

Reading – ESLP 1031

Fall 2009

Instructor: Jean M. Czaja
Office: 212 Academic Support Facility
Mailbox: 425 Alumni Memorial Union

Office Hours: 10am-12pm, Wed. & Fri.
Phone: 288-0721
E-mail: jean.czaja@marquette.edu

This course is designed to introduce you to the basics of advanced reading needed for success in the U.S. university context. It provides extensive practice in reading comprehension and vocabulary development and teaches you how to recognize the organization of written texts and the authors' tone and purpose. It also trains you to critically evaluate arguments in written texts. Finally, it provides strategies and practice with reading under time constraint, increasing your reading speed, and locating reading materials.

Course Learning Objectives

Upon completion of the course, you will be able to:

- comprehend literal and implied meanings of academic texts
- determine meanings of new vocabulary
- evaluate and respond to ideas in academic texts
- employ components of the reading process
- read under time constraints
- use strategies to address reading problems

Course Materials

Bridging the Gap (9th ed.) by Brenda Smith (BTG)
Focus on Vocabulary: Mastering the Academic Word List by Diane Schmitt & Norbert Schmitt (FOV)
A Two-Pocket Folder for Your Reading Journal & Final Portfolio
A Three-Ring Binder for Course Materials
Course Materials on D2L at <<https://d2l.mu.edu/index.asp>>
Bridging the Gap website <http://wps.ablongman.com/long_smith_bg_9/64/16463/4214596.cw/index.html>

Grades

Final grades will be arrived at by averaging grades received on tests, a final exam, a reading journal, chapter reading worksheets, and a final portfolio and weighing them according to the percentages below.

Test #1	(Sept. 23)	15%
Test #2	(Oct. 16)	20%
Test #3	(Nov. 9)	15%
Final Exam	(Dec. 16, 1-3pm)	20%
Reading Journal		20%
Chapter Reading Worksheets		5%
Final Portfolio		5%

A	93-100%	(4.0)
AB	88-92%	(3.5)
B	83-87%	(3.0)
BC	78-82%	(2.5)
C	73-77%	(2.0)
CD	68-72%	(1.5)
D	60-67%	(1.0)
F	0-59%	

Tests and Final Exam

You will have three in-class tests during the semester. Each test will cover materials learned since the previous test and may have a take-home component. We will go over the format of the test prior to each test. You will also have a comprehensive final exam on Wednesday, Dec. 16 from 1-3pm.

Reading Journal

Throughout the semester, you will keep a reading journal, which you will complete almost every week. The journals ask you to apply the concepts learned during the week and directly prepare you for the tests and final exam. They will also encourage you to read and reflect on what you have read and will help you learn essential academic vocabulary that you need to know to succeed in your other courses. You may handwrite or type your journals, and you are encouraged to write your answers to the vocabulary exercises in your vocabulary book. Journal assignments are generally due on Mondays in class and will be returned the next class period.

Chapter Reading Worksheets

To succeed in this course you will need to carefully read the chapters in Bridging the Gap. The textbook will give you a lot of information about and practice with reading, will prepare you for our class sessions, and will help prepare you for your test and final exam. To ensure that you read the chapters carefully, you are encouraged to take notes on and required to complete a “chapter reading worksheet” as you read each chapter. Each worksheet is due the class period after the chapter is assigned.

Final Portfolio

At the end of the course, you will submit a Final Portfolio in a 2-pocket folder. This Final Portfolio will be used to measure how well you achieve the course learning outcomes and is intended to help you to improve your English language proficiency. Your Final Portfolio will contain:

- (1) a reflective letter in which you introduce the portfolio and comment on (a) your reading abilities at the start of the course, (b) the progress you have made, (c) the areas you intend to improve, and (d) specific strategies you will use to improve these areas as you continue your studies at Marquette.
- (2) all your work from the course (diagnostic tests, questionnaires, tests, journals, and chapter reading quizzes).
- (3) any additional items from your other courses you have taken this semester, which you believe demonstrate the learning outcomes taught in the course.

Information from your portfolio will also be reported to the university as part of the larger Marquette University initiative to assess students’ learning. This final portfolio is due at the time of the final exam.

