

Universidad Latinoamericana de Ciencia y Tecnología

ULACIT - Elective Courses with Costa Ricans

	Course Name	Language of Instruction	Course Description
	Spanish Structure	Spanish	This course offers students a general knowledge of linguistic structures in our language, this through the adequate review of the main aspects in the areas of semantics, lexicon, syntaxis, morphology, phonology and phonetics Spanish. It searches for students to reach a conscious mastery of communication, which we use reflexively.
	Grammar I	English	This course focuses on developing a solid core of basic English grammar skills for beginning learners of English. In particular, it covers the structure of declarative, interrogative and imperative sentences; simple present, past and future forms as well as present continuous; pronominal forms; possessive constructions (have-possessives, genitives, of-possessives); nominal plural formation; simple conjunctions.
	Spanish writing and style	Spanish	Spanish Writing and style complements the academic formation of a student in the area of Humanities, is an introductory course that belongs to the curricula of all the programs offered by ULACIT. The course goals are oriented towards the importance and creative application of oral and written communication in accordance with the Spanish language rules. The sub-goals are aimed at developing the ability to communicate properly, increasing argumentative text production, raising awareness of the linguistic standards of Spanish, encouraging creativity in the process of writing and argumentation, engaging students in critical and analytical reading and improving the ability to self-correct linguistic errors.
	Grammar II	English	This course reviews basic word order and simple tenses, and introduces the students to a variety of higher-level grammatical constructions, with a particular focus on developing the students' ability to use simple, continuous and perfective forms, complex & compound sentences, modal verbs, rules of capitalization, rules of terminal and internal punctuation.
	Composition I	English	The writing component of this course introduces the students to the North American paragraph structure (topic-ideas with support-conclusion; various types of logical organization). Students will conduct basic Internet searches and use word-processing software to write, edit, and give format to written assignments. The reading component of this course focuses on developing the students' ability to read a variety of materials on familiar and unfamiliar topics; to identify main ideas and factual information; to identify transition words to
	Grammar III	English	This course includes a thorough review of the English tenses and aspect system as well as basic principles of capitalization and punctuation. The course focuses on complex and compound sentences (including relative clauses and embedded questions), conditional forms, passive, gerunds, infinitives, and perfective forms with modal verbs.

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E n g l i s h	Introduction to curriculum	English	This course provides the basis for all instructional planning in the schools or other learning settings. Four essential questions regarding curriculum frame the course: What is it? Where does it come from? How is it developed? What makes it work? The course approaches curriculum design and development as a learning-centered decision-making process. Through assignments and projects, candidates apply principles of “backward design” to plan instruction on all levels and across content areas are key. Attention is also paid to the impact and influence of core values, diversity, inclusion, learning differences, and human development in curriculum design. Students develop a mindset for using data and results to adjust and refine curriculum design. In summary, this course examines the theoretical background, and practice-based information and skills necessary to design and critique appropriate and effective curriculum in any setting at any level.
	General didactics	English	The primary purpose of this course is to help students gain confidence and expertise as classroom instructors. This goal will be accomplished in several ways: students will acquire knowledge in teaching approaches and methods by reading the required texts, supplemented by articles in the second language acquisition field; develop skills in critical analysis of pedagogical approaches; learn through analysis and practice how to design activities for teaching and testing, including use of the multimedia and the Internet; get feedback on their own teaching from a class observation by the professor; sharpen observation skills through self-analysis of videotaped classes and analyses of the classes of others; and reflect on their own teaching philosophy and practices by preparing a teaching portfolio that contains artifacts related to teaching and their reflections about them.
	Learning and cognition	English	In this course, students are exposed to several different theoretical perspectives on learning, cognition, and cognitive development: No single theory can account for all aspects of human learning. By looking at a variety of theories, students are able to identify a range of tools that may be useful in understanding learning and teaching in a variety of settings. Students should become conversant with the basic assumptions, concepts, and principles of each theory; determine the possible implications of each theory for instructional settings; be able to compare and contrast theories and their usefulness in the various settings of interest to them and other professionals in education; as well as create and revise their own theories of learning and motivation.
	Theory of bilingual education	English	This course is an introduction and general review of the most widely used theories and factors involved in the learning of a second language: principles and priorities in methodology, the role of context in comprehension and learning, the approach to listening and reading; development of oral and written proficiency, teaching for a cultural understanding, and classroom testing.
	Composition II	English	The course is designed for students who are non-native speakers of English at a low advanced level. Students will become familiar with the various stages of the process of writing and develop strategies for reading and writing various models of academic discourse. Overall, students will be able to use what they have learned in this course to participate successfully in academic reading and writing tasks throughout their university experiences at ULACIT. Students will participate in a variety of reading and writing tasks that will enable them to: (a) define the subject, purpose, audience, and appropriate organizational structure for written compositions; (b) revise and reshape their writing to improve ideas, organization, language use, vocabulary and mechanics; (c) identify and correct structural and grammatical errors within their written texts; (d) select sources, take notes, and acknowledge sources to support ideas, using the library to conduct library research; and, (e) become better writers in preparation for their educational careers.

