Instructor Information

Instructor:       Kate Burke
Office Location: 313 Walker Building
E-mail:          kpburke@mtu.edu
Office Hours:    Monday 9:00-10:00 and by appointment

Instructor:         Ayse Nur Miskioglu
Office Location:   313 Walker Building
E-mail:            anmiskio@mtu.edu
Office Hours:      M-F 11:05 – 11:55
                    TR 9:05-9:55

Course Identification

Course Number:     ESL0310
Course Name:       Intermediate Reading
Course Location:   138 Walker Building
Class Times:       M-T-W-R-F 11:05-11:55

Course Number:     ESL 311 – L01
Course Name:       Intermediate Vocabulary
Course Location:   138 Walker Building
Class Times:       M-T-W-R-F 9:05-9:55
Course Description/Overview

Reading: For students of English as a second language, not for native speakers of English. Emphasis is on comprehension of main ideas and structural details, critical-thinking skills and class discussion. Students learn to take notes, outline and summarize.

Vocabulary: For students of English a second language; not for native English speakers. The emphasis is on vocabulary acquisition for academic study. Students will learn techniques for understanding vocabulary words from context; analyze lexical roots, prefixes and suffixes, and become familiar with word association mapping and idiomatic expressions.

Course Learning Objectives

Course Goals

To introduce students to American university coursework by promoting their emerging English reading competence in text processing, fluency and accuracy, and vocabulary expansion in academic rhetorical modes in general texts.

Course Objectives/Student Learning Outcomes

A. Critical Reading and Comprehension

CO1. Students will practice identifying and using information from graphs, charts, tables, and alphabetic text.

- SLO1 Students will be able to identify main ideas and supporting details in general texts.

- SLO 02 Students will be able to examine graphs to answer comprehension and discussion questions.

CO2. Students will practice identifying and analyzing cohesive devices in a written text.

- SLO3. Students will be able to identify transitions in general texts.

- SLO4. Students will be able to analyze transitions in general texts.

CO3. Students will practice conceptualizing the patterns of rhetorical organization.
• SLO5. In general texts, students will be able to identify common rhetorical patterns (e.g., compare & contrast and process).

• SLO6. In general texts, students will be able to analyze common rhetorical patterns (e.g., compare & contrast and process).

CO4. Students will practice finding the information that would provide the best support for a research-oriented task.

• SLO7. Students will be able to identify the use of information from relevant and reliable sources.

• SLO8. Students will be able to justify the use of information from relevant and reliable sources.

• SLO9. Students will be able to evaluate the credibility of the source.

B. Reading Strategies

CO5. Students will practice applying text-processing strategies to analyze written and oral texts.

• SLO10. Students will be able to identify rhetorical modes to predict the content in general texts.

• SLO11. Students will be able to use headings and sub-headings to predict the content in general texts.

• SLO12. Students will be able to make inferences in general texts.

CO6. Students will practice developing critical reading strategies including annotating, quoting, paraphrasing and summarizing.

• SLO13. Students will be able to annotate a general text using summative commentary.

• SLO14. Students will be able to utilize simple reporting verbs to introduce the source.

• SLO15. Students will be able to summarize a general text (of up to 2000 words) by transferring the information into an outline, including main ideas and major supporting details.
C. Fluency and Accuracy

C07. Students will practice developing reading fluency and accuracy in a timed environment.

- SLO16. Students will be able to read at a speed of 200 wpm with 70% accuracy.

D. Vocabulary Expansion

C08. Students will practice developing academic vocabulary.

- SLO17. Students will be able to utilize synonyms and antonyms to expand vocabulary.

- SLO18. Students will be able to classify different word forms of vocabulary.

- SLO19. Students will be able to apply different word forms in context.

Course Resources

Course Website
- Canvas http://www.courses.mtu.edu

Required Course Text
Reading:
- Inside Reading 3 by Bruce Rubin; Oxford University Press, 978-0-19-441629-0
- 10 Steps to Improving College Reading Skills by John Langan, Townsend Press 978-1-59194-424-9
- Notebook and pen or pencil
- Plenty of supplemental worksheets and articles will be provided in class. Bring all distributed handouts for each unit to class every day.