Participation, Attendance, & Arriving Late

Class participation and attendance are extremely important to your success in the course, and you are required to attend and strongly encouraged to actively participate in all classes. To help ensure that you attend class, if you miss more than 6 days of class, your final grade will be lowered by 2% points for each additional absence. And if you miss more than 9 days of class, you will be dropped from the course and given the grade “WA.” If you receive a “WA,” you are no longer allowed to attend the class, and your academic transcript will indicate that you were withdrawn from the course for excessive absences. You and your advisor will be informed if you miss

6 days of class. Please note that if you are absent, you are also responsible for information covered in class during your absence and for any penalties for late work. Also, please be on time for class. In the U.S. arriving late is considered rude and disruptive. You should plan to arrive before a class is scheduled to begin. If you arrive late, you should come in quietly and take your seat.

Late Policy

Tests and Final Exam: No late tests or final exam will be given except in the case of a verifiable, unavoidable absence, in which case you should contact me as soon as possible to explain the situation.

Reading Journal: Journal assignments are due on the assigned day at the beginning of class. A late journal and/or workbook will be lowered by 5% for each class period it is late and will not be accepted more than one week late. The only exception to this policy is if you have a verifiable, unavoidable absence.

Chapter Reading Worksheets: Your chapter reading worksheets should be completed as you read your chapters and are due at the beginning of the class period after the chapter is assigned. No late chapter worksheet will be accepted except in the case of a verifiable, unavoidable absence, in which case you should contact me as soon as possible to explain the situation.

Final Portfolio: No late portfolios are accepted except in the case of a verifiable, unavoidable absence, in which case you should contact me as soon as possible to explain the situation.

Inclusive Language & Respect for Classmates

You are expected to use inclusive language or gender neutral vocabulary. For example, avoid "man" or "men" when you mean "human being(s)" or "people." In addition, please treat all people and groups with respect and avoid racist, sexist, and homophobic language. Only inclusive, non-discriminatory language will be permitted in classroom discussions, journals, worksheets, and tests. Please note that if your behavior is disrespectful and/or disruptive that you will be asked to leave the class for the day. Also, as a courtesy to me and your classmates, please refrain from using cell phones or other electronic communication devices in class. Please keep your cell phones and other devices off. Thank you!

Academic Honesty and Integrity

As a Jesuit institution, Marquette University considers academic honesty and integrity in academic pursuits essential and treats acts of academic dishonesty very seriously. Academic dishonesty can result in your receiving a failing grade on an assignment, failing a course, and/or being expelled from the university.

Although different cultures have different ideas about what behaviors are considered dishonest and unethical, in the U.S. and at Marquette some acts that are considered to be academically dishonest include:

- submitting work that uses someone else's wording, organization, and/or ideas without careful and accurate acknowledgement
- submitting work that was written for a previous class or another class during the semester
- submitting work that someone else wrote or revised for you
- allowing someone else to use your work

Also, be sure to protect yourself against problems with academic honesty by never sharing electronic copies of assignments, by protecting your computer with passwords, and by not losing your flash drives. Please see the "Undergraduate Bulletin" for a further explanation of the university's policy. **Please be aware that if you commit an act that is considered to be academically dishonest, you may receive a 0% on the assignment, and academic dishonesty proceedings may be brought against you.**

Final Note about Our ESL Courses and Being Successful in this Course

Please note that the ESL courses at Marquette are academically and intellectually challenging courses. Although they are ESL courses, they are academic credit courses which are conducted just like any other academic courses you take here at the university. These courses are likely more intensive and more demanding than other English courses that you have taken before. We will cover a lot of in-depth information and will cover materials more quickly than you may be used to. This means that you should plan to spend as much (if not more) time on these courses as your other courses.

To be successful in this specific course, you need to regularly attend class; complete your reading assignments, chapter reading worksheets, and reading journals well and on time; participate in class; and prepare well for and perform well on your tests. In addition, you need to focus on mastering the content and applying well the skills covered in the course. If you have lower skills in reading, you will need to work and study more and harder to improve your reading skills so that you reach the level needed for university study. Although this course is challenging, you can succeed in it if you take it seriously and work hard.

I am excited about working with you this semester and helping you to improve your reading skills so that you can be successful in your studies. I am here to help you and strongly encourage you to visit me during office hours or to schedule an appointment to meet with me if you need help or have any concerns about the class. I am available to help and want to see you learn and succeed in the course, your studies at Marquette, and your future careers.

Some Helpful University Resources

Writing Center, Raynor Library, 240

The Ott Memorial Writing Center offers free one-to-one tutoring to all Marquette students, staff, and faculty on all kinds of writing projects. Most appointments last about 45 minutes to an hour. Bring a copy of the assignment, your notes, your ideas and a draft (if you have already written it) so that the tutors in the Writing Center can provide you with the best assistance. Call 288-5542 to schedule an appointment. The Center is open 9am-5pm during the semester and some weekend and evening hour, depending on tutor availability. For more information, see <http://www.marquette.edu/english/WritingCenter.shtml>.