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T e a c h i n g a n d T r a	Psychology applied to education	English	This course is an introduction to the application of psychology to the problems of education in a variety of educational settings. It examines the theoretical and applied aspects of learning, motivation, human development, personality, measurement and evaluation.
	Learning assessment	English	The course deals with the concepts important to the measurement and assessment in education. Discussion of types of informal and formal assessment; the purpose of assessment; the development and use of valid, reliable, objective assessment instruments, including paper-and-pencil tests and performance assessment; the selection of tests, administration, scoring, grading and interpretation of test scores; and the use of assessment information are the main topics. At the end this course, the students will be able to: understand the importance and place of educational assessment in teaching learning process; define and describe various concepts related to educational measurement and assessment; use various types of classroom tests in accordance with the course objectives and nature of content; appreciate qualities needed to determine the
	Desing and use of instructional technology	English	An introduction to the integration of technology in the schools focusing on how instructional technology affects and advances learning. Topics include principles of integrating technology to strengthen the curricula, instruction and assessment; selection of software and other technological materials; uses of technology for collaboration with school-related audiences; issues of digital equity and ethics; and strategies for using digital technology with special needs populations.
	Literature I	English	The course discusses issues such as sound and rhythm, imagery and figurative language, voice, the way characters are portrayed, as well as the importance of setting and plot structure. Students will examine the language and structure of a text, as well as the ideas or feelings it expresses, and investigate the intricate links between form and content. In-depth analysis compels students to read differently and examine the connection between the ideas expressed and the way in which they are expressed. This course will enable future ESL teachers to use literature to enrich English language instruction.
	General linguisitcs	English	This course is an introduction to the empirical study of human language. It introduces students to the core subfields of linguistics (phonetics, phonology, morphology, syntax, and semantics/pragmatics), focusing on the essential formalisms and analytical techniques needed to pursue more specialized coursework in the field.
	Teaching pronunciation	English	This course, for teachers who deal with speakers of other languages, integrates research and theory on the acquisition and development of pronunciation, as well as current pedagogy, to enable them to construct their own principled theory of teaching pronunciation. Students are introduced to the characteristics of the consonant and vowel systems of English. In addition, students are introduced to variations in the production of consonants and vowels by speakers of languages other than English. Students are expected to understand and to be able to describe the stress rhythm, and intonation of English as well as the adjustments that are made in connected speech. Students will learn how grammar and orthography influence the pronunciation of phonemes. They will also learn how to diagnose an individual's difficulties in the production of North American English and will learn how to develop appropriate curriculum.
	Teaching writing	English	The course provides an overview of the theory and practice of writing in a second language. It examines distinctions between first and second language writing and major issues and dilemmas within the field, including composing processes, error correction and feedback, contrastive rhetoric, culture, course design, and plagiarism.

