Syllabus: Advanced Academic Reading_sample only
Intensive English Language Program, Portland State University

Materials Needed:
1. Pencils and eraser for completing assignments and tests; colored pens for editing assignments
2. 3-ring binder with dividers in which to organize your work. Organizing work in a binder will make it easier to take out past assignments for in-class activities.
3. Odin account and email for using Google Drive
4. An English-English dictionary (or dictionary app that explains more than Google Translate)

Goals for this class:
• expand students’ ability to effectively, efficiently, and critically read academic texts in preparation for university courses
• encourage critical thinking through group discussion and written responses
• teach summary, response, application, and synthesis techniques
• help students master Academic Word List vocabulary, specifically sub lists 6-7
• develop reading fluency

Learning Outcomes:
By the end of the term, students should be able to perform and apply the following reading skills with at least 70% accuracy.

1. Read at a rate of 200+words per minute for general comprehension
2. Match vocabulary words from AWL sub lists 6-7 with their definitions, demonstrate meaning comprehension through fill in the blank activities, and use a selection of these words in writing assignments
3. Read and discuss a full-length non-fiction text
4. Write summaries that paraphrase the original ideas and accurately reflect the main idea of an assigned passage
5. Write a response paper that applies ideas from two or more different articles, correctly incorporates targeted vocabulary, and demonstrates control of grammar and sentence structure
6. Identify an author’s purpose and/or point of view
7. Infer meaning
8. Distinguish fact from opinion
9. Predict possible exam questions
10. Develop questions for facilitating a group discussion
11. Summarize the main points of academic articles in small group discussions
12. Lead a class or small group discussion on a reading passage
13. Practice extensive reading to build reading speed, fluency and confidence
14. Distinguish between reading for understanding and reading for evaluating

**ASSESSMENT AND GRADING:**

Assignments and Grading:
Grades will be based on quizzes, exams, in-class discussion assignments, homework assignments, and class participation. Each student will also lead a class discussion.

- Written Assignments: 25%
- Leading a class discussion: 10%
- Midterm exam: 15%
- Quizzes: 25%
- Final Exam: 25%