Student Educational Services, Alumni Memorial Union, 317

Student Educational Services provides free academic support services to Marquette students. They provide small group tutoring for classes and provide study skills workshops. For more information on their services, call 288-3270, visit AMU 317, or see their website at www.marquette.edu/oses/.

Office of Disability Services, Marquette Hall, Room 05

The Office of Disability Services assists students who have disabilities. If you have a disability and would like to learn about strategies you can use to cope with your disability and/or if you require accommodations, please contact the Office of Disability Services. For more information, call 288-1645, visit Marquette Hall 05, or see their website at <http://www.marquette.edu/oses/disability/index.shtml>. I also urge you to tell me about your disability early in the semester so that I can help make sure that your learning needs are met.

Counseling Center, Holthusen Hall 204

The Counseling Center provides individual and group consultations for students with personal concerns such as anxiety, depression, and other mental health issues. They also help students who are trying to determine their major or making career decisions. Call 288-7172 to make an appointment or visit the Center at Holthusen Hall, 204 from 8am-4:30pm Monday-Friday. For more information, see www.marquette.edu/counseling/.

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Unit #1 Schedule

Week 1	8/31	M	Course Overview & How to Succeed in the Course <i>Homework:</i> Complete the Student Information Sheet. Read Ch. 1 in BTG and complete Reading Worksheet #1. Work on Journal #1.
	9/2	W	Diagnostic Test & Questionnaire <i>Homework:</i> Work on Journal #1. Complete the questionnaire and return it on Friday if you weren't able finish it in class.
	9/4	F	Reading Overview & the Reading Process <i>Homework:</i> Read Ch. 11 in BTG and complete Reading Worksheet #2. Work on Journal #1, which is due next Wednesday.
Week 2	9/7	M	NO CLASS—Labor Day
	9/9	W	Rate Flexibility & Reading Faster <i>Homework:</i> Read Ch. 3 in BTG and complete Reading Worksheet #3. Work on Journal #2.
	9/11	F	Strategic & Reflective Reading <i>Homework:</i> Read Ch. 2 in BTG and complete Reading Worksheet #4. Work on Journal #2, which is due Monday.
Week 3	9/14	M	Vocabulary: Types of Vocabulary, Remembering New Words, & Collocations <i>Homework:</i> Read x-xiv in FOV and complete and self-correct the "Word Knowledge Quiz." Work on Journal #3.
	9/16	W	Vocabulary: Using Context Clues <i>Homework:</i> Work on Journal #3.
	9/18	F	Vocabulary: Understanding the Structure of Words & Word Forms <i>Homework:</i> Work on Journal #3, which is due Monday.
Week 4	9/21	M	Vocabulary: Using a Dictionary, Glossary, and Thesaurus and Acronyms <i>Homework:</i> Begin to review and study for Test #1. Prepare any questions you have about the unit or test.
	9/23	W	Review for Test #1 <i>Homework:</i> Study for the Test #1
	9/25	F	<u>Test #1</u> <i>Homework:</i> None

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Unit #2 Schedule

Week 5	9/28	M	Introduction to Unit #2 & Topic, Main Idea, & Supporting Ideas <i>Homework:</i> Read Ch. 4 in BTG and complete Reading Worksheet #5. Work on Journal #4.
	9/30	W	Stated & Unstated Main Ideas <i>Homework:</i> Read Ch. 5 in BTG and and complete Reading Worksheet #6. Work on Journal #4.
	10/2	F	Patterns of Organization & Logical Connectors <i>Homework:</i> Read Ch. 6 in BTG and complete Reading Worksheet #7. Work on Journal #4, which is due Monday.
Week 6	10/5	M	Study Reading: Annotating & Notetaking <i>Homework:</i> Work on Journal #5.
	10/7	W	Study Reading: Outlining & Mapping <i>Homework:</i> Work on Journal #5.
	10/9	F	Summarizing <i>Homework:</i> Work on Journal #5, which is due Monday.
Week 7	10/12	M	Study Reading Practice <i>Homework:</i> Begin to review and study for Test #2. Prepare any questions you have about the unit or test.
	10/14	W	Review for Test #2 <i>Homework:</i> Study for Test #2.
	10/16	F	<u>Test #2</u> <i>Homework:</i> None.

