

English for Academic Purposes

Reading II - EFL 072

Course Description

This course provides preparation in academic and general purpose reading in order to achieve reading fluency at the low-intermediate level. Emphasis is placed on expanding academic and cultural vocabulary and developing effective reading strategies to improve comprehension and speed. Upon completion, students should be able to read and comprehend narrative and expository texts at the low-intermediate instructional level. The low-intermediate level is defined as low-intermediate as it relates to college-level academic English.

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 critically read and analyze articles and academic texts
- Students will have a broader base of academic vocabulary.
- Students will know how to apply reading strategies for better comprehension of academic text
- Students will know how to analyze, synthesize and summarize texts in order to formulate an argument
- Students will understand the difference with summary and response and will be able to complete academic level summary/response writing assignments
- Students will be able to recognize MLA formatting guidelines
- Students will give comprehensible and professional presentations based on reading assignments.
- Students will have a better understanding of academic writing rules from reading academic texts and will master the use of end marks, capital letters, and third-person singular verb construction in writing assignments.

Course Objectives

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

1. Content knowledge and vocabulary
 - a. MLA formatting, plagiarism, and academic integrity
 - b. Student-centered learning activities and teaching methods
 - c. Critical reading and analysis of a news article
 - d. Analyzing, Summarizing and Synthesizing texts in order to formulate an academic argument in writing assignments and discussions
 - e. The differences between summary and response as it relates to reading assignments
 - f. Police Shootings in the US

- g. Legalization of Same-sex Marriage
- h. U.S. Military Involvement in Afghanistan
- i. Mediterranean Migrant Routes
- j. Linking Language, Literacy and Cognition

2. Reading strategies

- a. Utilize basic pre-reading strategies (skimming/scanning)
- b. Identify the smaller segments of a larger topic for better understanding from an analytical point of view
- c. Identify the supporting arguments
- d. Identify the main idea and the details of the text
- e. Outline texts for better comprehension

3. Outlining strategies

- a. Use outlines to organize ideas

4. Written response strategies to authentic college-level texts and journal articles

- a. Write summary/response papers based on readings, videos and discussions

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. Students will be able to give presentations based on the reading material in a way that shows comprehension and the ability to analyze what they have read.

Student Learning Outcomes

Upon completion of the course, the students will 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.	Double Entry Notebook & Vocabulary Journal Project 1 and 2 In class activities and Online/Homework assignments Final Essay Tests and Quizzes	Showing proficiency at 80% or higher, according to the rubric.
Outlining	Create an outline based on a reading to help comprehension	In class activities and Online/Homework assignments Project 1 and 2	Showing proficiency at 80% or higher, according to the rubric.
Reading	Use pre-reading, reading and post-reading strategies to respond to college-level academic literary and expository texts with fluency.	Project 1 and 2 In class activities and Online/Homework assignments Final Essay Tests and Quizzes	Showing proficiency at 80% or higher, according to the rubric.
Reading	Analyze reading strategies	In class activities and Online/Homework assignments	Showing proficiency at 80% or higher, according to the rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Writing	Compose 2-3 page summary/responses based on college-level academic readings, videos, and lectures.	Project 1 and 2 In class activities and Online/Homework assignments Final Essay	Showing proficiency at 80% or higher, according to the rubric.
Editing	Apply feedback from peers and instructor check for errors in forming complete sentences, subject-verb agreement, appropriate punctuation and capitalization.	Double Entry Notebook & Vocabulary Journal Project 1 and 2 In class activities and Online/Homework assignments Final Essay Tests and Quizzes	Showing proficiency at 80% or higher, according to the rubric.
Listening	Describe 4-5 min. content and skills-based videos for application in presentations, discussions, and writing assignments.	Double Entry Notebook & Vocabulary Journal In class activities and Online/Homework assignments Tests and Quizzes	Showing proficiency at 80% or higher, according to the rubric.
Speaking	Express ideas and analysis based on class reading and listening assignments.	Double Entry Notebook & Vocabulary Journal Project 1 and 2 In class activities and Online/Homework assignments Final Essay Tests and Quizzes	Showing proficiency at 80% or higher, according to the rubric.
Discussion Skills	Discuss the assigned readings 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	Showing proficiency at 80% or higher, according to the rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Presentation skills	Formulate group and individual presentations according to standard English presentation skills. Presentation should be 10-12 minutes.	Project 1 and 2	Showing proficiency at 80% or higher, according to the rubric.
Rhetorical Thought Patterns	Evaluate with guidance if reading material has credibility as an academic source.	Project 1 and 2 In class activities and Online/Homework assignments Final Essay Tests and Quizzes	Showing proficiency at 80% or higher, according to the rubric.
Syntax	Formulate written and spoken material with correct subject/verb conjugation, plural construction, and compose written assignments with correct end marks and capitalization.	Project 1 and 2 In class activities and Online/Homework assignments Final Essay Tests and Quizzes	Showing proficiency at 80% or higher, according to the rubric.
Academic Success	Interpret assignment specifications independently and follow directions for assignments in order to meet the requirements	Project 1 and 2 In class activities and Online/Homework assignments Final Essay Tests and Quizzes	Showing proficiency at 80% or higher, according to the rubric.
Academic Success	Use Canvas in order to upload and input required assignments, download reading material and homework/online assignment communication.	Double Entry Notebook & Vocabulary Journal Project 1 and 2 In class activities and Online/Homework assignments Final Essay Tests and Quizzes	Showing proficiency at 80% or higher, according to the rubric.

