Saint Leo University

ENG 115: English for Academic Purposes: College Reading I
3 credits

Instructor:
Office:
Phone:
E-Mail:
Class Times:
Classroom:
Office Hours:

Saint Leo University’s Commitment to Academic Excellence Statement (abbreviated)

Academic excellence is an achievement of balance and growth in mind, body, and spirit that develops a more effective and creative culture for students, faculty, and staff. It promotes integrity, honesty, personal responsibility, fairness, and collaboration at all levels of the university. At the level of students, excellence means achieving mastery of the specific intellectual content, critical thinking, and practical skills that develop reflective, globally conscious, and informed citizens ready to meet the challenges of a complex world.

Course Description:

This course is designed to improve the academic reading and writing skills of non-native speakers of English. Emphasis is on connecting critical thinking and language skills.

Prerequisite

University admission through the regular track of the Bridge Program.

Entry Proficiency Level - intermediate: Level 3: Developing (TESOL Pre-K-12 English Language Proficiency Standards – Framework)

Goal Exit Level – high intermediate: Level 4: Expanding (TESOL Pre-K-12 English Language Proficiency Standards – Framework)

Required Textbook:


Course Goals:

This course aims to:

(1) Support the development of critical reading, critical thinking, and language skills.
(2) Improve academic reading and writing skills.

**Teaching Objectives:**

**STUDENTS WILL:**

I. Use variety of strategies when previewing texts and reading for details.

II. Read texts and summarize orally and in writing main ideas.

III. Discuss and practice the use of glosses, footnotes, visuals to aid comprehension.

IV. Engage in asking critical questions about texts in order to develop critical-reading skills.

V. Discuss the conventions of academic paragraph organization.

VI. Work on extended paragraphs of different composition patterns (process, persuasion, analysis, cause and effect, summary, based on assigned readings) that are connected to topics in course readings.

VII. Practice integration of others’ ideas into their writing using paraphrase and summary.

VIII. Practice various revision and editing strategies

IX. Practice target grammar features (adjective phrases, transition words, quantifiers, parallel structures, modals, passive voice, tense shift) in structured exercises and in writing.

X. Work on expanding their vocabulary through critical reading and use of different types of dictionaries and glosses.

**Student Learning Outcomes**

**STUDENTS WILL BE ABLE TO:**

1. Support their reading process and improve comprehension applying different strategies for engaging with texts before and during detailed reading.

2. Summarize in writing or orally ideas of short texts on various topics after reading in detail.

3. Effectively use various elements of an academic text (organization, formatting, glosses, footnotes, illustrations, and graphics) to enhance reading for detail and comprehension.

4. Ask critical questions about texts in order to support reading comprehension and learning.

5. Based on assigned topics, write well-developed paragraphs of different composition patterns (process, persuasion, analysis, cause and effect, summary).

6. Demonstrate ability to integrate other’s ideas into their writing through the use of paraphrase and summary.

7. Based on assigned topics, write paragraphs using appropriate grammar (adjective phrases, transition words, quantifiers, parallel structures, modals, passive voice, tense shift) and vocabulary.
8. Successfully revise and edit their own writing addressing paragraph organization and language-related issues.

9. Use effectively academic vocabulary in speech and writing.

Assignment Descriptions

PRACTICE ASSIGNMENTS
- Reading/Comprehension activities from the textbook (including activities supporting pre-reading, text analysis, and detailed reading).
- Reading Discussions – in class students will discuss the texts they read; they will ask and answer questions related to the text. The goal of these discussion activities is to practice pre-reading and reading strategies and to support the development of critical thinking skills as related to reading.
- Grammar and Vocabulary Exercises: various exercises that provide practice of target grammar forms and vocabulary in the context of assigned readings will be completed in class and as homework assignments.

CONNECTING READING AND WRITING: PROJECTS – 25% of course final grade
- Blog Project - Process Paragraph: Working individually, each student will write a process paragraph. They will complete multiple drafts; peer and instructor feedback will be provided. The final version of the process paragraph will be published on a shared blog (process) – 5%
- Extended Definitions: After completing course readings and discussing the connections between language, identity, and culture, students will prepare extended definitions of a concept in their native language that cannot be translated into English. (analysis) – 4%
- Summaries: Students will prepare at least three summaries of course texts. (summary) – 6%
- Advertising Proposal: students will create an advertising proposal describing their ideas about web or print advertisement. Using extended paragraphs, in three sections, they will describe the product and advertisement visuals, and will persuade audience that this will be an effective ad. In each section a well-developed paragraph of a particular type is included: (1) the product is described (description); (2) the visual ad is described and its effects stated (description and analysis); (3) a persuasive paragraph outlining the qualities of the ad concludes the proposal (persuasion) – 7%
- Global Cooperation: Causes and/or Effects: After reading the assigned texts on the topic, students will write an extended paragraph on the topic of globalization and cooperation expressing their ideas and supporting these ideas with details from the texts. – 7%

