Instructor Information

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

Course Identification

Course Number: ESL0493
Course Name: Transitional Reading and Vocabulary
Course Location: Walker 120C
Class Times: MTWR 5:00 – 6:20

Course Description/Overview

Transitional Reading and Vocabulary: For students in English as a second language, not for native speakers of English. This course emphasizes 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.

Course Learning Objectives

Course Goals

To transition students into American university coursework for the purpose of advancing their English reading competence in text processing, fluency and accuracy, and vocabulary expansion in complex academic rhetorical modes

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 examine academic texts to answer comprehension and discussion questions
- SLO2. Students will be able to identify main ideas and supporting details in academic texts
- SLO3. Students will be able to summarize graphic information
- SLO4. Students will be able to synthesize graphic information from multiple sources

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

- SLO5. Students will be able to identify cohesive devices in academic texts
- SLO6. Students will be able to analyze cohesive devices in academic texts

C03. Students will practice conceptualizing the patterns of rhetorical organization

- SLO7. In academic texts, students will be able to identify complex rhetorical patterns (e.g., problem-solution, critique, and argumentative)
- SLO8. In academic texts, students will be able to analyze complex rhetorical patterns (e.g., problem-solution, critique, and argumentative)

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

- SLO9. Students will be able to identify the use of information from peer-reviewed journal sources
- SLO10. Students will be able to justify the use of information from peer-reviewed journal sources
- SLO11. 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
• SLO12. Students will be able to identify argument flaws in academic texts

• SLO13. Students will be able to draw conclusions in academic texts

• SLO14. Students will be able to make inferences in academic texts

• SLO15. Students will be able to demonstrate their understanding of unfamiliar vocabulary in academic texts by using different strategies

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

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

• SLO17. Students will be able to utilize a variety of positive, critical, and neutral reporting verbs to introduce the source

• SLO18. Students will be able to summarize an academic text in 8-10 sentences, including main ideas and major supporting details

C. Fluency and Accuracy

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

• SLO19. Students will be able to read at a speed of 250-300 wpm with 80% 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:

<table>
<thead>
<tr>
<th>Reading Course</th>
<th>85%</th>
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<tbody>
<tr>
<td>• Midterm ------------------------------------------</td>
<td>15%</td>
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<tr>
<td>• Final ---------------------------------------------</td>
<td>25%</td>
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<tr>
<td>• Assignments----------------------------------------</td>
<td>15%</td>
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<tr>
<td>• Quizzes -------------------------------------------</td>
<td>10%</td>
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<tr>
<td>• Journals ------------------------------------------</td>
<td>5%</td>
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<tr>
<td>• Speed Reading--------------------------------------</td>
<td>5%</td>
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<tr>
<td>• Vocabulary ----------------------------------------</td>
<td>10%</td>
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<table>
<thead>
<tr>
<th>TOEFL Post-Test</th>
<th>15%</th>
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<tbody>
<tr>
<td>• Reading Comprehension-----------------------------</td>
<td>15%</td>
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</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 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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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Rating</th>
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</thead>
<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 out of IESL or into Academic Support

- Fail: Failed the course (79% or lower)
- Promotion to Academic Support: Pass the course (80% or higher); scored lower than 550 on TOEFL ITP or based on individual needs
- Exit IESL: Pass the course (80% or higher); tested 550 or higher on TOEFL ITP
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. 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

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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities/Assignments</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>5/11-5/15</td>
<td>Academic Reading 1 and 2 Strategies and Comprehension</td>
<td>Quiz 1</td>
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<tr>
<td>2</td>
<td>5/18-5/22</td>
<td>(Implied) Main ideas/Details AR Vocabulary Skills</td>
<td>Journal 1</td>
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<tr>
<td>3</td>
<td>5/25-5/29</td>
<td>Connotative, Figurative language, Bias</td>
<td>Quiz 2</td>
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<td>4</td>
<td>6/1-6/5</td>
<td>Evaluating arguments</td>
<td>Journal 2</td>
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<td>5</td>
<td>6/8-6/12</td>
<td>Rhetorical Organization Inferences</td>
<td>Quiz 3</td>
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<td>6</td>
<td>6/15-6/19</td>
<td>Annotating Texts Midterm</td>
<td>MIDTERM</td>
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<td>7</td>
<td>6/22-6/26</td>
<td>Summarizing Texts</td>
<td>Journal 3</td>
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<td>8</td>
<td>6/29-7/3</td>
<td>Evaluating Sources</td>
<td>Quiz 4</td>
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<td>9</td>
<td>7/6-7/10</td>
<td>Peer-reviewed journals</td>
<td>Journal 4</td>
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<td>10</td>
<td>7/13-7/17</td>
<td>Graph summary and synthesis</td>
<td>Quiz 5</td>
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<td>11</td>
<td>7/20-7/24</td>
<td>Strategies for Specific Disciplines</td>
<td>Journal 5</td>
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<td>12</td>
<td>7/27-7/30</td>
<td>FINAL</td>
<td>FINAL EXAM</td>
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<tr>
<td>13</td>
<td>7/31-8/1</td>
<td>Faculty/Student Conferences</td>
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