English For Academic Purposes
EFL 073- Reading lll

Course Description

This course is designed to develop fundamental reading and study strategies at the intermediate level needed for curriculum programs. Emphasis is placed on building vocabulary and cultural knowledge, improving comprehension, and developing study strategies on basic-level college materials and literary works. Upon completion, students should be able to read and comprehend narrative and expository texts at the intermediate instructional level. The intermediate level is defined as 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

1. Students will know how to analyze a source and discuss its implications.
2. Students will use and build on their base of academic vocabulary
3. Students will understand how to write from a sociological point of view.
4. Students will be able to recognize MLA and APA formatting guidelines and expectations.
5. Students will be able to summarize and analyze a reading assignment.
6. Students will know how to make connections among sources and draw conclusions based on those connections.
7. Students will have the ability to evaluate, discuss, make connections among sources, and write about academic texts.

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. Research strategies
    d. Summarizing texts
    e. High school – different environments of secondary schools, dropout rate
    f. Liberal arts v. vocational education
    g. DDT, malaria, bed bugs, and various world (health) organizations
    h. Paper and the environment
    i. Writing for Sociology
    j. Grammar-based terms and usage – collocations, idioms, simple past verb tense, comparatives and superlatives

2. Pre-reading strategies for college-level texts and journal articles.
    a. Activate prior knowledge.
    b. Skim and scan.
    c. Preview.
        i. Text markers (titles, headings, etc.).
        ii. Graphics and textual aids.
        iii. Objectives and questions.
    d. Pre-question.
    e. Concept/Mind-map.
    f. Predict.

3. Reading strategies using college-level texts and journal articles.
    a. Annotate.
    b. Highlight and underline texts.
    c. Identify important vocabulary.
    d. Identify main ideas, supporting details, and examples, and other key pieces of information.
    e. Identify the subject, thesis, audience, and purpose.
4. Strategies to engage in conversation with an assigned text.
    a. Question during reading.
    b. Interpret visual texts and graphics.
    c. Employ re-reading strategies.
    d. Decipher strategies for difficult vocabulary.
    e. Recognize formal and informal language.
    f. Recognize and understand imagery and idiomatic expressions.

5. Outlining strategies to present written information.
    a. Use outlines as organizational patterns for ideas.

6. Written response strategies to authentic college-level texts and journal articles.
    a. Summarize texts.
    b. Formulate arguments as evidence-based responses to texts to create a thesis statement.
    c. Critically analyze texts using additional resources to make connections among assigned reading materials.
    d. Critically analyze texts conducting individual and group research using library and online resources in order to make connections among a variety of sources.
    e. Convey analysis through class discussions, written assignments, and individual and group presentations.
    f. Create reading responses in a formal compare/contrast essay composed in MLA formatting.

7. 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.

8. Presentation skills
    a. Employ a variety of resources (model presentations, actual demonstrations, and presentational language guides) to develop of presentation skills.
    b. Learn strategies to apply feedback in order to improve presentation skills.
    c. Comprehend expectations for presentation skills according to the rubrics provided for presentation tasks.
9. Interviewing skills
    a. Conduct an interview in English with someone to gather information about a particular person.
    b. Ask about the interviewee's opinion of the person in question.

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	Employ reading strategies of scanning, outlining, and summarizing to understand academic and literary texts.	Double Entry Notebook & Vocabulary Journal Project 1 and 2 In class activities and Online/Homework assignments	Showing proficiency at 80% or higher, according to the rubric.
Content Knowledge and Vocabulary	Use academic vocabulary through context clues and learning strategies	Double Entry Notebook & Vocabulary Journal Project 1 and 2 In class activities and Online/Homework assignments	Showing proficiency at 80% or higher, according to the rubric.
Reading	Apply study strategies of note taking and annotation when reading academic and literary texts	In class activities and Online/Homework assignments Project 1 and 2	Showing proficiency at 80% or higher, according to the rubric.
Reading	Recognize the cultural differences in vocabulary and texts	In class activities and Online/Homework assignments Project 1 and 2 Double Entry Notebook & Vocabulary Journal	Showing proficiency at 80% or higher, according to the rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Reading	Differentiate minor details from major points in reading assignments in a way that it demonstrates discernment of main ideas, purpose, and audience of a reading assignment.	In class activities and Online/Homework assignments	Showing proficiency at 80% or higher, according to the rubric or test score
Reading	Demonstrate the ability to read and comprehend narrative and expository texts.	In class activities and Online/Homework assignments Test/Quizzes Project 1 and 2	Showing proficiency at 80% or higher, according to the rubric or test score
Writing	Relate concepts from reading assignments in a way that shows comprehension, analysis, and professionalism.	In class activities and Online/Homework assignments Project 1 and 2	Showing proficiency at 80% or higher, according to the rubric.
Editing	Apply feedback from peers and instructor to check for errors in content, complete sentences, subject/verb agreement, conjunctions, capitalization, plural construction, sentence combination and transitions	Project 1 and 2	Showing proficiency at 80% or higher, according to the rubric.
Listening	Interpret 5-7-minute content skills-based videos for applications in presentations discussions and writing assignments	In class activities and Online/Homework assignments Test/Quizzes	Showing proficiency at 80% or higher, according to the rubric or test score.
Speaking	Practice presentations, interviews, and discussions in a professional manner that shows comprehension and application of spoken Standard Academic US English.	In class activities and Online/Homework assignments Project 1 and 2	Showing proficiency at 80% or higher, according to the rubric.
Discussion Skills	Demonstrate skills of waiting, interrupting, analysis and comprehension of academic reading assignments by making original arguments that build from and on the sources during class discussions.	In class activities and Online/Homework assignments	Showing proficiency at 80% or higher, according to the rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Presentation skills	Examine key topics and compose them in a way that shows analysis of the concepts and understanding of the research and readings. Presentation should be 12-15 minutes in length.	In class activities and Online/Homework assignments Project 1 and 2	Showing proficiency at 80% or higher, according to the rubric.
Rhetorical Thought Patterns	Differentiate minor details from major points in reading assignments in a way that shows comprehension and ability to think beyond the obvious	In class activities and Online/Homework assignments Project 1 and 2 Double Entry Notebook & Vocabulary Journal	Showing proficiency at 80% or higher, according to the rubric.
Rhetorical Thought Patterns	Evaluate the credibility of reading materials as an academic source	In class activities and Online/Homework assignments Project 1 and 2	Showing proficiency at 80% or higher, according to the rubric.
Syntax	Use Standard Academic U.S. English in writing assignments, especially as it relates to capitalization, end marks, plural construction, subject/ verb conjugation, correct verb tenses, sentence combination and transitions.	In class activities and Online/Homework assignments Project 1 and 2 Test/Quizzes	Showing proficiency at 80% or higher, according to the rubric or test score
Academic Success	Complete assignment specifications independently and follow directions for assignments in order to meet the requirements of each assignment for class preparation, and on-time submissions.	In class activities and Online/Homework assignments Project 1 and 2 Double Entry Notebook & Vocabulary Journal Test/ Quizzes	Showing proficiency at 80% or higher, according to the rubric or test scores
Academic success	Employ learned skills to navigate Canvas in order to upload and input required assignments, download reading material and homework/online assignment communication.	In class activities and Online/Homework assignments Project 1 and 2 Double Entry Notebook & Vocabulary Journal Test/ Quizzes	Showing proficiency at 80% or higher, according to the rubric or test scores

