ESL0410

Instructor Information
Instructor: Ayse Nur Miskioglu
Office Location: Walker Hall 313
Telephone: Office – 487 3230
E-mail: anmiskio@mtu.edu
Office Hours: MTWRF 9:00 am to 10:00 am
MTW 3:00 pm to 4:00 pm

Course Identification
Course Number: ESL0410
Course Name: Advanced Reading I
Course Location: Walker 0139
Class Times: MTWRF 2:05-2:55

ESL0411

Instructor Information
Instructor: Michael Barton
Office Location: 315 Walker Arts and Humanities
E-mail: mabarton@mtu.edu
Office Hours: TR 3:00pm-4:30pm or by appointment

Course Identification
Course Number: ESL 0411
Course Name: Advanced Vocabulary I
Course Location: Walker
Class Times: MWF 12:05 – 12:55

Course Description/Overview For students of English as a second language, not for native speakers of English. Emphasis is on preparing students for academic study through the development of effective reading strategies, note taking, inferring, summarizing, critical thinking and discussion.
Course Goals

To prepare students for American university coursework for the purpose of developing their English reading competence in text processing, fluency and accuracy, and vocabulary expansion in academic rhetorical modes in adapted academic texts.

Course Objectives

Students will practice:

Reading and Comprehension

1. examining graphs and charts to answer comprehension and discussion questions
2. reading and analyzing adapted academic texts

Fluency

3. developing reading fluency and accuracy in a timed environment

Reading Strategies

4. developing academic reading strategies including annotating, paraphrasing, and summarizing different lengths of adapted academic text
5. applying text-processing strategies for reading an adapted academic text such as previewing, scanning, skimming, predicting, making inferences, drawing conclusions, using headings, and identifying topics
6. evaluating the function of cohesive devices such as repetition, pronoun references, parallel structures, and transitions in text
7. conceptualizing patterns of rhetorical organization such as causal analysis, argumentation, and classifications

Vocabulary

8. developing academic vocabulary through self-study strategies such as using monolingual dictionary and analyzing key words and language elements

Student Learning Outcomes

*Bolded items are essential outcomes for achievement. All outcomes need to be met for advancement.

Students will be able to:

Reading and Comprehension

1. discuss and respond to graphic information
2. identify and analyze the author's tone, purpose, and targeted audience
3. distinguish the main ideas and supporting details

4. distinguish fact from opinion

5. identify common types of supports in arguments, common logical fallacies, and opposing points of view

Fluency

6. improve reading speed and accuracy as measured by diagnostic results

Reading Strategies

7. write summaries that paraphrase the main ideas and major details of texts

8. read and comprehend academic texts by applying text processing strategies

9. identify transitional signals and understand their function

10. analyze complex rhetorical modes

11. determine the function of cohesive devices

Vocabulary

12. guess the meaning of vocabulary using word forms, grammar, and contextual clues

Vocabulary Lab

13. differentiate between academic and non-academic language

14. infer the meaning of academic vocabulary using word forms, grammar, and contextual clues

15. utilize synonyms and antonyms to expand vocabulary
16. deconstruct words to analyze roots and affixes to understand meaning of vocabulary

17. classify different word forms of academic vocabulary and apply them in context

18. distinguish between negative and positive connotations of vocabulary

19. recognize collocations in context

Course Resources

Course Website(s)
- Canvas(https://mtu.instructure.com/login)

Cambridge Dictionary of American English

Other Course Resources:  www.msn.com
www.bbc.com
www.npr.org
www.marketplace.org
www.sciencefriday.com
http://www.manythings.org/mp/m09.html
http://www.readthebooks.com
http://www.englishvocabularyexercises.com/

Instructional Methods: Students read variety of articles from the text books and different published sources, analyze the reading material, participate in debates, class discussions or problem solving tasks and respond to the works both orally and in writing.
Grading Scheme

Grading Policy
Grades will be based on the following:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>SSR</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Lab Course</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL Post-Test</td>
<td>20%</td>
</tr>
<tr>
<td>Reading and Vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

| Total Percentage | 100% |

Grading System
All ESL courses are pass-fail courses. Credits will be given but the grade in this class will not be used in the computation of University grade point average (GPA). See description below:

- **S** (satisfactory)—credit given, no grade points, and not included in student's GPA; given for courses taken under the Pass-Fail option. A grade of S is given for work equal to letter grades of A to C.
- **E** (effort unsatisfactory)—no credit, no grade points; given for courses taken under the Pass-Fail option. A grade of E is given for work equal to letter grades CD to F.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>80% &amp; above</td>
<td>Pass</td>
</tr>
<tr>
<td>E</td>
<td>79% &amp; below</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Fail: Repeat the course/ Pass: Achievement and Advancement
If you fail the course:

- Repeat the course: students who earned a grade of 79 or lower repeats Advanced I
- Students who fail a class will be required to sign a Learning Contract. Learning contracts place failing students on probation and this ensures that the student has a plan for passing the class the second time. Any student who fails the same class three times will be placed on academic suspension.
If you pass the course:

- Achievement: students who earned a grade of 80 or higher and have met all of the achievement learning outcomes but not the advancement outcomes will be promoted to Advanced II

- Advancement: students who earned a grade of 80 or higher and have met all the learning outcomes will be promoted to Transitional

- See Appendix 2, page 8 for a list of student learning outcomes

**Course Policies**

**Attendance: Come to all class sessions.**

- Attendance is required in every class. Students need to be in class and be engaged in order to benefit from instruction. If you need to miss a class, email the instructor as soon as possible before class. If it is an excused absence, a proof of the reason in writing (i.e. a doctor’s note) is required.

