Summer 2015 Course Syllabus
College of Sciences and Arts
ESL0410  Advanced Reading/ESL 0411 Advanced Vocabulary

Instructor Information

Instructor:  Kate Burke
Office Location:  Walker 313
E-mail:  kpburke@mtu.edu
Office Hours:  Monday, Wednesday 10:00 – 11:00, and by appointment

Instructor:  Beatrice Smith
Office Location:  Walker 310
E-mail:  bbsmith@mtu.edu
Office Hours:  Tuesday, Thursday 11:00-12:00

Course Identification

Course Number:  ESL0410
Course Name:  Advanced Reading
Course Location:  Walker 139
Class Times:  M-F 9:00 – 10:00

Course Number:  ESL0411
Course Name:  Advanced Vocabulary
Course Location:  Walker 139
Class Times:  1:05-2:00 MWF

Course Description/Overview

Advanced 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.

Advanced 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 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/Student Learning Outcomes**

**A. Critical Reading and Comprehension**

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

- SL01. Students will be able to answer comprehension questions in adapted academic texts

- SL02. Students will be able to identify main ideas and supporting details in an adapted academic text

- SL03. Students will be able to identify and analyze author's purpose and tone

- SL04. Students will be able to distinguish between fact and opinion in written texts

- SL05. 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

- SL06. Students will be able to identify cohesive devices in adapted academic texts

- SL07. Students will be able to analyze cohesive devices in adapted academic texts
C03. Students will practice conceptualizing the patterns of rhetorical organization

- SLO8. In adapted academic texts, students will be able to identify common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification)

- SLO9. In adapted academic texts, students will be able to analyze common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification)

C04. Students will practice finding the information that would provide the best support for a research-oriented task.

- SLO10. Students will be able to identify the use of information from library database sources

- SLO11. Students will be able to justify the use of information from library database sources

- SLO12. Students will be able to evaluate the credibility of the source

B. Reading Strategies
C05. Students will practice applying text-processing strategies to analyze written and oral texts

- SLO13. Students will be able to make inferences in adapted academic texts

- SLO14. Students will be able to draw conclusions in adapted academic texts

- SLO15. Students will be able to demonstrate their understanding of unfamiliar vocabulary in adapted academic texts

C06. Students will practice developing critical reading strategies including annotating, paraphrasing and summarizing

- SLO16. Students will be able to annotate an adapted academic text using summative commentary and questions that promote critical thinking
• SLO17. Students will be able to utilize a variety of reporting verbs to introduce the source

• SLO18. 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

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

• SLO19. Students will be able to read at a speed of 200-250 wpm with 75% accuracy

Course Resources

Course Website
• Canvas<http://www.courses.mtu.edu>

Required Course Text

• Ace Speed Reader http://www.acereader.com/personal/buy.html $69

Grading Scheme

Grading Policy
Grades will be based on the following:
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<th>Reading Course</th>
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<tr>
<td>Midterm -------------------------------------------</td>
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<td>Journals ------------------------------------------</td>
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<td>Quizzes -------------------------------------------</td>
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<td>Speed Reading -------------------------------------</td>
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<td>Vocabulary Lab Course</td>
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<td>TOEFL Post-Test</td>
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<td>Reading Comprehension------------------------------</td>
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<td>Total Percentage</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 80% and above.
- **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 79% and below.

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<tr>
<th>Letter Grade</th>
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<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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</table>

**Promotion Criteria**

- **Fail**: Failed the course (79% or lower)
- **Promotion**: 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. Students who are repeatedly late will be required to meet with the Assistant Director. 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. Late 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

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.

NOTE: Student work products (exams, essays, projects, etc.) may be used for purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification.
FA14_Advanced Reading & Vocabulary Curriculum

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/Student Learning Outcomes

A. Critical Reading and Comprehension

C01. Students will practice identifying and using information from graphs, charts, tables, and alphabetic text

• SLO1. Students will be able to answer comprehension questions in adapted academic texts

• SLO2. Students will be able to identify main ideas and supporting details in an adapted academic text

• SLO3. Students will be able to identify and analyze author's purpose and tone

• SLO4. Students will be able to distinguish between fact and opinion in written texts

• SLO5. Students will be able to summarize a graph including topic, main idea, major details, general trends and conclusion

C02. Students will practice identifying and analyzing cohesive devices in a written text

• SLO6. Students will be able to identify cohesive devices in adapted academic texts

• SLO7. Students will be able to analyze cohesive devices in adapted academic texts

C03. Students will practice conceptualizing the patterns of rhetorical organization

• SLO8. In adapted academic texts, students will be able to identify common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification)

• SLO9. In adapted academic texts, students will be able to analyze common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification)

C04. Students will practice finding the information that would provide the best support for a research-oriented task.