Course Assessments

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.

Grading Policy

* According to the Durham Tech policy, students may not repeat a course more than three times. In the EAP program, if a student has to take the course a third time, before a student begins the course, they must meet with the director of the EAP program. During this meeting, the student will have to complete a Course Repeat Agreement form that has specific requirements to fulfill as part of the third attempt. If the student is unsuccessful in their third attempt, they will have to withdraw from the college because they will not be able to progress. If a student is attending Durham Tech on a student visa (F1), then that student will lose their visa status based on federal requirements.

90 – 100	A
80 – 89	B
79 or below	R (Repeat)*
Withdrew	W*

Evaluation of Performance

Assignments	**Weight**
In-class activities, online/homework assignments	**35%**
Double-Entry Notebook and Vocabulary Journal	**10%**
Project #1 – Current Issues in U.S. Education	**20%**
Project #2 – Powerful Women around the World	**25%**
Tests/Quizzes	**10%**

Students must pass all courses with an average grade of 80% or higher to be promoted to the next level.

Assignments Explanation

In-class activities, online/homework assignments – Students will be required to complete daily assignments in preparation for class discussions, projects, and assignments. These assignments include blog posts of 75-100 words, forum posts that are comprised of 75-100 words in addition to required responses to their class members. Homework assignments are related to the specified reading and focus on students' understanding and ability to conduct a STAP analysis (subject, thesis, audience, purpose). Each assignment has a related rubric and are detailed on the Canvas site. Students are also expected to come prepared to class for in-class activities and discussions as they relate to the assigned readings before each class period. These in-class activities include student-centered activities, such as Harkness discussions, Fishbowl discussions, small group and pair work, which when graded are assessed with a grading rubric.

Double-Entry Notebook and 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 the reading assignments at the college-level. 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 seven quotes per reading assignment along with seven responses. In addition, students are responsible for tracking their own vocabulary learning. For each reading/listening assignment, students should record no fewer than five vocabulary words, but no more than ten new words. Along with the words, students are required to write the definitions and attempt to use the word in a new sentence, relating it to the reading/listening assignment. Students will use these notebooks during class discussion, so these should be brought to class each day. Students will be assessed according to the specified rubric.

Project #1 – Current Issues in U.S. Education - In this project, students will choose from a list of topics that relate to education and complete the project steps according to the specifications. As the final step, students will present their research and findings to the class in a 12-15-minute PowerPoint presentation. MLA Citations and references are required as part of the assignment requirements. The project will be assessed according to the rubric.

Project #2 – Powerful Women around the World – For this project, students will choose one of the 100 most influential women as noted by *Forbes* magazine. Students will research the specific field that the woman is in and find a scholarly journal article that is related to her field of work, study, or focus. From their scholarly article, students will create a 12-15-minute presentation with its focus on this article. In addition, and in correlation with the scholarly article, students will integrate information about the woman's personal life, her history in business, politics, her job, and deduct from this information why they believe *Forbes* Magazine included her among the top 100. Students will also be required to conduct one interview of someone who is familiar with or in the same field as the woman chosen for their project. This person's opinion will be included in the presentation. The interview must be conducted in English. This project's design is to help students improve research, comprehension, and presentation skills, and to help them continue developing the critical thinking skills necessary for U.S. Academic English reading and writing.

Tests/Quizzes – Periodically, students will be given comprehension quizzes related to their assigned readings in order to test their understanding and hold them accountable to reading assignments.