English for Academic Purposes
Reading I – EFL 071

Course Description

This course is designed to help those literacy skills achieve reading fluency in English at the beginning level. Emphasis is placed on basic academic and cultural vocabulary and reading strategies which include self-monitoring and recognizing organizational styles and content clues. Upon completion, students should be able to use these strategies to read and comprehend basic academic, narrative, and expository texts.

This is a hybrid class; therefore, online assignments will be given in the equivalency of 1-2 hours per week.

Required Materials

Course materials will be accessible through the learning management system, Canvas. All students should know their Durham Tech student username and password in order to access the readings, homework and online assignments. All assignments will be uploaded and posted through Canvas.

A monolingual English dictionary (book or phone/computer app) is recommended.

Course Goals

- Students will have the ability to understand, discuss and write about the basic information of academic texts.
- Students will model outlining and annotating an academic textbook chapter.
- Students will develop a general base of academic vocabulary.
- Students will begin to apply reading strategies for better comprehension of academic texts.
- Students will give comprehensible presentations based on reading assignments.
- Students will develop an understanding of academic writing rules from reading academic texts journal articles and will be able to create written summaries of them

Course Objectives

Learning through course content activities will focus on the following areas:

1. Content Knowledge and vocabulary
   a. Student-centered learning activities and teaching methods
   b. Introducing pre-reading strategies: brainstorming, group discussion, concept or mind-mapping, pre-questions, visual aids, advanced organizers
   c. Understanding reading strategies for scholarly journal articles
   d. Recognizing purpose and point of view of the author
   e. Recognizing inferences
   f. Differentiating between fact and opinion
   g. Reading and outlining a textbook chapter of choice
   h. Understand the differences between print and electronic sources
   i. The environment and global warming
   j. How to succeed in college

2. Introduction to pre-reading, reading and post-reading strategies for college-level texts and journal article
   a. Pre-reading strategies
   b. Reading strategies
   c. Post-reading strategies

3. Outlining strategies to enhance comprehension
   a. Create outline to understand reading material

4. Introduction to strategies to analyze and evaluate
   b. Interpreting simple graphic materials
   c. Recognizing different types of sources
   d. Annotating a text for summaries
   e. Building Vocabulary
   f. Summarizing and responding to ideas

5. Discussion skills
   a. Collaborate in a safe and supportive learning environment for discussion between all class members.
   b. Participate in different discussion formats (pair work, small groups, and whole class) and activities (Harkness, Fishbowl, Panel, Round Table, Round Robin, Debate, etc.) in which to share ideas, make connections to class or research texts, and analyze content.
   c. Learn strategies to apply feedback in order to improve discussion and speaking skills.

6. Presentation skills
   a. Understanding parts of a presentation: introduction, thesis, body, and conclusion
   b. Delivering presentations: body language, voice inflection, posture

Student Learning Outcomes

Upon completion of the course, the students should be able to do the following:

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Content Knowledge and Vocabulary	Demonstrate knowledge of academic vocabulary words related to course content.	Vocabulary journal In-class activities Online/homework assignments Tests/Quizzes Projects	80% or higher according to the assignment rubric or test score.
Outlining	Construct a textbook chapter outline.	In-class activities Online/homework assignments Projects	80% or higher according to the assignment rubric or test score.
Reading	Practice pre-reading, reading, and post-reading strategies.	In-class activities Online/homework assignments Tests and Quizzes Projects	80% or higher according to the assignment rubric or test score.
Reading	Recognize inference in texts and identify the purpose/point of view of readings.	In-class activities Online/homework assignments Tests and Quizzes Projects	80% or higher according to the assignment rubric or test score.
Reading	Describe information presented by simple charts and graphs.	In-class activities Online/homework assignments	80% or higher according to the assignment rubric or test score.
Reading	Identify the differences between print and electronic resources.	In-class activities Online/homework assignments	80% or higher according to the assignment rubric or test score.
Writing	Compose a short synopsis based on 2 to 3 sources.	In-class activities Online/homework assignments	80% or higher according to the rubric
Writing	Compose a short summary of a journal article.	In-class activities Online/homework assignments	80% or higher according to the rubric