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Unit #3 Schedule

Week 8	10/19	M	Return Test #2 & Mid-Semester Reflection <i>Homework:</i> Read Ch. 7 in BTG and complete Reading Worksheet #8.
	10/21	W	Introduction to Unit #3 & Critical Thinking: Listening to a Text vs. Questioning a Text; Literal & Implied Meanings <i>Homework:</i> None.
	10/23	F	NO CLASS—Midterm Break
Week 9	10/26	M	Figurative Language: Idioms, Similes, Metaphors, Personification, & Verbal Irony <i>Homework:</i> Work on Journal #6.
	10/28	W	Listening to a Text: Inferences from Facts, Implied Meaning, & Drawing Logical Conclusions <i>Homework:</i> Read Ch. 8 in BTG and complete Reading Worksheet #9. Work on Journal #6.
	10/30	F	Listening to a Text: Inferences from Facts, Implied Meaning, & Drawing Logical Conclusions (continued) <i>Homework:</i> Work on Journal #6, which is due Monday.
Week 10	11/2	M	Listening to a Text: Identifying Author View Point, Purpose, Tone <i>Homework:</i> Read Ch. 9 in BTG and complete Reading Worksheet #10. Work on Journal #7.
	11/4	W	Questioning a Text: Evaluating Logos, Ethos, & Pathos <i>Homework:</i> Work on Journal #7.
	11/6	F	Questioning a Text Practice <i>Homework:</i> Work on Journal #7, which is due Monday. Begin to review and study for Test #3. Prepare any questions you have about the unit or test.
Week 11	11/9	M	Review for Test #3 <i>Homework:</i> Study for Test #3.
	11/11	W	<u>Test #3</u> <i>Homework:</i> None.

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Unit #4 Schedule

	11/13	F	Introduction to Unit #4 & Brainstorming & Narrowing Topics <i>Homework:</i> Work on Journal #8.
Week 12	11/16	M	Determining Reliability, Credibility, & Usefulness of Library Sources <i>Homework:</i> Read pp. 31-36 in BTG. Work on Journal #8.
	11/18	W	Library Day (meet in our classroom first) <i>Homework:</i> Bring <u>3</u> credible, reliable, & useful readings to class. Work on Journal #8, which is due on Friday.
	11/20	F	Discussion of Library Day & Preliminary Analysis and Selection of Readings for Final Exam <i>Homework:</i> Read Ch. 10 in BTG and complete Reading Worksheet #11.
Week 13	11/23	M	Understanding Graphic Images <i>Homework:</i> None. Have a good break!
	11/25	W	NO CLASS—Thanksgiving Holiday
	11/27	F	NO CLASS—Thanksgiving Holiday
Week 14	11/30	M	Notetaking on Readings for Final Exam <i>Homework:</i> Work on Journal #9. Read Ch. 12 in BTG and complete Reading Worksheet #12.
	12/2	W	Test-Taking Strategies <i>Homework:</i> Work on Journal #9.
	12/4	F	Writing Extended Definitions; Writing Essay Exam Responses <i>Homework:</i> Work on Journal #9, which is due Monday.
Week 15	12/7	M	Revisiting the Diagnostic Exam and Questionnaire <i>Homework:</i> Begin to review and study for the Final Exam. Prepare any questions you have about the exam.
	12/9	W	Explanation of the Final Portfolio & Review for Final Exam <i>Homework:</i> Prepare for the Final Exam and prepare your Final Portfolio.
	12/11	F	Final Course Evaluation & Course Wrap-Up <i>Homework:</i> Prepare for the Final Exam and prepare your Final Portfolio.

Final Exam: Wednesday, Dec. 16, 1-3pm

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UNIT #1

Journal #1

(due Wednesday, Sept. 9)

1. Write 3 paragraphs in which you identify and explain (1) your current strengths with reading in English, (2) your current weaknesses with reading in English, and (3) at least 3 specific goals you'd like to achieve with your English reading this semester.
2. Read either Reading Selection 3 from Chapter 1 in BTG (pp. 49-51). Then, complete the comprehension and vocabulary questions. Put all your answers in your journal. (If you prefer, you can photocopy your answers from your textbook.)

Journal #2

(due Monday, Sept. 14)

1. Read Reading Selection 3 from Chapter 3 in BTG. (pp. 138-141). Complete the items below before, during, and after you have read the selection:
 - (a) **Preview** the reading. In your journal explain what you found by answering the questions:
 - (1) What is the reading about?
 - (2) What do you already know about the topic of the reading?
 - (3) What **2** things you hope to learn from the reading?
 - (4) What problems do you think you might have with reading the reading?
 - (b) Next, read the reading and **integrate knowledge**. As you are reading, look for and write down the answers to the 6 integrating knowledge questions that are written in reading's margins.
 - (c) After you have read the selection, **recall** the information you read by completing the comprehension and vocabulary questions about the reading. Put your answers in your journal.
2. Read and complete exercises in Ch. 1, Ch. 2, and Ch. 3 of Focus on Vocabulary.