- A student with one unexcused absence will receive a warning from the instructor. A student with two unexcused absences will receive another warning and be required to meet with the Assistant Director. A student with three unexcused absences will be required to meet with the Program Director.

- If you have more than three unexcused absences, you will be reported to the International Programs and Services (IPS) office. The United States immigration rules require students to attend classes. Not attending classes regularly may result in the loss of your Michigan Tech student status.

- Make up assignments, tests, quizzes, and presentations will not be given unless arranged in advance. If you are absent, you are responsible for finding out what homework or classwork you missed.

**Lateness: Come to class on time.**

- If you arrive to class late you should quietly enter and take your seat without interrupting the class. If you arrive 10 minutes late or more, it will be counted as an unexcused absence.

**Disruption: Participate in class and respect others.**

- All students should participate actively in class and respect others. You should only use electronic devices (cell phones, tablets, laptops) when the instructor tells you to do so for a classroom activity. If you continue to be disruptive you will be required to meet with the Program Director.

**Assignments: Hand in homework on time.**
• Major assignments: 10% will be deducted from assignments turned in late on the due date. If turned in 1 day after the due date, 20% will be deducted. Later submissions will not be accepted.
• Minor assignments: Minor assignments will not be accepted late and will automatically receive a 0% if not turned in on the due date.

**University Policies**

Academic Integrity:
http://www.mtu.edu/dean/conduct/policy/academic-integrity

Use your own words. A plagiarized assignment will receive a 0. Plagiarism could result in expulsion or suspension from MTU. If you have questions about plagiarism, ask the instructor for help. Academic regulations and procedures are governed by University policy. Academic misconduct cases will be handled in accordance the University's policies.

Assessment:
http://www.admin.mtu.edu/usenate/policies/p312-1.htm

Student work products (exams, essays, projects, etc.) may be used for the purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification.

Disability Services:
http://www.mtu.edu/dean/disability/policies

If you have a disability that could affect your performance in any class or that requires an accommodation under the Americans with Disabilities Act, please contact your instructor or Disability Services at 487-1494 as soon as possible so that appropriate arrangements can be made.

The Office of Institutional Equity:
http://www.mtu.edu/equity

The Office of Institutional Equity has asked that you be made aware of the following:

Michigan Technological University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990.

Michigan Tech has a policy of affording equal opportunity to all of its employees, students, applicants for employment, and applicants for admission without regard to race, religion, color, national origin, age, sex, sexual orientation, gender identity, height, weight, genetic information, or marital status, disabled veteran status, veteran status, or disability.

Equal Opportunity, Discrimination, or Harassment Statement:
http://www.admin.mtu.edu/admin/boc/policy/ch5/
For other concerns about discrimination, you may contact your advisor, Chair/Dean of your academic unit, Dean of Students Office at 487-2212 or The Office of Institutional Equity at 487-3310.

**Tentative Calendar**

This syllabus may be changed during the term to accommodate the needs of either the students or the professor.

<table>
<thead>
<tr>
<th>Date</th>
<th>Schedule</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, Syllabus, Making Connections Unit 1, Reading 1 Skills: Vocabulary in Context</td>
<td>No class Friday, 9/6</td>
</tr>
<tr>
<td>Sept. 3-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Making Connections Unit 1, Readings 2 and 3 Skills: Main Ideas</td>
<td></td>
</tr>
<tr>
<td>Sept. 9-13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Making Connections Unit 1, Reading 4 Skills: Supporting Details</td>
<td>Quiz 1 SSR Journal 1</td>
</tr>
<tr>
<td>Sept. 16-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Making Connections Unit 1 Main Reading</td>
<td>Writing a Research Question</td>
</tr>
<tr>
<td>Sept. 23-27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Making Connections Unit 2 Readings 1 and 2 Skills: Implied Main Ideas</td>
<td>Quiz 2 Reading to Answer the Research Question</td>
</tr>
<tr>
<td>Sept. 30-Oct. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Making Connections Unit 2 Readings 3 and 4 Skills: Relationships I</td>
<td>SSR Journal 2 Answering the Research Question</td>
</tr>
<tr>
<td>Oct. 7-11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Making Connections Unit 2 Main Reading Skills: Relationships II</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>Oct. 14-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Making Connections Unit 3 Readings 1 and 2 Skills: Inferences</td>
<td>Midterm Test</td>
</tr>
<tr>
<td>Oct. 21-25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Making Connections Unit 3 Readings 3 and 4 Skills: Purpose and Tone</td>
<td>SSR Journal 3</td>
</tr>
<tr>
<td>Oct. 28-Nov. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Making Connections Unit 3 Main Reading</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>Nov. 4-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Skills: Argument</td>
<td>SSR Journal 4</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Nov. 11-15</td>
<td>Making Connections Unit 4 Reading 1 and 2 Skills: Critical Reading</td>
<td>TOEFL – Nov 16 – 8:00 am</td>
</tr>
<tr>
<td>Week 12</td>
<td>Making connections Unit 4 Readings 3 and 4 Skills: Critical Reading</td>
<td>Quiz 5</td>
</tr>
<tr>
<td>Nov. 18-21</td>
<td>Thanksgiving Break</td>
<td>No Class</td>
</tr>
<tr>
<td>Nov. 22-28</td>
<td>Practice Combined Skills Tests</td>
<td>SSR Journal 5</td>
</tr>
<tr>
<td>Week 13</td>
<td>Review and Practice Combined Skills</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Dec. 2-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. 9-13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>