Academic Reading Syllabus_sample only
Intensive English Language Program, Portland State University

COURSE AIMS:
The aims of this course are to advance students’ reading skills, fluency and receptive vocabulary knowledge for academic reading. Authentic academic reading materials will be used for vocabulary and language structure development needed for university reading through Intensive Reading activities. High interest, highly comprehensible reading materials will be used for Extensive Reading work to develop fluency and student confidence with reading in English. Summary/Response writing will focus on connecting ideas from students’ knowledge and personal experience to ideas in the reading. Students in general expand receptive knowledge of vocabulary in the Academic Word List (sublists 1 – 10), and focus specifically on identifying and using words in sublists 4-5.

STUDENT LEARNING OUTCOMES (SLOs):
By the end of the term you should be able to meet the following objectives with at least 70% accuracy:

Vocabulary
Through vocabulary and comprehension tests, demonstrate passive and active knowledge (recognition, comprehension, and usage) of target vocabulary from course materials and words from the Academic Word List.

Intensive Reading
Through intensive reading practice, students will be able to meet the following outcomes connected to academic expectations related to critical thinking and university assignments:

- Apply different note taking strategies to a reading to demonstrate comprehension of and distinction between main ideas and relevant details for use as study aids for exams
- Write summaries and responses which demonstrate comprehension of main ideas and the author’s purpose, and connect ideas in reading to own knowledge and experience
- Demonstrate in writing and discussions higher level critical thinking by creating deep discussion questions and by connecting themes from a reading to ideas and information outside of the reading
- Predict and create appropriate exam questions for exam study purposes
- Using language from vocabulary lists and intensive reading materials, demonstrate a minimum degree of fluency and accuracy in written assignments appropriate to undergraduate coursework

Students should also be able to perform these skills previously taught in lower reading levels:

- Use a dictionary to locate a word, identify part of speech, determine meaning, and identify pronunciation
- Recognize affixes and roots to aid in comprehension of unknown words in reading passages
- Predict through previewing techniques
- Skim for overall comprehension
- Scan to locate specific information
- Use context clues to aid in comprehension
- Match pronouns to their referents
- Develop note-taking strategies for study
- Locate main ideas

*If you feel like you don't have one or more of the skills listed above, please see me during my office hour so we can work together to improve your skills.
Extensive Reading
- Express confidence and increased fluency in reading
- Read at a rate of 150-200 words per minute and comprehend main ideas
- Demonstrate cultural competency

ASSESSMENT CRITERIA:
To pass this course, students must be able to demonstrate SLO proficiency at 70% or higher. SLO achievement is measured through the coursework and grading criteria below. Scores below 70% in any of the grading categories below may result in failure of this course.

Coursework & Grading:
A. Graded Homework - 10%
   Homework is assigned for each class and will often include reading a text, taking notes, and answering questions. Other homework may be vocabulary work, reading skills practice, and summary-response preparation. Expect that any homework might be collected and graded; grades are based on completeness and accuracy.
   1. The Vocabulary Journal, collected almost every Monday, is included in this category.
   2. The Group summary, a one-paragraph summary of an assigned reading written together with your reading group, is also in this category.

B. Vocabulary Quizzes - 10%
   Short D2L quizzes on target vocabulary from course readings, along with additional words from the Academic Word List (sub-lists 4 and 5) – all vocabulary to be studied can be found on the D2L vocabulary list. One vocabulary quiz will be dropped from your grade.

C. Reading Group Project - 15%
   1. Individual article report: one-paragraph summary of student-chosen article, along with vocabulary list and discussion questions
   2. Individual article summary-response: the same summary as in #1 above, plus a one-paragraph response

D. Reading Comprehension Quizzes - 15%
   Short quizzes that test your understanding of assigned readings. You can use the reading and/or your notes during quizzes, but there is a strict time limit, so I strongly recommend being well-prepared.

E. Midterm Exam – 20%
   The midterm focuses on the sustainability theme articles and related vocabulary. During the exam, you will read a new article on the topic and answer comprehension and critical thinking questions about it, connecting the new article to the previous articles. You can use copies of the articles and your notes during the exam.

F. Final Exam - 30%
   The final exam focuses on the class discussion themes from the 2nd half of the term and vocabulary from the entire term. During the exam, you will read a new article on a class discussion topic and answer comprehension and critical thinking questions about it, connecting the new article to the previous articles. You can use copies of the articles and your notes during the exam. Final exam will be given only on the scheduled date at the scheduled time.