



CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO LECTIVO: I-2015

DOCUMENTO: Programa de curso semestral

CURSO: IO5003, Laboratorio de Comunicación Oral III **GRUPO:** 01 y 02

CREDITOS: 01

HORAS POR SEMANA: 02 (Martes o Viernes de 8:00 a.m. a 10:00 a.m.)

REQUISITO: IO5002, Laboratorio de Comunicación Oral II

CO-REQUISITO: IO5420, Comunicación Oral III

NIVEL: 2 año (III Ciclo) del plan de estudios

DOCENTE: M.Ed. Tamatha Rabb Andrews

HORAS ATENCIÓN ESTUDIANTES: Martes de 1:00 a 4:00 p.m

DESCRIPCIÓN DEL CURSO

El presente es un curso semestral práctico de nivel intermedio, que permite a los(as) estudiantes desarrollar y mejorar sus habilidades de escucha, comprensión y pronunciación. Este curso es complementario con el curso de Comunicación Oral III (IO-5420). Además, el curso ayuda a la entonación y ritmo en el idioma inglés y es a la vez una fuente de adquisición de vocabulario.

OBJETIVOS DEL CURSO

General	Específicos
1. Comprender y reproducir materiales en audio y video en idioma inglés a un nivel intermedio.	1.1 Mejorar la entonación y la pronunciación a un nivel intermedio 1.2 Expandir el vocabulario mediante el uso de material de audio 1.3 Avanzar en el dominio de la habilidad auditiva a fin de satisfacer los requerimientos en situaciones escolares o de trabajo. 1.4 Mejorar la pronunciación de oraciones o párrafos. 1.5 Aplicar técnicas de comunicación oral. 1.6 Mejorar técnicas de expresión oral. 1.7 Encontrar ideas principales y secundarias en párrafos dados. 1.8 Contrastar sonidos vocalizados. 1.9 Producir diferentes tipos de sonidos. 1.10 Usar entonación y ritmo adecuadamente. 1.11 Comprender cinco aspectos éticos en la comunicación.



CONTENIDOS DEL CURSO

- Advertising on the Air
- Separated by the Same Language
- Culture & Commerce
- The Art of Storytelling
- Personal Carbon Footprint
- To Spank or Not to Spank?

CONTENIDOS LINGUISTICS

Los(as) estudiantes escucharán materiales con pronunciación modelo, donde podrán repetir e incluso hacer algunas grabaciones. En otras ocasiones los(as) estudiantes leerán textos para practicar la entonación y el ritmo. Los y las alumnos(as) también llevarán a cabo varios ejercicios que incluyen la compleción de párrafos y la escucha de información vital en textos sonoros y grabaciones de discursos.

ACTIVIDADES

El curso se lleva a cabo en el laboratorio de idiomas. Durante las lecciones se realizan ejercicios de repetición, escucha y articulación controlada con el fin de aplicar los conocimientos teóricos con respecto de los segmentos consonánticos y vocálicos del inglés.

- Ejercicios de:
 - Leer
 - Escucha
 - Articulación controlada
 - Reconocimiento
 - Grabaciones
 - Interpretar
 - Respaldar las respuestas
 - Clasificar información
 - Deducir
 - Interpretar
 - Analizar
 - Lluvia de ideas

METODOLOGÍA

1. En este curso se propone utilizar una metodología ecléctica que es humanística, constructivista, cooperativa y participativa.

2. **Rol del estudiante:** Se espera que el estudiante negocie el significado e interactúe con sentido en el Nuevo idioma. El estudiante debe enfrascarse en situaciones donde la comunicación se da con frecuencia para el desarrollo de su competencia comunicativa. Los estudiantes deben participar en las actividades de clase según los principios cooperativos para el aprendizaje. Los estudiantes deben escuchar a su profesor y compañeros para poder realizar con éxito el trabajo individual y grupal.

La participación del grupo de estudiantes en clase es trascendental ya que cada uno es responsable de escuchar, repetir, comprender, reproducir, y explicar lo escuchado, definiendo vocabulario, resumiendo un discurso o analizando lo escuchado o visto.

3. **Rol del profesor:** El profesor es un facilitador que guía y ayuda mientras coordina y comunica. Es responsabilidad del profesor ser creativo y preparar materiales apropiados para el desarrollo de los contenidos utilizando materiales de audio y /o visuales para la clase.



