

# 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 Tdcc.918/3 (a 223.5 (a-0.0(ei 223 Final Essay Tests and Quizzes	

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 rub4 -1.in(i)-1.5 (gc.2)

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

## 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

**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