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

In-class Activities and Online/Homework Assignments	30%
Double-Entry Notebook & Vocabulary Journal	10%
Current Events Group Project	15%
Reading in an Academic Genre Project	20%
Final Summary/Response Essay	15%
Tests/Quizzes	10%

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

Assignments Explanation

In-class activities and online/homework assignments – 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 blog posts, forum posts, 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 Notebook & Vocabulary Journal – Students will be required to follow the specifications (listed in the rubric) for their notebook and make an entry for each reading/listening assignment. These notebooks follow a specific formula to help students learn to read, comprehend, analyze, and respond to college-level reading assignments. Students are expected to write down important quotes from the reading/listening assignments and write their questions about their meanings and response/analysis. Students should write at least five quotes per reading assignment along with five responses. In addition, students are responsible for tracking their own vocabulary learning by recording no fewer than five vocabulary words, but no more than ten new 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 notebooks during class discussion, so these should be brought to class each day. Students will be assessed according to the specified rubric.

Current Events Group Project – Working with an assigned group, students will create a project based on a current event that is assigned by the instructor or chosen by the group. Each group will research its topic through a reliable news organization with students choosing different stories related to the topic from different sources (i.e. *CNN*, *NPR*, *The New York Times*, and *The Washington Post*). Students will do individual research and reading of one article and then share their information with the group through a blog post and in-class small group work. Additional research will be required by each group member related to the other students' articles. The group will compare and contrast information obtained from the different news agencies as it relates to their specific stories. Students will summarize their articles and respond to their group members through forum posts and in-class small group discussions. Through this research, groups will create a 10-12 minute presentation to share with the class summarizing, making connections, and analyzing the news agencies' similarities and differences in how the facts are reported and drawing conclusions as to the reasons. Visual aids and use of technology (PowerPoint, short video, recorded interview, etc.) will be required as part of the assignment specifications. Students will take notes on the presentations for use in a Harkness discussion where students will analyze the news stories, making connections, questioning, and drawing conclusions among all of the presentations as it relates to current trends/events in the world. Students will be graded on the blog posts, forum posts, presentation, and Harkness discussion, according to the rubric for each part of the process.

Reading in an Academic Genre Project Presentation - In this project, students will be required to use the Durham Tech library to obtain an academic source related to their program of study or primary academic interest. Students will use the librarians for this type of inquiry regarding how to locate these sources. Students will not use textbooks, but a theoretical book that explores aspects of their topic from an analytical point of view. They are required to check out and cite at least two academic books, and no Web sources are allowed for this project. As part of the culminating process, students will share with the class a focused presentation that explores one aspect of their topic in a close and analytical way. They will be required to create a PowerPoint presentation of 10-12 minutes that provides a visual explanation of the information in the form of an introduction, thesis, supporting details, and a conclusion. Students will be assessed according to the specified rubric.

Final Summary/Response Essay – This essay is a response to a reading assignment given in class. After reading, students will summarize the reading and then respond with an opinion based on the content and any background knowledge that the student knows. Students will be expected to write according to Standard Academic U.S. English, with special emphasis and grading focused on end marks, capitalization, third person singular verb conjugation, and plural construction. Students will be expected to complete the assignment within the class period. 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.