NOTA: los cursos de laboratorio son de asistencia obligatoria. Cualquier ausencia debe ser justificada con un certificado médico. Cualquier ausencia injustificada implica que el o la estudiante pierda el curso.

EVALUACIÓN

Se realizarán un total de dos pruebas con un valor de 35%. Todas las pruebas se realizarán en el laboratorio y al menos una semana antes de cada prueba se especificará el material a ser incluido. Estas pruebas evalúan los temas y el vocabulario visto en clase. Estos pueden ser basados en material auditivo, orales, vocabulario o una mezcla de todos los anteriores.

Durante el periodo del curso, se aplicarán tres quizzes constructivistas con un valor de 10% cada uno. Estos quizzes monitorearán el aprendizaje del material del curso. Los quizzes constructivistas no solo proporcionan a los maestros información sobre los estudiantes, sino que también sirven para ayudar a los estudiantes a evaluar su propio aprendizaje.

FORMATIVE & SUMMATIVE ASSESSMENT	3 Constructive Quizzes at 10% each	30%
SUMMATIVE ASSESSMENT	Partial Exam II	35%
	Final Exam	35%

EXAMEN DE AMPLIACIÓN

En caso de que el estudiante obtenga una nota de 6.0 o 6.5, tendrá derecho de hacer un examen de ampliación, en el cual se evaluarán los temas estudiados en el semestre. Si aprueba este examen, su nota será de 7.0.



BIBLIOGRAFÍA OBLIGATORIO

- Solorzano, Helen S., & Schmidt, Jennifer P.L. (2009). North Star 3 Listening & Speaking (3rd edition). USA: Pearson Education, Inc.

BIBLIOGRAFIA COMPLEMENTARIA

- Baker, A., and S. Goldstein. (1990). Pronunciation Pairs: An Introductory Course for Students of English. U.S.A.: Cambridge University Press.
- Blass, Laurie and Pamela Hartman. (1999). Quest: Listening and Speaking in the Academic Word. Book 3. Mexico: McGraw Hill.
- Hanreddy, Jami and Elizabeth Whalley. (2002). Mosaic 1: Listening / Speaking. 4th Edition. New York: McGraw-Hill Company, Inc.
- Helgesen, Marc and Steven Brown. (2005). Active Listening-Building Skills for Understanding. 5th Edition. U.S. A.: Cambridge University Press.
- Jones, Leo and Victoria Kimbrough. (1990). Great Ideas. U.S.A.: Cambridge University Press.
- Knezevic, Miki and Brenda Wegmann. (2002). Mosaic 1- Reading. 4th Edition. New York: McGraw-Hill Company, Inc.
- Maurier, Jay. (1999). True Colors 3. U.S.A.: Addison Wesley Publishing Company.
- Molinsky, Steven J. And Bill Bliss. (1995). Communicator 2. U.S.A.: Prentice Hall Regents.
- Richards, Jack C. (1998). New Interchange 3. U.S.A.: Cambridge University Press.
- Merriam Webster Dictionary or any other good college dictionary such as The American Heritage, Webster's Collegiate, or Random House.
- Potter, Robert R. (1987). The World Anthology. New York: Globe Book Company, Inc
- Schecter, Sandra (1984) Listening Tasks. Cambridge University Press. N.Y.
- Solorzano, Helen S. (2004). North Star Listening & Speaking Intermediate. USA: Pearson Education, Inc.
- Wong, Mary S. (1998). You Said it- Listening/Speaking Strategies and Activities. New York: Cambridge University Press.
- Roget's 21st Century Thesaurus Dictionary



REGLAMENTOS

Por favor, recuerden que el reglamento de la universidad estipula clara y enfáticamente que los teléfonos celulares deben ser apagados durante la clase; por lo tanto, en las clases de laboratorio los estudiantes deben mantener sus teléfonos en sus bolsos, los cuales son guardados en el estante ubicado junto a la puerta.

Todas las ausencias deben ser discutidas con el profesor para poder continuar en el curso. De contar con una ausencia injustificada se perderá el curso. Una ausencia puede ser justificada con un certificado médico de un doctor de la UCR, o también con un certificado de defunción de un familiar inmediato. Sin excepción, la justificación debe ser entregada a más tardar en cinco días hábiles después de la ausencia.

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.

Tres llegadas tardías o ausentarse antes de que la clase termine en tres ocasiones equivalen a un ausencia injustificada.