• SLO10. Students will be able to identify the use of information from library database sources

• SLO11. Students will be able to justify the use of information from library database sources

• SLO12. Students will be able to evaluate the credibility of the source
B. **Reading Strategies**

C05. Students will practice applying text-processing strategies to analyze written and oral texts

- SLO13. Students will be able to make inferences in adapted academic texts
- SLO14. Students will be able to draw conclusions in adapted academic texts
- SLO15. Students will be able to demonstrate their understanding of unfamiliar vocabulary in adapted academic texts

C06. Students will practice developing critical reading strategies including annotating, paraphrasing and summarizing

- SLO16. Students will be able to annotate an adapted academic text using summative commentary and questions that promote critical thinking
- SLO17. Students will be able to utilize a variety of reporting verbs to introduce the source
- SLO18. 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**

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

- SLO19. Students will be able to read at a speed of 200-250 wpm with 75 % accuracy

**Shared Major Assignments**

- TOEFL Reading Comprehension Section
  - SLO01. Students will be able to answer comprehension questions in adapted academic texts
  - SLO06. Students will be able to identify cohesive devices in adapted academic texts
  - SLO08. In adapted academic texts, students will be able to identify common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification)
  - SLO19. Students will be able to read at a speed of 250 wpm with 75 % accuracy

- Midterm Exam

  - SLO01. Students will be able to answer comprehension questions in adapted academic texts
  - SLO02. Students will be able to identify main ideas and supporting details in an adapted academic text
  - SLO03. Students will be able to identify and analyze author's purpose and tone
  - SLO04. Students will be able to distinguish between fact and opinion in written texts
• SLO6. Students will be able to identify cohesive devices in adapted academic texts

• SLO7. Students will be able to analyze cohesive devices in adapted academic texts

• SLO8. In adapted academic texts, students will be able to identify common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification)

• SLO9. In adapted academic texts, students will be able to analyze common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification)

• SLO13. Students will be able to make inferences in adapted academic texts

• SLO15. Students will be able to demonstrate their understanding of unfamiliar vocabulary in adapted academic texts

• Final Exam

• SLO1. Students will be able to answer comprehension questions in adapted academic texts

• SLO2. Students will be able to identify main ideas and supporting details in an adapted academic text

• SLO3. Students will be able to identify and analyze author's purpose and tone

• SLO4. Students will be able to distinguish between fact and opinion in written texts

• SLO5. Students will be able to summarize a graph including topic, main idea, major details, general trends and conclusion

• SLO8. In adapted academic texts, students will be able to identify common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification)

• SLO9. In adapted academic texts, students will be able to analyze common rhetorical patterns (e.g., cause & effect, compare & contrast, and classification)

• SLO13. Students will be able to make inferences in adapted academic texts

• SLO14. Students will be able to draw conclusions in adapted academic texts

• SLO15. Students will be able to demonstrate their understanding of unfamiliar vocabulary in adapted academic texts

• SLO18. Students will be able to summarize an adapted academic text (of up to 3000 words), including main ideas and major supporting details

• Other Assessments

• SLO10. Students will be able to identify the use of information from library database sources

• SLO11. Students will be able to justify the use of information from library database sources

• SLO12. Students will be able to evaluate the credibility of the source
• SLO15. Students will be able to demonstrate their understanding of unfamiliar vocabulary in adapted academic texts

• SLO16. Students will be able to annotate an adapted academic text using summative commentary and questions that promote critical thinking

• SLO17. Students will be able to utilize a variety of reporting verbs to introduce the source

• SLO19. Students will be able to read at a speed of 200-250 wpm with 75% accuracy.

Shared Major Assessments Rubrics

• Summary of text rubric

• Summary of graph rubric

• Short answer rubric

Promotion Criteria

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

• Promotion: Pass the course (80% or higher)
<table>
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<th>Week</th>
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<th>Activities/Assignments</th>
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<td>ARS 4</td>
<td>Journal 1</td>
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<td>Annotating, details + transitions</td>
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<td>6/8 - 12</td>
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<td>6/22 - 26</td>
<td>ARS 9</td>
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