Vocabulary
- Corpus of Contemporary American English COCA
- Notebook and pen or pencil
- Handouts will be provided at the beginning of each class

Grading Scheme

Grading Policy
Grades will be based on the following:
Reading Course
- Quizzes .................................................. 10%
- Midterm ................................................. 15%
- Final exam ............................................. 20%
- Journals .................................................. 7%
- In-class assignments and homework ...... 5%
- Clarity online units .................................... 3%

Vocabulary Lab Course
- Midterm Exam ........................................... 7%
- Final Exam ............................................... 7%
- Quizzes and homework ............................... 6%

TOEFL Post-Test
- Reading .................................................. 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>Letter Grade</th>
<th>Percentage</th>
<th>Rating</th>
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<tbody>
<tr>
<td>S</td>
<td>80% &amp; above</td>
<td>Pass</td>
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<tr>
<td>E</td>
<td>79% &amp; below</td>
<td>Fail</td>
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Promotion Criteria

- Fail: Failed the course (79% or lower)

- Promotion to Intermediate Level 2 or Advanced: Pass the course (80% or higher)

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. Students with repeated lateness will receive a warning from the instructor. If the situation is not resolved, the student will be required to meet with the Assistant Director, and then the Director.

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

• All students should participate actively in class and respect others. You should use electronic devices (cell phones, tablets, laptops) only 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.**

• Late assignments will have 25% deducted from your grade on the first day. Any submissions after that will not be accepted.

**University Policies**

Academic Integrity:  
[http://www.mtu.edu/dean/conduct/policy/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, reports, 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 professors.

<table>
<thead>
<tr>
<th>Week</th>
<th>Schedule</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Jan 13-17</td>
<td>IR3  1 Previewing &amp; Predicting</td>
<td>10 Steps  Unit 1</td>
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<td>Week 2</td>
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<td>Jan 20-24</td>
<td>IR3  Unit 1</td>
<td>Quiz 1</td>
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<td>10 Steps: Main Ideas</td>
<td>MLK: Monday Holiday</td>
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<td>Week 3</td>
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<td>Jan 27-31</td>
<td>IR3: 2, Details and Main Ideas</td>
<td>SSR Journal 1</td>
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<td>10 Steps: Details and Implied Main Ideas</td>
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<td>Week 4</td>
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<td>Feb 3-7</td>
<td>IR3: 3 Scanning</td>
<td>Winter Carnival Thursday and Friday</td>
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<td>10 Steps: Purpose and Tone</td>
<td>Quiz 2</td>
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<td>Week 5</td>
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<td>Feb 10-14</td>
<td>IR3: 4 Outlining</td>
<td>SSR Journal 2</td>
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<td>10 Steps: Facts and Opinions</td>
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<td>Week 6</td>
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<td>Feb 17-21</td>
<td>IR3: 5 Charts and Graphs</td>
<td>Quiz 3</td>
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<td>10 Steps: Relationships 1</td>
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<td>Week 7</td>
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<td>Feb 24-28</td>
<td>IR3: 10 Proceses with Flow Charts</td>
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<td>10 Steps: Relationships 2</td>
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<td>Week 8</td>
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<td>Mar 3-7</td>
<td>Review, Conferences</td>
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<td>SSR Journal 3</td>
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<tr>
<td>Week</td>
<td>SPRING BREAK</td>
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<td>Mar 10-14</td>
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<td>No Classes</td>
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<td>Week 9</td>
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<td>Mar 17-21</td>
<td>IR3: 7 Inferences</td>
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<td>10 Steps: Inferences</td>
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<td>Week 10</td>
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<td>Mar 24-28</td>
<td>IR3: 6 Summarizing</td>
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<td>10 Steps: Argument</td>
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<td>Week 11</td>
<td>IR3: 8 Highlighting and Annotating</td>
<td>Quiz 6</td>
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<td>Mar 31 - Apr 4</td>
<td>10 Steps: Critical Reading</td>
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<th>Week 12</th>
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<th>Week 14</th>
<th>Week 15</th>
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<tbody>
<tr>
<td>Apr 7 - 11</td>
<td>Complete units and review</td>
<td>Final Exam</td>
<td>Student Conferences</td>
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<tr>
<th>Schedule</th>
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<th>Final Exam</th>
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<tr>
<td>IR3: 9 Understanding Sequences</td>
<td>SSR Journal 6</td>
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<td>10 Steps: Critical Reading</td>
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<th>Apr 14 - 18</th>
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<th>Apr 28 - May 2</th>
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