Como siempre, trate de estar atento a cualquier cambio en el programa. _



CRONOGRAMA¹

GRUPO 01 y 02 (Martes o Viernes de 8:00 a.m. a 9:45 a.m.)

Month	Date	Contents	North Star Intermediate Listening & Speaking	Reading Selections
MARCH	10 th / 13 th	Organization of the Course Ethical Communication		"The Necklace" Guy de Maupassant
	17 th / 20 th	Theme: Advertising	Unit 1 Advertising on the Air	
	24 th / 27 th	Theme: Language	Unit 4 Separated by the Same Language	"A Walk to the Jetty" Jamaica Kincaid
APRIL	31 st / 3 rd	EASTER WEEK		
	7 th / 10 th	Theme: Tourism Quiz 1	Unit 5 Culture and Commerce	"Eco-tourism leaves print in Costa Rica: Unspoiled natural beauty and wildlife can still be found away from the hordes of tourists" Alex Hutchinson
	14 th / 17 th	PARTIAL EXAM I		
	21 st / 24 th	SEMANA UNIVERSITARIA Día Funcionario UCR Viernes 26		
MAY	28 th / 1 st	Friday, May 1st – Labor Day	Movie Comprehension: Pompeii	
	5 th / 8 th			"Abu the Wag" Scheherazade
	12 th / 15 th	Theme: Storytelling	Unit 6 The Art of Storytelling	
	19 th / 22 nd	Quiz 2		"The Enchanted Garden" Italo Calvino
	26 th / 29 th	Theme: Climate Change	Unit 9 Personal Carbon Footprint	
JUNE	2 nd / 5 th			"The Bet" Anton Chekhov
	9 th / 12 th	Theme: Punishment Quiz 3	Unit 10 To Spank or Not to Spank?	
	16 th / 19 th		Review	
	23 rd / 26 th	FINAL EXAM		
JULY	30 th / 3 rd			
	7 th	Grades will be posted by this date		

¹Este es un cronograma tentativo de las actividades que se realizarán durante el semestre, el cual está sujeto a lo que la profesor/a estime conveniente para alcanzar los objetivos del curso.



Ethical Communication: Communication is the lifeblood of human experience. It helps us to develop relationships, understand others and the world we live in. For better communication, understanding the obvious and the subtle issues relating to communication is necessary. The following are vital characteristics of ethical communication.

- Conveying the point without offending the audience:

While communicating to the audience, conveying the desired message to them in a significant manner is of primary importance. For instance, the employees in an educational institution can be asked to increase their efficiency in a demanding manner whereas school directors will feel offended if the same tone is used on them. There are different ways to explain the exact things to them in a much smoother manner.

- Maintain a relationship with the audience:

Maintaining the same wavelength with the audience is very important for a communicator to ensure the audiences feel at home. Experienced communicators immediately build a relationship based on trust with the audience as soon as they start speaking. Great orators such as Winston Churchill and Mahatma Gandhi always were able to maintain a relationship with their audience because they were masters at striking the same wave length of the audience.

- Avoid withholding crucial information:

In the modern era, information is vital for all decisions. Hence, it is vital for any organization to be cautious when communicating with the public. The communicated information should be absolute and all vital information must be conveyed appropriately. Purposely withholding crucial information might result in the public conceiving a bad image.

- Well organized value system:

In order to ensure that this concept is successfully practiced and understood in an organization, a well-organized value system must be established throughout the organization by the top management. If an organization functions on the base of value systems common to both the top management and the employees, mutual respect between them will be present. A sound and healthy value system can make way for ethical communication.

- Accuracy of information is necessary:

Any information that is to be passed on must be true and accurate. Communicating without checking the truth of the information can be highly dangerous for the organization. Identification of the source and testing the information is necessary before communicating it.

WAYS TO OVERCOME ETHICAL DILEMMA

- Message ahead of the person - Common good approach:

Most people in organization face ethical dilemma when they want to withhold crucial information because of conflict with an individual or a group. In such situations, importance should be given to the message to be communicated and not on the person or the group to which the message is to be communicated. Hence people should give priority to the common good of the organization rather than interpersonal or inter-group conflicts.

- Decisions that produce more good and less harm – Utilitarian approach:

When in ethical dilemma consider the effects of various alternatives after a certain period of time. Ethical decision is to choose the alternative which provides more good and less harm to the organization.



