11	May 18-22	5: Traveling through the country, vacation plans, tours, sports. Listening/ Writing / Grammar (Relative Pronouns) <b>(Rocío)</b> Speaking / Reading / Grammar (Gerunds and Infinitives) <b>(Isaac)</b>
Week 12	May 25-29	5: Traveling through the country, vacation plans, tours, sports. Speaking / Reading / Grammar (Relative Pronouns) <b>(Rocío)</b> Listening / Writing / Grammar (Gerunds and Infinitives) <b>(Isaac)</b>
Week 13	June 1-5	6: Local festivities: bull fighting, horse riding, local carnivals, religious festivities. Listening / Writing / Grammar Practice <b>(Rocío)</b> Speaking / Reading / Grammar Practice <b>(Isaac)</b>
Week 14	June 8-12	6: Local festivities: bull fighting, horse riding, local carnivals, religious festivities. Speaking / Reading / Grammar Practice <b>(Rocío)</b> Listening / Writing / Grammar Practice <b>(Isaac)</b>
Week 15	June 15- 19	7: Important buildings in the country: museums, theaters. Listening / Writing / Grammar Practice <b>(Rocío)</b> Speaking / Reading / Grammar Practice <b>(Isaac)</b> <b>Composition II (2,5%) (Rocío)</b>
Week 16	June 22-26	7: Important buildings in the country: museums, theaters. Speaking / Reading / Grammar Practice <b>(Rocío)</b> Listening / Writing/ Grammar Practice <b>(Isaac)</b>
Week 17	June 29-July 3	8: Main agriculture in the country. Listening / Writing / Grammar Practice <b>(Rocío)</b> Speaking / Reading/ Grammar Practice <b>(Isaac)</b>  <b>Thursday July 3: Listening Test (Isaac)</b>
Week 18	July 6-10	<b>Final Exam Week</b> <b>Mon. July 6: Grammar test (Rocío)</b> <b>Thursday July 9: Oral Test (Isaac and Rocío)</b> <b>Monday July 13. Final Grades</b>

Week 19	July 13-17	<b>Ampliación Test (Isaac and Rocío)</b> <b>July 16</b>
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