

University of Costa Rica
School of Modern Languages
LM-1246 Reading Comprehension

COURSE OUTLINE

Name: Reading Comprehension	Requisites: LM-1002
LM-1246	Co-requisites: none
Credits: 2	Type: B.A. in English and B.A. and Profesorado in English Teaching
Schedule: 3 hours / week 6 hours / week out-of-class work	16 weeks Modality: on-site
Level: Second Year Professor: M.A.Ed. Yitsy Andreína Mora Elizondo. E-mail: YITSY.MORA@ucr.ac.cr	Cycle: Third semester of the major

I. Description:

Reading Comprehension is a course designed to develop efficient reading habits and the skills necessary to become active, fluent readers of a variety of written texts. The course is targeted for second year students, who will enhance the reading skills developed in the courses LM-1001 and LM-1002. The course is taught from a strategic approach to reading and prepares students for more advanced reading tasks in third-year courses. This group meets face-to-face during the second semester of 2024.

II. General Objective:

Approach different reading materials with pleasure and confidence by using reading strategies that are appropriate to the type of text.

III. Specific Objectives:

Extensive reading

- a. Learn to read by reading
- b. Increase reading rate
- c. Develop reading fluency
- d. Become enthusiastic about reading in English
- e. Develop critical thinking skills
- f. Select appropriate reading strategies
- g. Get the gist

Intensive reading

- a. Become cognitively aware of the processes they use while reading different types of genres
- b. Use skimming and scanning when appropriate
- c. Argue for and against a topic
- d. Use non-text information (charts, diagrams, pictures) to increase understanding
- e. Identify meaning from context
- f. Understand inferences
- g. Develop vocabulary learning strategies
- h. Use the dictionary appropriately
- i. Improve reading rate and reading comprehension skills
- j. Recognize grammar structures

IV. Contents

Understanding the reading process

- a. Monitoring comprehension and evaluating the use of strategies
- b. Applying the skills and knowledge students bring from their first language

Pre-reading activities

- a. Activation of previous knowledge
- b. Use of the titles, subtitles, images, first and last paragraphs to predict the content

Making sense of the text

- a. Reading strategies
- b. Guessing meaning from context
- c. Making inferences
- d. Predicting and previewing
- e. Scanning
- f. Understanding details and main ideas
- g. Understanding reference words
- h. Identifying synonyms and antonyms
- i. Skimming
- j. Developing reading fluency
- k. Understanding non-literal language
- l. Recognizing pronoun reference

Understanding the characteristics of the text

- a. Functions, purpose, and structures of texts
- b. Concept maps
- c. Tone, point of view, authors' attitude
- d. Topic sentence and supporting details
- e. Patterns of text organization (cause & effect, comparison & contrast, classifying)
- f. Facts vs. opinion
- g. Figurative vs. literal language

Vocabulary skills

- a. Using the dictionary
- b. Recognizing word building
- c. Using prefixes and suffixes
- d. Organizing vocabulary in word families
- e. Coherence devices

Post reading

- a. Reading critically
- b. Reacting to a text
- c. Personalizing the reading

V. Methodology

The professor will lecture on the topics of the course and students will then put into practice what they have learned by applying it to the texts assigned for either individual or group. Class time will also be used to discuss and analyze the reading material. Student preparation out of class and participation in the class are fundamental for successful completion of the course since the free exchange of ideas and opinions both facilitates and enhances assimilation of the course content.

Students are expected to read all assigned materials at home before their participation in class activities, which include (but are not limited to) class discussions, group and individual classwork, forums, and completion of worksheets. The professor, as a facilitator, will explain, clarify, and expand information as necessary, and guide students in the analyses and discussions of the material assigned.

Extensive reading will take place outside the classroom. Students will read a novel, and they will engage themselves in intensive and extensive reading. They will understand the concepts of strategic reading by activating prior knowledge, cultivating vocabulary, developing reading comprehension, increasing reading fluency, verifying reading strategies, and evaluating progress.

For the development of this course, instructors will make use of diverse means for teaching and learning. Hence, students are accountable for making a conscientious use of all learning opportunities that are offered. Consequently, punctuality in task completion, commitment and honesty in the teaching-learning process are essential.

This course is face-to-face during the current semester. However, the low virtual component will be managed through www.mediacionvirtual.ucr.ac.cr, where each course instructor will be able to publish resources to support pedagogical needs and students will have to upload some assignments at the behest of each instructor.

VI. Evaluation

Quizzes and/or Assignments	30%
Exam I*	30%
Exam II*	30%
Reading project	10%

- All content covered in class (strategies, readings, etc.) will be evaluated.
- The content of the novel (extensive reading) will be evaluated in exams and/or quizzes.
- *There will not be any make-up tests or presentations except for the special cases specified in the *Régimen Académico Estudiantil*.
- Students should become familiar with the *Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica* and pay special attention to the section regarding plagiarism.
- No late projects will be accepted.
- When deemed desirable, instructors may use artificial intelligence (AI) for pedagogical purposes. Examples of such use could be having a discussion with ChatGPT about the effective acquisition of reading strategies or about how reading skills can develop other language skills such as writing, speaking or vocabulary enlargement. **Nonetheless, students should be very careful when resorting to AI for graded assignments when the purpose of the evaluation is to assess learners' own ability to produce original work.** In such cases, the use of AI will not be tolerated.

