Saint Leo University

ENG 117: English for Academic Purposes: College Preparatory Reading II
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 aims to support the development of key reading skills and the application of effective reading strategies of the international students enrolled in the Bridge Program. During the course, students will involve in active reading of college-level texts, examination of text organization patterns, identification of main and supporting ideas, and analysis of the connections of ideas presented in the texts. The texts included in the course focus on topics of high-interest for international students such as multiculturalism, language acquisition, health, and global environment.

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)

Prerequisite
Successful completion of ENG 115: English for Academic Purposes: College Reading I or meeting the requirements for Bridge Program fast-track admission.

**Textbooks:**


**Course Goals**

(1) Develop advanced skills and strategies for academic reading through active and critical interaction with texts on academic topics.

(2) Improve reading comprehension through vocabulary building, active reading, discussion, and writing.

**Teaching Objectives**

STUDENTS WILL:

I. Practice pre-reading strategies through activating background knowledge and engaging in focused previewing of the text.

II. Use initial-reading strategies such as scanning and skimming to enhance the speed of reading, abilities to find specific information, and reading comprehension.

III. Be introduced to and practice a variety of strategies to support the reading/comprehension process through:

   -a- active engagement with text (notes, highlighting, underlining, diagrams and outlines),
   
   -b- identifying key segments and details of a text based on reading goal and learning task (identifying text organization markers, main ideas, supporting examples and facts etc.)

IV. Interpret text visuals, graphics, diagrams, and tables in the context of a specific text.

V. Conduct guided research on topics addressed in the textbook texts answering specific questions.

VI. Engage in class discussions and write about topics addressed in the textbook texts using the assigned texts and the outcomes of their own research.

VII. Continue building academic vocabulary through:

   -a- active exposure and use of vocabulary in context,
   
   -b- using effective strategies for dealing with unknown vocabulary in context,
   
   -c- purposeful use of English-English dictionaries.

**Student Learning Outcomes**

STUDENTS WILL BE ABLE TO:

1. Use effectively pre-reading strategies to enhance reading comprehension.
2. Find specific information in an academic texts applying scanning and skimming strategies.

3. Engage in active interaction with texts applying effective strategies such as note-taking, underlining/highlighting, outlining).

4. Derive and evaluate information presented in visuals, graphics, diagrams, and tables supporting academic texts and use them effectively for achieving the reading goal.

5. Conduct further research on topics addressed in academic texts.

6. Share their analysis and evaluation of texts and support their opinion with examples from assigned texts and/or other resources orally and in writing.

7. Effectively use English-English dictionaries during the reading process.

8. Interpret and guess unknown vocabulary in context using various strategies.

Assignment Descriptions

PRACTICE ASSIGNMENTS
• Reading/Comprehension activities from the textbook (including pre-reading, analysis of text elements, and detailed reading).
• Reading Discussions – in class students will discuss the texts they read and will ask & answer questions related to the text.
• Vocabulary building exercises

CONNECTING READING AND WRITING: REPORTS – 30% of course final grade
• During the semester, students will write 8 short reports based on the texts presented in each unit and their own research. To complete these reports they will:
  - a- read and analyze texts in the context of the assigned task
  - b- summarize texts
  - c- conduct guided research on the topic and outline their findings
  - d- address the assigned topics based on text summaries and research outlines.

ASSESSMENTS – 70% of course final grade
• 4 graded quizzes assessing reading/comprehension. – 20%
• 8 graded quizzes assessing vocabulary. – 20%
• Cumulative Final exam which assesses reading/comprehension and vocabulary. – 30%

Assessment Outcomes:

Assessments 70%
Connecting Reading & Writing: Reports 30%
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.*

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**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 the 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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<thead>
<tr>
<th>Weeks</th>
<th>In Class</th>
<th>Assignments and Assessments</th>
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| **Week 1**  | **Course Introduction**            | *Practice assignments  
*Connecting reading and writing: report 1  
*Vocabulary Quiz 1                                                             |
|             | • Course goals                      |                                                                 |
|             | • Text organization                 |                                                                 |
|             | • New vocabulary – vocabulary study list organization |                                                                 |
|             | • Dealing with new vocabulary in context |                                                                 |
| **Weeks 2, 3, 4** | **Chapter 1: World Health in Twenty-First Century** | *Practice assignments  
*Connecting reading and writing: reports 2&3  
*Vocabulary Quizzes: 2&3  
*Reading/Comprehension Quiz 1                                                             |
|             | • Reading strategies and language focus: continuing ideas, course and effect connectors, Passive sentences. |                                                                 |
| **Weeks 5, 6, 7** | **Unit 2: Living in Multicultural Society** | *Practice assignments  
*Connecting reading and writing: reports 4&5  
*Vocabulary Quizzes: 4&5  
*Reading/Comprehension Quiz 2                                                             |
<p>|             | • Reading strategies and language focus: main ideas, unfavored and |                                                                 |</p>
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Unit 3: Aspects of Language</th>
<th>*Practice assignments</th>
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<tbody>
<tr>
<td>8, 9, 10</td>
<td>• Reading strategies and language focus: definition and classification, tables and illustrations, comparison and contrast.</td>
<td>*Connecting reading and writing: reports 6&amp;7</td>
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<td>*Vocabulary Quizzes: 6&amp;7</td>
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<td>* Reading/Comprehension Quiz 3</td>
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<td>Weeks</td>
<td>Unit 4: Looking After Planet Earth</td>
<td>*Practice assignments</td>
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<td>11, 12, 13 and 14</td>
<td>• Reading strategies and language focus: problem/solution texts, -ing words that express results, nominalization</td>
<td>*Connecting reading and writing: reports 8</td>
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<tr>
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<td></td>
<td>*Vocabulary Quizzes: 8</td>
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<td>* Reading/Comprehension Quiz 4</td>
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<td>Week 14</td>
<td>Learning Reflections and Practice with Authentic College-Level Texts</td>
<td>*Discussion of most effective reading strategies</td>
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<td></td>
<td>*Discussion of most effective vocabulary learning strategies</td>
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<tr>
<td>Review</td>
<td>Preparing for the Final Exam</td>
<td>Practice activities for the final exam.</td>
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<td>Week 15</td>
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<td>Week 16: Final Exam</td>
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