Eco-tourism leaves print in Costa Rica

Unspoiled natural beauty and wildlife can still be found away from the hordes of tourists

By Alex Hutchinson, CanWest News Service

On my first day in Costa Rica, a woman in San Jose explained to me why bus rides in outlying areas can sometimes take four hours to cover 40 kilometers.

"The geography is so hilly here that the only way to build roads is to dynamite the hills, but now we are all doing eco-tourism," she explained shrugging expressively. "So we're not allowed to dynamite the hills anymore."

It's a national sacrifice that has paid off: Costa Rica is the original eco-tourism success story, the home of innovations like zip-line tours through the rainforest canopy, and a world leader with 25 per cent of its land protected from development. About 1.7 million tourists visited the tiny country (population four million) in 2005, generating an estimated \$1.6 billion US in revenue, more than twice what exports of coffee and bananas bring to the country.

These days, everything from eating lunch to screaming through the woods on an all-terrain vehicle is branded as an eco-experience. But the balance between success and sustainability is a delicate one, and some of the country's most popular attractions now risk being overrun by tourists tripping over each other in their search for solitude and unspoiled natural beauty.

"Costa Rica is known as being the father of eco-tourism, as far as countries go," says Brian Mullis, the president of Sustainable Travel International, a Colorado-based advocacy group. "But since that time, they've lost market share to neighboring countries like Nicaragua, where there are far fewer tourists, and where it could be argued that the environment at some of the major sites is much more pristine."

My girlfriend and I went to Costa Rica for two weeks in early December, at the tail-end of the rainy season. Even though that's a bit before the tourist high season, which spans the dry months from mid-December to April, we found that some of the "must-see" destinations were disappointingly crowded.

But we also found plenty of places protected by remoteness, bad roads, or arduous hikes, where the wildlife and the landscape were every bit as stunning as at the big destinations. You don't have to veer too far off the beaten tourist track to recapture the original spirit of eco-tourism -- and with a bit of extra planning you can help ensure that your presence doesn't make things worse.

The signs posted at the entrance and along the trails of Manuel Antonio National Park are clear and multilingual: "Do not feed the monkeys!" The problem is bad enough that the authorities have even begun publishing the names and photos of people caught breaking the rule in the local paper.

So perhaps we shouldn't have been surprised when, as we hiked along the park's main trail, an enterprising capuchin monkey jumped on my girlfriend's back and started tugging at the zipper of her



backpack. Or when, a few minutes later, a coati (a raccoon-like animal) dashed out of the undergrowth and snatched a packet of cookies literally from my hands.

That was a low point: aside from the negative ecological impact, I was pretty hungry at the time.

Manuel Antonio is the most visited park in Costa Rica. Along with monkeys, there are sloths, iguanas, toucans and more than 350 other species of birds in the rainforest and along the rocky coastline. But the word we heard most often to describe it from travelers and locals in other parts of the country was Disneyland. The narrow trails are so congested that regular traffic jams occur whenever someone stops to contemplate the sadly tame animals.

To its credit, the Costa Rican government is trying to save the park from the perils of its own success. It has capped the number of daily visitors at 600 (800 on weekends and holidays), and the park is closed on Mondays to give the animals a breather.

In contrast, just 40 kilometers south along the coast from Manuel Antonio, we went to a wildlife refuge called Hacienda Baru where the monkeys actually seemed surprised to see us. The difference: a bone-jarring unpaved road that took more than three hours by bus.

We spent about five hours at Hacienda Baru, which is just outside the laid-back surfer town of Dominical, hiking the trails and taking a guided zip-line tour through the rainforest canopy. We saw far more animals than people -- just one group. And our guide showed us how to poke a stick into a termite nest to get a snack (termites have a nutty, almost peanut-butter taste if you crunch them with your teeth, we discovered), and how to use live leaf-cutter ants to suture a cut. It was everything we had hoped Manuel Antonio would be.

We had stumbled on an important fact of Costa Rican travel: the farther south you go, the more unspoiled the surroundings are. In the northern part of the country, heavily developed beach resorts dot both the Pacific and Caribbean coasts. While most airline flights still head to San Jose, in the middle of the country, the airport in Liberia started accepting international flights in 2003, providing even more direct access to the northern resorts.

