

Reading III
IELI 2360
Intensive English Language Institute
College of HASS
Utah State University
Fall 2009

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Classroom: TH M 301; W FL109

Important Dates for Fall Semester 2009

Days of Note Fall 2009

August 25.....Orientation 9 am/First Day of Classes
August 27.....Make-up Test 9 am
August 28.....Last Day to Add without Instructor's Signature
September 7..... Labor Day Holiday (No Classes)
October 9.....Mid-Term Grades Due
October 15 Attend Friday Schedule
October 16Fall Break (No Classes)
November 25-27.....Thanksgiving Holiday (No Classes)
Nov. 30-Dec. 4No Test Week
December 7-11Final Examinations
December 17Deadline for Instructors to Submit Final Grades
January 1, 2010 Student Activity Card Deactivated

Course Text

Mosaic 1: A Content-Based Reading Book (with CD) by Brenda Wegmann and Miki Knezevic **Silver Edition** (required)

Course Description

This course improves students' reading skills and develops reading strategies in order to improve reading comprehension of several genres of typical university assignments, including university textbooks and popular mass media publications. This course is designed to facilitate students in becoming more independent readers by enabling them to judge importance and organization of

information in readings, developing reading speed and word recognition in reading English, and enhancing academic vocabulary.

Course Goals

- Make visual representations to organize and summarize important content of a text
- Develop reading skills and strategies for successful comprehension
- Read for a variety of different purposes and adjust reading strategies accordingly
- Recognize several academic and popular genres
- Build academic vocabulary
- Distinguish main ideas and supporting details
- Use text structure to facilitate comprehension
- Use technology relevant to course goals

Assignments and Evaluation

3-4 Reading Tests	60%
Homework reading assignments (additional to extensive and vocabulary)	10%
Assessment of in-class reading tasks	10%
Vocabulary journals/homework tasks/quizzes	10%
Extensive Reading project	10%

Grading Scale

93-100% A	88-89 B+	80-82 B-	73-77 C	68-69 D+		
90-92 A-	83-87 B	78-79 C+	70-72 C-	60-67 D	0-59	F

How to pass this class

1. Get a C- or higher
2. Fulfill the goals of the course

Assignments & Tasks

1. Reading assignments: Most reading will be done after class, although daily some will be done in class. Assigned reading homework must be **totally completed** before the class period. Students are expected to participate in discussions, answer questions, and know where their problems with comprehension are before class, so that during class there can be a productive discussion of the reading as well as a discussion/analysis of students' problems. Sometimes the teacher will ask students to briefly write

about a problem or some difficult aspect of the reading assignment for him/her to analyze.

2. Small-group readings. Some in-class readings will be done in small groups of 3-4 students. This exercise is best for longer readings (2+ pages). All students will read a section of the text silently and discuss vocabulary and comprehension problems as a group. Then one student will be the leader and (1) summarize the reading's important ideas, (2) predict the information that comes next. Then students read the next section and (3) the leader notes whether the prediction was correct, and why it was or wasn't. Then another student becomes the leader, summarizing the (predicted) section, and predicting the next section. This reading process continues until everyone in the group has had a turn being the leader.
3. Vocabulary worksheets: Students should make and use vocabulary worksheets (15 to 20+ vocabulary words) for each week. A special worksheet form is attached to this syllabus for reproduction. Words must be carefully spelled and definitions MUST fit the context in which the words were found. This requires students to carefully select the correct grammatical form (noun or adjective or verb) as well as the correct meaning. For this exercise, bilingual dictionaries are usually not very useful. Students need a comprehensive American English dictionary having academic and common or colloquial meanings.

The worksheet form has 5 columns. In column 1 write the word and its grammatical role as used. In column 2, IF the dictionary says that the word is formal or technical or slang or colloquial, write the type in the box. If there is nothing about its type, write nothing. In column 3, write the sentence, or describe the situation where you read/heard the word used. Then write the dictionary definition for the correct form of the word and the way it's used in the sentence (column 4). The teacher will check the last column (5), "Definition fits context." If the definition and grammatical role are correct for the word you looked up, there is no mark. If the word does NOT fit the context, I will put an X in the box and you must find another definition.

4. Exams: Exams test your understanding of the main ideas from a reading or readings we studied in class and parallel readings not studied in class, the relationship between main and supporting ideas, vocabulary, reading strategies, text types and their characteristics.
5. Summaries: You will be required to summarize parts (large and small) of the readings, as one-sentence, three-sentence and a $\frac{3}{4}$ page paragraph summaries. There will be a class discussion of the elements important to good summary writing before writing one.
6. Extensive Reading Project: Will be discussed in depth during the term. This project will begin at week 3 and continue to the end of the term.

Reading Class Activities: In-class activities may include the following:

- a. Discussions of reading topics
- b. Discussion of comprehension/vocabulary problems from the textbook;
- c. Representing readings with outlines, graphs, concept maps
- d. Summarizing and predicting text information;
- e. Group work/collaboration on several small projects and readings;
- f. Strategy explanation and practice: pre-reading activities; determining purpose; understanding author stance and purpose, finding and remembering important information, relationships among text subsections; vocabulary development.
- g. Speed-reading exercises.
- h. Getting the “gist” of different texts (topic-author-audience/readers-purpose-main idea-supporting ideas);
- i. Sentence combining (information packaging);
- j. Analyzing paragraphs, subsections and articles;
- k. Others provided by the teacher.

Out-of-class activities may include:

- a. Readings in the text.
- b. Posting assignments on the internet
- c. Extra readings related to the text (as available).
- d. Textbook assignments/exercises.
- e. Vocabulary worksheets.
- f. Vocabulary development exercises (root word + affixes; collocations).
- g. Internet and library assignments to find reading materials.
- h. Others provided by the teacher.
- i. Extensive reading assignments

Class Policies

1. Late assignments and make-up work. If students are absent for any reason, students cannot make up in-class work. However, if a student absence is excusable (students are sick or have an emergency in their lives), they may make up tests. **No late vocabulary journals are accepted.** If students are sick on the day that journals are due, a classmate should bring the student’s journal.
2. Illness and emergencies. If students are sick for more than a day or two, or if there is an emergency in a student’s life (please note that for the university, emergencies include a death or serious illness in the family, warfare, jail or legal problems, accidents, etc.), please let the teacher know. Students can ask a friend to give the teacher a message, leave a note on the teacher’s door, or use voice mail or email. If a student is absent for two or more days in a row, they must have a doctor’s excuse (student health service, personal doctor, emergency room, etc.).

A note for students with disabilities

Reasonable accommodation will be provided for all persons with disabilities in order to encourage equal participation within the program. Please speak directly with your IELI advisor and teachers if you have a disability (for example, problems with seeing or hearing or walking) and there is a way we can help you participate fully in your classes.

STEPS IN REGISTRATION FOR THE INTERNET FOR AUTHENTIC READING

1. Type in <http://www.nicenet.org> in the location line of an Internet Browser (either Netscape or Explorer).
2. Click on Join the class IELI 2360 Spring 2003
3. Type in the Class Key 365723X67
4. In the User Name space, type in your name
5. In the Password space, type in a password you will not forget.
6. In the Email space, type in your email address.
7. In the Email Confirmation space, type in your email address again.
8. In the First Name space, type in your first name
9. In the Last Name space, type in your last name.
10. Click Join the class!