ASSESSMENTS – 75% of course final grade
- 5 graded quizzes assessing reading/comprehension, target grammar, and vocabulary). – 35%
Cumulative Midterm exam which assesses reading/comprehension, target grammar, and vocabulary. – 15%
Cumulative Final exam which assesses reading/comprehension, target grammar, and vocabulary – 25%

Outcome Assessment:
Assessments 75%
Connecting Reading & Writing Projects 25%
100%

Grading Scale (%)
A (94-100) = Exceptional
A- (90-93) = Superior
B + (87-89) = Excellent
B (84-86) = Very Good
B- (80-83) = Good
C+ (77-79) = Above Average
C (74-76) = Average
C- (70-73) = Below Average (a grade below this line means the course must be retaken)

D+ (67-69) = Marginal
D (60-66) = Poor
F (0-65) = Failure

Attendance and Participation:
Attendance to class and participation are key components of this course. The attendance will affect final grade in the following manner: 3 unexcused absences in Monday/Wednesday/Friday classes and 2 – for Tuesday/Thursday classes will result in 10% grade drop; university excused absences will not affect the course grade only if all assignments are submitted and all tests are taken. Each following unexcused absence will further reduce the grade with 3.5% for Monday/Wednesday/Friday classes and 5% for Tuesday/Thursday classes.
Late arrivals: The student is marked as tardy if he arrives 5-9 minutes after the beginning of the class. After 15 minutes a student will be considered absent.

Refer to the Attendance Policy in its entirety in the Saint Leo University Catalog.
The student is expected to:

- Keep up with the work and maintain the progress with the rest of the class.

- Attend every class session! Class participation is extremely important to the practice of speaking and listening skills, and, therefore, attendance is calculated as part of your grade for the course.

- Provide documentation for official, excused absences to the academic advisor. Excessive absences will result in a reduced grade.

- Late assignments will have 10% of total grade deducted for each day beyond the due date. The instructor may not consider a late assignment for grading if the assignment is submitted more than six days after the due date.

- Find out about missed work from a classmate BEFORE THE NEXT CLASS or from the instructor during office hours BEFORE THE NEXT CLASS. If you do miss a class for an official, excused absence, it is your personal responsibility to make up the work BEFORE THE NEXT CLASS.

- Do their own work! Any student suspected of academic dishonesty will be referred to the Academic Standards Committee.

Saint Leo University Core Values

**Respect**

We value all individuals' unique talents, respect their dignity and strive to foster their commitment to excellence in our work. Our community's strength depends on the unity and diversity of our people, on the free exchange of ideas, and on learning, living and working harmoniously.

**Personal Development**

Saint Leo University stresses the development of every person's mind, spirit, and body for a balanced life. All members of the Saint Leo University community must demonstrate their commitment to personal development in order to strengthen the character of our community.
## Tentative Class Schedule:

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<tr>
<th>Week</th>
<th>In Class</th>
<th>Assignments</th>
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| Weeks 1&2 | * Course Introduction.  
* Unit 1: New Media: Blogs and Journalism | *Overview of course and textbook  
*Reading assignments  
*Reading class discussions  
*Practice activities  
*Blog Project (draft 1)  
*Quiz 1 |
| Weeks 3&4 | Unit 2: Language: History and Changes         | *Reading assignments  
*Reading class discussions  
*Extended definition assignment  
*Blog Project (draft 2)  
*Quiz 2 |
| Weeks 5&6 | * Unit 3: Work and Leisure  
* Unit 4: Deception | *Reading assignments  
*Reading class discussions  
*Summary 1 (draft 1)  
*Summary 1 (draft 2)  
*Quiz 3 |
| Weeks 7&8 | * Unit 4: Deception (cont.)  
* Midterm Review  
* Midterm | *Reading assignments  
*Reading class discussions  
*Advertisement Proposal (draft 1) |
| Weeks 9&10 | Unit 5: Global Citizenship  
[semester break] | *Reading assignments  
*Reading class discussions  
*Advertisement Proposal (draft 2)  
*Global Cooperation Project (draft 1)  
*Summary 2 (draft 1)  
*Summary 2 (draft 2)  
*Quiz 4 |
| Weeks 11&12 | Unit 7: Alternative Thinking | *Reading assignments  
*Reading class discussions  
*Global Cooperation Project (draft 2) |
| Weeks 13&14 | Unit 9: Energy | *Reading assignments  
*Reading class discussions  
*Summary 3 (draft 1)  
*Summary 3 (draft 2)  
*Quiz 5 |
| Week 15  | Final Review | *Final exam practice |

Final Exam