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Listening	Describe 4-5 min. content and skills-based videos for application in presentations, discussions, and writing assignments.	In-class activities Online/homework assignments	80% or higher according to the rubric and test/quiz scores
Speaking	Express ideas based on class reading assignments.	In-class activities Online/homework assignments	80% or higher according to the rubric
Speaking	Compose a summary about the content of 1 web source and 2 print sources.	Project 2	80% or higher according to assignment rubric
Discussion Skills	Participate in class discussions, in both large and small group settings in order to make connections and show comprehension of assigned reading material.	In-class activities Online/homework assignments	80% or higher according to the rubric
Presentation skills	Create a PowerPoint presentation related to course content using the presentation skills objectives learned in class Presentations should be about 5-7 minutes.	In-class activities Online/homework assignments Project 2	80% or higher according to the rubric
Rhetorical Thought Patterns	Identify if reading material is fact or opinion	In-class activities Online/homework assignments Tests and Quizzes	80% or higher according to assignment rubric and Test/Quiz scores
Syntax	Formulate written and spoken material with correct subject/verb conjugation, plural construction, and compose written assignments with correct end marks and capitalization.	In-class activities Online/homework assignments Tests and Quizzes Projects	80% or higher according to the rubric and test/quiz scores
Academic Success	Use Canvas in order to upload and input required assignments, download reading material and homework/online assignment communication.	In-class activities Online/homework assignments	80% or higher according to the rubric and

Attendance Policy

The EAP program has established an attendance policy that requires students to attend 85% of the scheduled synchronous class meetings. The student-centered approach to language skills development requires active participation in class; therefore, excellent attendance is mandatory. Students who miss more than 15% of the class may receive an R grade for the course, meaning they will not be able to progress to the next level and will have to repeat that course.

Course Assessments

Grading Policy

*According to the Durham Tech policy, students may not repeat a course more than three times. In the EAP program, if a student has to take the course a third time, before a student begins the course, they must meet with the director of the EAP program. During this meeting, the student will have to complete a Course Repeat Agreement form that has specific requirements to fulfill as part of the third attempt. If the student is unsuccessful in their third attempt, they will have to withdraw from the college because they will not be able to progress. If a student is attending Durham Tech on a student visa (F1), then that student will lose their visa status based on federal requirements.

90 – 100   A
80 – 89   B
79 or below   R (Repeat)*
Withdrew   W *

Evaluation of Performance

Assignments	Weight
Online/homework assignments and in-class activities	45%
Double Entry/ Vocabulary Journal	15%
Project #1 – Learning to read an academic textbook	15%
Project #2 – Thesis and outline presentation	15%
Tests and Quizzes	10%

Students must pass the course with an average grade of 80% or higher to be promoted to the next level.

Assignments Explanation

Homework assignments and In-class activities: In this student-centered learning environment, students will be required to participate in discussions, presentations, pair work, small group work, and other class activities, which require the completion of daily homework and online assignments throughout the semester, including reflection posts (50-75 words), discussion forum posts (75-100 words), and written assignments that will be linked on Canvas. In addition, all reading and listening activities will be linked on Canvas, so students will be required to download all material from the site. Activities and independent assignments are designed to provide students with opportunities to practice and get written and verbal feedback on their ability to apply learning of the knowledge, skills, and strategies found in the course objectives.

Double Entry/ Vocabulary Journal – Students will be required to track their own vocabulary learning. For each reading/listening assignment, students should record five vocabulary words. Along with the words,

students are required to write the definitions and attempt to use the word in a new sentence, relating it to the reading/listening assignment. Students will use these journals during class discussion, so these should be brought to class each day. Students will be assessed according to the specified rubric.

Learning to Read an Academic Textbook: Project 1– In this multiple step project, students will create a project based on a chosen academic textbook chapter. Students will read the chapter and outline it according to the instructions and example from the information obtained in class and linked on Canvas as a reference. Students will create 25 multiple choice, true/false, or matching questions that are ones that they think that a professor would ask on a test on the chapter. Finally, they will write 3 essays questions that a professor would ask on an essay exam. Students will be assessed according to the specified rubric.

Thesis and Outline Presentation: Project 2– Students in this multiple step process will choose a topic, find 3 sources, and write a thesis. They will also create a presentation outline and present it in the form of a 5 to 7 minutes PowerPoint presentation to the class. Students will be assessed according to the specified rubric.

Tests/Quizzes – Students will be given periodic tests and quizzes based on assigned readings. Sometimes these tests will be summary/response short answer quizzes, some will be comprehension-based quizzes, and some will be essay tests.