Fall 2013 Course Syllabus
College of Science and Arts
ESL 0493 Transitional Reading and Vocabulary

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

Course Identification
Course Number: ESL0493
Course Name: Transition Reading and Vocabulary
Course Location: Walker 0139
Class Times: MTWRF 8:05-8:55 am

Course Description/Overview
For students of English as a second language, not for native speakers of English. This course emphasis the continued acquisition of higher level reading skills needed for university courses, expansion of receptive and productive academic vocabulary, comprehension of authentic American University texts as well as other authentic reading materials of varying lengths and discussion.

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

Required Course Texts: Thomas A. Upton, Reading Skills for Success, Michigan University Press 2012
Cambridge Dictionary of American English

Course Objectives
Students will practice:

Critical Reading and Comprehension

1. examining multiple graphs and charts to synthesize information with a critical perspective

2. reading, analyzing, and responding critically to a variety academic texts

Fluency

3. developing reading fluency and accuracy in a timed environment

Reading Strategies

4. developing critical reading strategies including annotating, paraphrasing, and summarizing different lengths of texts

5. applying text-processing strategies specific for reading academic texts such as previewing, scanning, skimming, predicting, making inferences, drawing conclusions, using headings, identifying topics, and evaluating points of view

6. identifying and analyzing transitions and meta-commentaries throughout a text

7. conceptualizing patterns of complex rhetorical organization such as expanded definition, expository, synthesis, critique, and problem-solution

Vocabulary

8. expanding vocabulary in academic contexts and the students’ specific disciplines through various strategies such as using a 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:

Critical Reading and Comprehension

1. summarize and synthesize graphic information from multiple sources

2. discuss and respond critically to graphic information from multiple sources

3. identify, analyze, and reproduce the author’s tone, purpose, and targeted audience

4. distinguish the main ideas and supporting details

5. distinguish facts from opinion

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

Fluency

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

Reading Strategies

8. produce summaries that mirror the structure of texts and paraphrase the main ideas

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

10. identify transitional signals and meta-commentaries and understand their
function

11. analyze different combinations of rhetorical modes

Vocabulary

12. differentiate between academic and non--academic language

13. infer the meaning of figurative language using word forms, grammar, and contextual clues

Grading Scheme

Grading Policy
Grades will be based on the following:

<table>
<thead>
<tr>
<th>Writing Course</th>
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<tbody>
<tr>
<td>• Midterm Exam</td>
<td>15%</td>
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<tr>
<td>• Final Exam</td>
<td>20%</td>
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<tr>
<td>• Homework</td>
<td>20%</td>
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<tr>
<td>• Quizzes</td>
<td>20%</td>
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<tr>
<td>• SSR</td>
<td>5%</td>
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</tbody>
</table>

| TOEFL Post-Test                                 |     |
| • Reading and Vocabulary                        | 20% |

| 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>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>S</td>
<td>80% &amp; above</td>
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<tr>
<td>E</td>
<td>79% &amp; below</td>
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</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.

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**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.

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**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>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, Syllabus</td>
<td>No class Friday, 9/6</td>
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<tr>
<td>Sept 3-6</td>
<td>Reading Skills for Success:</td>
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<tr>
<td></td>
<td>Chapter 1 and 2</td>
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<td>Week 2</td>
<td>Reading Skills for Success:</td>
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<tr>
<td>Sept. 9-13</td>
<td>Chapter 2 and 5</td>
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<td></td>
<td>Ten Steps: Main Ideas</td>
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<td>Week 3</td>
<td>Reading Skills for Success:</td>
<td>Quiz 1</td>
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<tr>
<td>Sept. 16-20</td>
<td>Chapter 3</td>
<td>SSR Journal 1</td>
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<td>Ten Steps: Supporting Details</td>
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<tr>
<td>Week 4</td>
<td>Reading Skills for Success:</td>
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<tr>
<td>Sept. 23-27</td>
<td>Chapter 4</td>
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<td>Ten Steps: Implied Main Ideas</td>
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<tr>
<td>Week 5</td>
<td>Reading Skills for Success:</td>
<td>Quiz 2</td>
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<tr>
<td>Sept. 30-Oct. 4</td>
<td>Chapter 6</td>
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<td></td>
<td>Ten Steps: Relationships I</td>
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<td></td>
<td>Readings from introductory</td>
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</table>
| Week 6 | Oct. 7-11 | Reading Skills for Success: Chapter 7  
Ten Steps: Relationships II | SSR Journal 2 |
| Week 7 | Oct. 14-18 | Reading Skills for Success: Chapter 8  
Ten Steps: Relationships II | Quiz 3 |
| Week 8 | Oct. 21-25 | Reading Skills for Success: Chapter 9  
Skills: Inferences | Midterm Test |
| Week 9 | Oct. 28-Nov. 1 | Reading Skills for Success: Chapter 10  
Ten Steps: Purpose and Tone  
Readings from introductory chapters of college text books | SSR Journal 3 |
| Week 10 | Nov. 4-9 | Reading Skills for Success: Chapter 10  
Ten Steps: Argument | Quiz 4 |
| Week 11 | Nov. 11-15 | Reading Skills for Success: Chapter 11  
Ten Steps: Critical Reading | SSR Journal 4  
TOEFL – Nov 16 – 8:00 am |
| Week 12 | Nov. 18-21 | Reading skills for Success: Chapter 11  
Ten Steps: Active Reading and Study | Quiz 5 |
| Nov. 22-28 | Thanksgiving Break | No Class |
| Week 13 | Dec. 2-6 | Practice  
Combined Skills Tests |
| Week 14 | Dec. 9-13 | Review and Practice  
Combined Skills | Final Exam |