Instead of going south, you can also go up. We climbed Mount Chirripo, the highest point in the country at more than 3,800 meters, spending the night in a refuge built into the rock two hours below the summit. At the top, on a clear day, you can see both the Pacific Ocean to the west and the Caribbean Sea to the east. Located about three hours southeast of San Jose, it's not too remote -- but the hike to the refuge, advertised in guidebooks as about eight hours one-way (it took us considerably less), keeps the crowds down.

It's not that having other people around is, in itself, bad. In fact, we shared the mountain refuge with about 40 other hikers, mostly Costa Ricans and Germans. Perhaps because it was a self-selected



group willing to tackle the long trail, but we found them to be a very friendly bunch, appreciative of their surroundings and respectful of the trails, which were free of garbage and tame wildlife.

The presence of tourists, paradoxically, is often crucial to preserving rainforest and other wilderness. Both Manuel Antonio, in 1972, and Corcovado, in 1975, were declared parks at the last possible moment, with bulldozers and loggers waiting at the threshold. With a little foresight, says Mullis of Sustainable Travel International, it's possible to use your tourist status as a force for good to preserve more wilderness is preserved and to spread the economic benefits among the local community.

Mullis suggests calling ahead to potential lodgings to ask about their sustainability policies. For instance, the Inn at Coyote Mountain uses wind energy, grows its own organic fruits and vegetables and hires all its staff locally.

The prices at upscale eco-lodges might make a sparkling conscience seem like a luxury. But many of the same steps are being taken by less expensive lodges, Mullis says.

And another option is to try community-based tourism: "You can stay with local people for a fraction of the cost of a four-star lodge, and you know that you're contributing to the local economy and keeping money in the country."

After two weeks there, my own advice can be distilled to two basic points.

First: go, if you get the chance. It's beautiful. Second: put in the extra effort to visit places off the usual tourist routes. It may be the only way to keep the Cheeto-starved monkey off your back.

IF YOU GO:

- Where to stay: Community-based tourism gets you out of the usual tourist traps, and into rural communities where you will be hosted by local people. You may find lodging for as little as \$15 a night, but the real value comes from the local tours, which typically cost an additional \$30 to \$50. To explore the options, Brian Mullis of Sustainable Travel International suggests the following websites: www.ActuarCostaRica.com and www.KeyToCostaRica.com.

Manuel Antonio, the town next to the national park, is full of tourist traps. But it also boasts La Posada Jungle Bungalows (www.laposadajungle.com, 1-506-777-1446), which combines luxuriously appointed rooms and cabins bordering the park with the friendliness of a B&B. Owner Mike Auvil is a consummate guide to the area. And as un-Costa Rican as it may sound, don't leave without trying the thin-crust pizza. Rates start at \$50 US a night, \$90 in high season.

Or try Hacienda Baru (www.haciendabaru.com, 1-506-787-0003) in addition to, or even instead of Manuel Antonio National Park.

- Where to eat: Start with the simple: sodas are inexpensive restaurants found throughout the country, serving *casados*, a typical meal of rice, beans, vegetables and meat, for as little as \$2 or \$3. Our



favorite was the unpretentious Soda Nanyoa (on the main road in the surf town of Dominical, 1-506-787-0164): cheap but reliably good, also great for breakfast and fresh fruit smoothies.

Down the road and a step up the status ladder is Maracatu (1-506-787-0091), billed as "natural tropical cuisine." In contrast to every other tourist place in the country, their casado is advertised as non típico, or "not typical" -- instead, it boasts brown rice and organic greens. The fresh, locally caught ahi tuna we had here was the culinary highlight of the trip.

A typical entree goes from \$5 to \$10.

For a more upscale excursion, Le Monastere (www.monastere-restaurant.com, 1-506-289-4404) is located on a mountaintop overlooking the sprawling capital, San Jose. The building is a former monastery abandoned for decades; the cuisine is French and fairly expensive (\$10 to \$20 for a typical entree, but you can easily spend more). On the lower level is a bar and grillroom: less formal, less expensive, the same romantic view.

- What to see and do: If you've always dreamed of hanging 10, Costa Rica is a great place to try surfing -- even for a complete beginner. A two-hour private lesson goes for \$35 US per person, and by the end of the lesson you should be able to stand up -- however briefly -- as you catch a wave. Worth it even if you never do it again.

To get away from the feeling that everyone is following the same guidebooks that you are, check out some of the local guides and small-scale eco-tours listed at www.earthfoot.org