Spring 2014 Course Syllabus
College of Sciences and Arts
ESL.0410  Advanced Reading / ESL.0411  Advanced Vocabulary

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: ESL.0410
Course Name: Advanced Reading
Course Location: 139 Walker Building
Class Times: M-T-W-R-F 2:05-2:55

Course Number: ESL.411
Course Name: Advanced Vocabulary
Course Location: 139 Walker Building
Class Times: MWF 12:05-12:55
Course Description/Overview

Reading: 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.

Vocabulary: For students of English as a second language, not for native speakers of English. Emphasis is on helping students increase their command of idiomatic English and academic vocabulary in daily and academic situations with attention given to correct pronunciation. Additional practice with the Academic Word List (AWL) will include short writing assignments.

Course Learning Objectives

Course Goals

To prepare American students for 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/Student Learning Outcomes

A. Critical Reading and Comprehension

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

- SLO1. In an adapted academic text, students will be able to identify main ideas and supporting details.

- SLO2. Students will be able to summarize a graph including topic, main idea, major details, general trends and conclusion.

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

- SLO3. Students will be able to identify cohesive devices in adapted academic texts.

- SLO4. Students will be able to analyze cohesive devices in adapted academic texts.

CO3. Students will practice conceptualizing the patterns of rhetorical organization.

- SLO5. In adapted academic texts, students will be able to identify common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification).
- SLO6. In adapted academic texts, students will be able to analyze common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification).

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 library database sources.

- SLO8. Students will be able to justify the use of information from library database 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 points of view in adapted academic texts.

- SLO11. Students will be able to make inferences in adapted academic texts.

- SLO12. Students will be able to draw conclusions in adapted academic texts.

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

- SLO13. Students will be able to annotate an adapted academic text using summative commentary and questions that promote critical thinking.

- SLO14. Students will be able to utilize a variety of reporting verbs to introduce the source.

- SLO15. Students will be able to summarize an adapted academic text (of up to 3000 words), including main ideas and major supporting details.

C. Fluency and Accuracy

CO7. Students will practice developing reading fluency and accuracy in a timed environment.

- SLO16. Students will be able to read at a speed of 250 wpm with 75% accuracy.
D. Vocabulary Expansion

CO8. Students will practice developing academic vocabulary.

- SLO17. Students will be able to infer the meaning of academic vocabulary using word forms, grammar and contextual clues.

- SLO18. Students will be able to distinguish between negative and positive connotations of vocabulary.

- SLO19. Students will be able to analyze roots and affixes to understand the meaning of vocabulary in texts.

- SLO20. Students will be able to distinguish between academic and non-academic vocabulary.

- SLO21. Students will be able to recognize collocations and idiomatic expressions in context.

Course Resources

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

Required Course Text
Reading:

- Active Reading Skills by Kathleen McWhorter, Pearson Longman, 978-0-205-02845-0
- 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
- Notebook
- Handouts will be distributed at the beginning of each class
Grading Scheme

Grading Policy
Grades will be based on the following:

<table>
<thead>
<tr>
<th>Reading Course</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>• Quizzes</td>
<td>5%</td>
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<tr>
<td>• Midterm</td>
<td>15%</td>
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<tr>
<td>• Final exam</td>
<td>20%</td>
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<tr>
<td>• Journals</td>
<td>10%</td>
</tr>
<tr>
<td>• In-class assignments and homework</td>
<td>7%</td>
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<tr>
<td>• Clarity online units</td>
<td>3%</td>
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<tr>
<td>[Total Percentage]</td>
<td>60%</td>
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<table>
<thead>
<tr>
<th>Vocabulary Lab Course</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>• Midterm Exam</td>
<td>7%</td>
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<tr>
<td>• Final Exam</td>
<td>7%</td>
</tr>
<tr>
<td>• Quizzes</td>
<td>6%</td>
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<tr>
<td>[Total Percentage]</td>
<td>20%</td>
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<table>
<thead>
<tr>
<th>TOEFL Post-Test</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>• Reading</td>
<td>20%</td>
</tr>
<tr>
<td>[Total Percentage]</td>
<td>100%</td>
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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.

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<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>
</tr>
<tr>
<td>E</td>
<td>79% &amp; below</td>
<td>Fail</td>
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Promotion Criteria [Into Advanced 2 or Transitional]

- Fail: Failed the course (79% or lower)
- Promotion to Advanced Level 2 or Transitional: 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 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.
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

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>
<td>Jan 13-17: Active Reading&lt;br&gt;Previewing Textbooks&lt;br&gt;SQ3R reading Method&lt;br&gt;Thinking Critically</td>
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<td>Week 2</td>
<td>Jan 20-24: Locating topic&lt;br&gt;Locating central though&lt;br&gt;Identifying and analyzing main ideas&lt;br&gt;Implied main ideas in visuals</td>
<td>MLK: Monday Holiday</td>
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<td>Week 3</td>
<td>Jan 27-31: Outlining&lt;br&gt;Annotating&lt;br&gt;Mapping</td>
<td>SSR Journal 1&lt;br&gt;Quiz 1</td>
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<td>Week 4</td>
<td>Feb 3-7: Summarizing text&lt;br&gt;Analyzing textbook excerpt</td>
<td>Winter Carnival&lt;br&gt;Thursday and Friday</td>
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<td>Week 5</td>
<td>Feb 10-14: Identify and analyze common rhetorical patterns&lt;br&gt;Make inferences and conclusions in academic texts</td>
<td>SSR Journal 2</td>
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<tr>
<td>Week 6</td>
<td>Feb 17-21: Identify points of view&lt;br&gt;Identify and analyze cohesive devices</td>
<td>Quiz 2</td>
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<td>Week 7</td>
<td>Feb 24-28: Fact vs opinion, evaluating, recognizing informed opinions</td>
<td>SSR Journal 3</td>
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<td>Week 8</td>
<td>Mar 3-7: Review, conferences, Midterm</td>
<td>MIDTERM</td>
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<td>Week 9</td>
<td>Mar 10-14: SPRING BREAK</td>
<td>No Classes</td>
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<td>Week 9</td>
<td>Identifying and justifying credibility of sources</td>
<td>SSR Journal 4</td>
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<tr>
<td>Mar 17-21</td>
<td>Analyzing tone and bias and intended audience</td>
<td>Quiz 3</td>
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<td></td>
<td>Summarizing, paraphrasing</td>
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<td>Week 10</td>
<td>Analyzing graphs</td>
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<tr>
<td>Mar 24-28</td>
<td>Synthesizing graphic information from several Sources</td>
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<td></td>
<td>Graph summarizing</td>
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<td>Week 11</td>
<td>Graph summary</td>
<td>SSR Journal 5</td>
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<td>Mar 31-Apr 4</td>
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<td>Week 12</td>
<td>Critical Reading</td>
<td>Quiz 4</td>
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<tr>
<td>Apr 7-11</td>
<td>Errors in logical reasoning</td>
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<tr>
<td>Week 13</td>
<td>Review</td>
<td>SSR Journal 6</td>
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<tr>
<td>Apr 14-18</td>
<td>Student Conferences</td>
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<tr>
<td>Week 14</td>
<td>FINAL EXAM</td>
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<tr>
<td>Apr 21-25</td>
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<td>Final Exam</td>
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