

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

CURSO LECTIVO:	II - 2006
DOCUMENTO:	PROGRAMA DE CURSO SEMESTRAL
CURSO:	LM 1030 - Estrategias de lectura en inglés I
CRÉDITOS:	4
GRUPOS:	01 y 02
HORARIO:	01: L y J- 13:00 a 15:50 (Aulas: L- 206 / J- 205) 02: K y V- 13:00 a 15:50 (Aulas: K- 208 / V- 115)
REQUISITO:	Ninguno
CORREQUISITO:	Ninguno
PROFESORA:	M. L. Ana Cecilia Morúa Torre

COURSE OUTLINE & SYLLABUS

I. DESCRIPTION:

The course "Estrategias de lectura en inglés I" is offered by the Section of Modern Languages to university students as an L2 reading tool. The aim of the course is to enable the reader develop skills to interactively and transactively cope with authentic texts of diverse content and rhetorical organization.

II. GENERAL OBJECTIVE:

Help the L2 reader use more effectively her/his background knowledge strategies (*top-down & bottom-up strategies*) in face of the text by means of a better balanced transaction-interaction between formal and content schemata of both components, Reader and Text.

III. CONTENTS & SPECIFIC OBJECTIVES

Given a reading selection, the reader will be able to apply cultural and formal schemata in order to

1. Identify genre.
2. Identify rhetorical organization.
3. Hypothesize about demanded cognitive disposition.
4. Corroborate predictions.
5. Respond critically through:
 - an evaluation of author's perspective
 - inferences from explicit/implicit information
 - identification between FACT & OPINION
 - discrimination between main and secondary ideas.
6. Apply knowledge of L2 grammatical components:
 - the subject (nominal forms: N, PRONOUN, NOUN PHRASES)
 - the plural
 - the adjectival function (ADJ, ADJ PHRASE, N+N)
 - verbal forms (present tense, present progressive, past progressive, future tense, present perfect and past perfect, in affirmative, negative and interrogative sentences in passive & active voice)
 - prepositional phrases
 - DO & IO (pronouns)
 - modal auxiliaries
 - the adverbial function
 - comparative & superlative forms
 - connectors
 - transition expressions
 - morphology (affixes)
 - grammatical referents
 - the expletive

IV. METHODOLOGY

Individual and group work.

V. EVALUATION

4 quizzes (10% each one)	40%
I partial exam	25%
II partial exam	35%
T O T A L	100%

VI. EXAMEN DE AMPLIACIÓN:

Se hará un examen de ampliación para aquellos estudiantes cuya nota final sea 6.00 o 6.50. En este examen se evaluará toda la materia estudiada en el curso, y si aprueban el examen, su nota final será de 7.00.

VII. BIBLIOGRAPHY

We will use a textbook prepared by the professor.

You also can consult:

Banton Smith, Nila. (2003). *Be A Better READER*. 8th Edition. U.S.A.: Pearson Education, Inc.

Blass, Laurie and Pamela Hartman. 1999. *Quest: Reading and Writing in the Academic World*. Book 3. Mexico: McGraw Hill.

Grellet, Francois. 1981. *Developing Reading Skills: A practical guide to reading comprehension exercises*. New York: Cambridge University Press.

Kirn, Elaine and Pamela Hartman. 2002. *Interactions I – Reading*. 4th Edition. New York: McGraw Hill Companies, Inc.

Kirn, Elaine and Pamela Hartmann. 2002. *Interactions 2 – Reading*. 4th Edition. New York: McGraw-Hill Companies, Inc.

Mikulecky Beatrice S. & Linda Jeffries. (1996). *More Reading Power*. U.S.A.: Addison-Wesley Publishing company, Inc.

Mikulecky Beatrice S. & Linda Jeffries. (1998). *Reading Power*. U.S.A.: Addison-Wesley Longman, Inc.

Ramsay, James W. 1986. *Basic Skills for Academic Reading*. Englewood Cliffs, N. J.: Prentice Hall.

Seal, Bernard. 1997. *Academic Encounters: Reading, Study Skills, and Writing*. New York: Cambridge University Press.

And assorted articles from a variety of journals.

RECOMMENDATIONS:

- 1- You can bring a dictionary.
- 2- Please, turn off your cellular phone in class.