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translation

Teaching grammar	English	In this course, students will apply their grammar knowledge to teaching those structures within a communicative framework in meaningful, authentic lessons. Students will gain awareness of the functions that grammar fulfills in oral and written communication and will learn to design effective grammar teaching activities within a communicative context. Depending on students' interests and previous linguistic and teaching background, a selection of the following English grammar areas will be examined: modals, interrogatives, articles, count and non-count nouns, conditionals, infinitives, gerunds, prepositions, phrasal verbs, etc.
Theory and practice of English to Spanish translation	English	Translating a document from the English language to its Spanish version at a professional and complex level requires the development of a series of linguistic and literary skills from the student. In the course "Theory and Practice of English-Spanish Translation", students analyze the relationship of the theoretical aspects of a translation with its practical application in different settings and disciplines, while designing a valid and reliable product preserving the original purpose of an author of an article or written document. Throughout the course, students practice a set of exercises analyzing the English-speaking context in which the text was originally written in order to interpret the purpose of that author in the Spanish language.
Advanced speaking skills	English	This course covers the theory and practice of public speaking. Building on ancient rhetorical canons while recognizing unique challenges of contemporary public speaking, the course guides students through topic selection, organization, language, and delivery. Working independently and with peer groups, students will be actively involved in every step of the process of public speaking preparation and execution. Assignments include formal speeches (to inform, to persuade, and to pay tribute), brief extemporaneous speeches, speech analyses, and evaluations.
Theory and practice of Spanish to English translation	English	The production and development of a translation from the Spanish language to its English counterpart requires a meticulous and thorough analysis of the adequate theoretical aspects to interpret the message from an author to a different setting and culture. In the course Theory and Practice of Spanish-English Translation, students implement strategies and techniques to analyze and apply the theory in practical translation exercises of texts and documents in the English language. To develop abilities and skills in the field of translation, the student requires the assessment of features and cultural customs from the target audience to convey the original message in a document written in the English language.
Theory and practice of English Language Instruction	English	The course provides observation and supervised teaching experiences in classroom and other contexts involving the teaching of English to speakers of other languages. Meetings provide opportunities to debrief and to consult on teaching practice; help students connect theory, methods and practice; and support the professional teaching portfolio process.
Literature II	English	This course provides an in-depth analysis of key British and American landmark works of the 19th and 20th centuries. It examines the development of this literature in the context of British and American cultural and intellectual history and of Western literary tradition. This course also introduces students to literary forms and conventions characteristic of this period, so that students may eventually be able to employ literature to teach English language learners.
Contemporary American culture and society	English	This course is an introduction to American cultural studies, its theories, and methodologies. Topics may include: religion and politics; transnationalism; gender and sexuality; class, labor and consumption; race and ethnicity. The course develops students' abilities to interpret cultural texts, to make and evaluate historical and literary arguments, and to situate contemporary cultural debates in larger historical and theoretical frames.

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	Phonetics and phonology	English	This course will introduce students to the basic concepts in articulatory phonetics, including the physiology of articulation, phonetic characterization of individual speech sounds, stress at the word and sentence level, intonation patterns, rhythm and blending. The course will also give an overview of principles in modern phonology, including the phoneme, natural classes, distinctive features and phonological rules (allophonic and morphophonemic). Students will apply this knowledge in examining and developing methods and techniques used to teach second language learners of English.
	Simultaneous and consecutive interpretation workshop	English	Interpreting complex activities such as conferences and presentations, as well as informal activities like conversations or chats, requires the acquisition and development of a set of techniques and procedures to convey the original message at a high level of reliability. Unlike the translation of written documents, interpreting requires a higher capacity of the transfer of ideas and information from a first language to a second one with less time available. Thus, in the Simultaneous and Consecutive Interpretation Workshop, students develop abilities to interpret oral presentations and speeches belonging to different areas in diverse contexts with skills and validity.
	Literary translation	English	According to Vázquez-Ayora (1977), the purpose of translating a literary text to a second language must provoke the same effect that the original version should have produced in a reader in its mother tongue. The Literary Translation Workshop requires students to implement their knowledge and skills in morphology, syntax, vocabulary, and semantics in the production of the translation of a complex literary text written either in English or Spanish into a second language accurately and keeping the original purpose. Students analyze short stories, poems, and novels produced by remarkable writers of the American, British, Spanish, and Latina American literature to design a trustworthy translation that interprets the original message of the authors of a specific literary text.
	Technical-scientific terminology	English	Science and technology have experienced a massive development and multiple advances in the last decades. As a result, English has become the official language of publications coming from scientific findings around the world and of the implementation of workshops and meetings from different areas of human knowledge. The course Technical-Scientific Terminology allows students to implement the technical and scientific terminology in the translation of different texts and academic articles published especially in English or the translation of specialized vocabulary originally produced in Spanish into its English form. Throughout the course, students design the translation of scientific articles from different areas of knowledge.



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