Exam Dates

The two exams will take place during class hours in each group.

Required Materials

Anderson, P.; Cullen, J.; Jordens, R. (2015). *On Point 3*. Compass Publishing.

Lowry, Lois (1993). *The Giver*. Houghton Mifflin.

A monolingual learner's dictionary: *Webster, Cambridge, Longman, Oxford or MacMillan*.

Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica

REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL

ARTICULO 4. Son faltas muy graves:

- g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.
- j) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.
- k) Presentar como propia una obra intelectual elaborada por otra u otras personas, para cumplir con los requisitos de cursos, trabajos finales de graduación o actividades académicas similares.

ARTICULO 5. Son faltas graves:

- c) Copiar de otro estudiante tareas, informes de laboratorio, trabajos de investigación o de cualquier otro tipo de actividad académica.

ARTICULO 9. Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

- a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.
- b) Las graves con suspensión de quince días lectivos a seis meses calendario.

ARTÍCULO 22. Debe observarse el siguiente procedimiento, en relación con la calificación, entrega e impugnación de los resultados de cualquier prueba de evaluación, salvo disposición expresa en contrario:

- a. El profesor debe entregar a los alumnos las evaluaciones calificadas y todo documento o material sujeto a evaluación, a más tardar diez días hábiles después de haberse efectuado las evaluaciones y haber recibido los documentos.

Facultad de Letras
 Escuela de Lenguas Modernas
 LM-1246 Reading Comprehension
 II-2023

Tentative Course Syllabus

Week	Content and assessments
WEEK 1 Marzo 11-15	Course Syllabus Tentative course timetable discussion Introductory reading activities Reading strategy: Scanning and skimming, guessing meaning from context, and word formation Reading skill: previewing and predicting On Point 3 (Unit 1): Reading 1: Early Adopters Fall into a Costly Trap Reading 2: The Fun—and the Power—of Being an Early Adopter
WEEK 2 Marzo 18-22	Reading strategy: Parts of speech, referents and expletives, analyzing the author’s point of view, word function On Point 3 (Unit 2): Reading 1: Finland’s Schools Flourish in Freedom and Flexibility Reading 2: Aiming High: Education and Economic Growth in Singapore
Marzo 25-29	SEMANA SANTA
WEEK 4 Abril 1-5	Reading skill: asking questions while reading On Point 3 (Unit 3): Reading 1: Breaking Free of 9 to 5 Reading 2: How Companies can Keep Their Talent
WEEK 5 Abril 8-12	Reading strategy: topic, topic sentence, main idea, and supporting details Reading skill: comparing and contrasting On Point 3 (Unit 4): Reading 1: Nanotechnology World: Nanomedicine Offers New Cures Reading 2: Drive My Car ... Please QUIZ 1
WEEK 6 Abril 15-19	On Point 3 (Unit 5): Reading skill: recalling and extracting information Reading 1: Return of the Coin Artist: Tips to Protect Yourself
WEEK 7 Abril 22-26 “Semana U”	Reading 2: Scammers Choose Their Victims Wisely Discussion of novel: part I

WEEK 8 Abril 29-Mayo 3 Día del Trabajo: Miércoles 1 de mayo	
WEEK 9 Mayo 6-10	EXAM I
WEEK Mayo 13-17	Reading skill: identifying rhetorical patterns On Point 3 (Unit 6): Reading 1: How to Maximize Your Memory Reading 2: Everyday Tips for A Better Memory
WEEK 10 Mayo 20-24	Reading skill: identifying rhetorical patterns On Point 3 (Unit 7): Reading 1: Are Malcolm Gladwell's 10,000 Hours of Practice Really All You Need? Reading 2: The Truth About Talent: Can Genius Be Learned or Is It Preordained? QUIZ 2
WEEK 11 Mayo 27-31	Reading skill: Determining importance, Facts & Opinions On Point 3 (Unit 8): Reading 1: How Being an Optimist or a Pessimist Affects Your Health Reading 2: Hooray for Pessimism QUIZ 3
WEEK 12 Junio 3-7	Reading skill: Monitoring and clarifying understanding, Inferences On Point 3 (Unit 9): Reading 1: Generation Boomerang: Children Who Go Back to Mom and Dad Reading 2: Boomerang Kids and Living Independently
WEEK 13 Junio 10-14	Reading skill: Summarizing On Point 3 (Unit 10): Reading 1: Girls feel more anger when friends offend Reading 2: Male and female friendships: Shoulder-to-shoulder vs. Face-to-face QUIZ 4
WEEK 14 Junio 17-21	Hand in group project Discussion of novel: part II
WEEK 15 Junio 24-28	EXAM II
WEEK 16 Julio 1-5	FINAL GRADES

WEEK 17
Julio 8-12

Ampliación EXAM