Journal #3

(due Monday, Sept. 21)

1. Read Reading Selection 1 from Chapter 3 in BTG (pp. 117-120). Then, complete the comprehension and vocabulary questions. Put your answers in your journal.
2. Next, reread the selection and then select 10 new vocabulary words that you consider worth learning from it. Then in your journal, for each word:
 - (1) Write the word
 - (2) Write the sentence the word is found in and underline the word.
 - (3) Below the sentence, write:
 - (a) your guess about its meaning,
 - (b) an explanation about how you guessed the meaning of the wordThen, look up the word on the dictionary and write:
 - (c) the word's part of speech as used in the sentence (i.e. noun, verb, etc.),
 - (d) the word's definition as used in the sentence *If you guessed correctly, just put a dash (--)*

3. Read and complete exercises in Ch. 5, Ch. 6, and Ch. 7 of Focus on Vocabulary.

UNIT #2

Journal #4

(due Monday, Oct. 5)

1. Read Reading Selection 3 from Chapter 4 in BTG (pp. 223-225). Then, complete the comprehension and vocabulary questions. Put your answers in your journal.
2. Next, analyze the selection and list the following information in your journal:
 - (1) the topic of the article
 - (2) the main idea of the article
 - (3) whether the main idea is stated or unstated
 - (4) the major pattern(s) of organization used in the article
 - (5) a list of at least 15 logical connectors (transitional words) used in the article divided by category (addition, time/sequence, comparison, contrast, cause, effect).
3. Read and complete exercises in Ch.9 and Ch. 10 of Focus on Vocabulary.

Journal #5

(due Monday, Oct. 12)

1. Read Reading Selection 1 from Chapter 6 in BTG (pp. 314-317). Complete the items below as you are reading and after you have read the selection:
 - (a) As you are reading, annotate the selection using the techniques suggested in the textbook.
 - (b) Then, reread the selection and use your annotations to organize the information by either taking notes, outlining, or mapping the selection. (Just use 1 of these techniques!)
 - (c) After this, complete the comprehension and vocabulary questions using your information from (b).
 - (d) Finally, write a 1-paragraph summary of the reading, following the guidelines covered in class.
2. Read and complete exercises in Ch.11 and Ch. 13 of Focus on Vocabulary.

UNIT #3

Journal #6

(due Monday, Nov. 2)

1. Read Reading Selection 3 from Chapter 7 in BTG (pp. 397-400). Then, complete the comprehension and vocabulary questions. Put your answers in your journal.
2. Next, analyze the selection for its implied meanings. Specifically, in your journal list:
 - (1) 10 words with positive connotations,
 - (2) 10 words with negative connotations, and
 - (3) 3 uses of figurative language (HINT: Look for personification!)
3. Read and complete exercises in Ch. 14 and Ch. 15 of Focus on Vocabulary.

Journal #7

(due Monday, Nov. 9)

1. Read Reading Selection 2 from Chapter 8 in BTG (pp. 459-461). Then, complete the comprehension and vocabulary questions. Put your answers in your journal.
2. Next, analyze the selection and list the following information in your journal. Be sure to include a few sentences to explain how you reached each of your conclusions.
 - (1) the author's point of view about how men and women differ in using computers
 - (2) the author's purpose(s) for writing the article
 - (3) the author's tone
3. Read and complete exercises in Ch.17 and Ch. 18 of Focus on Vocabulary.

UNIT #4**Journal #8**

(due Friday, Nov. 20)

1. Find **3** credible, reliable, & useful readings that could be used for your final exam. In your journal, write 1-paragraph about each reading in which you:
 - (1) give the title of the reading & author's name
 - (2) explain specifically how you found the reading (include the search device [i.e. Proquest, etc.] & search terms [i.e. "Iraq war" and "children"])
 - (3) explain why the reading seems **credible, reliable, & useful** for your final exam, and
 - (4) explain any problems you see with the readings' credibility, reliability, or usefulness.
2. Read and complete exercises in Ch.19, 21, and Ch. 22 of Focus on Vocabulary.

Journal #9

(due Monday, Dec. 7)

1. Take notes on the readings for your final exam. They will help you prepare for your final exam.
2. Read and complete exercises in Ch.23, 25, and Ch. 26 of Focus on Vocabulary.