



**Lincoln University**  
**COURSE SYLLABUS**

Course Title: **Intensive Academic English Preparation**  
**(IAEP) III -- Reading Comprehension**

Credit: Non-credit

Prerequisite(s): None

Semester: Spring 2016 – Tuesdays - 3:30-5:10

Instructor: Dr. Sylvia Y. Schoemaker Rippel

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Office hours and location: T, Th 11:45-12:30 and by arrangement, room 307

Office phone: 510-628-8036

**Instructional Materials and References**

**Required text:**

Richards, Jack C. and Samuela Eckstut-Didier. (2012) *Strategic reading 1: Building effective reading skills* (2<sup>nd</sup> ed). New York: Cambridge University. (ISBN: 978-0-521-28112-6)

**Recommended texts:**

Dictionary, thesaurus

**Description**

Students will improve reading comprehension and rate; they will increase vocabulary through assigned readings, word study exercises, and discussions. Readings deal with a variety of subjects, including American culture, and academic and personal issues.

**Learning Objectives**

Students will develop reading skills for functional communicative purposes, in context-centered study and expansions.

Students will demonstrate improved reading comprehension skills through selected communications, quizzes, tests (pre and post) and exercises (class and text-based).

## **Instructional Methods**

A cooperative learning model is employed. Small group and individual discovery exercises and presentations will augment more formal presentations, discussion and applications.

## **Topical Outline**

Reading selections are of immediate academic and socio-cultural relevance. Among topics included are: music, money, work, sports, weather, culture, and the Internet

## **Student Responsibilities**

Students are expected to consistently attend class punctually and fully (arriving on time and leaving the classroom only at the scheduled break and end times). Successful students participate in individual and group work in a productive manner, prepare and perform well on classwork, complete assignments according to schedule and at an appropriate level, and take personal responsibility for meeting the objectives of the course.

## **SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Unit</b>	<b>Topic</b>
<b>1</b>	19-Jan-16	<b>Overview</b>	<b>Introduction</b>
<b>2</b>	26-Jan-16	<b>Unit I</b>	<b>Culture</b>
<b>3</b>	2-Feb-16	<b>Unit I</b>	<b>Culture</b>
<b>4</b>	9-Feb-16	<b>Unit II</b>	<b>Money</b>
<b>5</b>	16-Feb-16	<b>Unit III</b>	<b>Sports</b>
<b>6</b>	23-Feb-16	<b>Unit IV</b>	<b>Music</b>
<b>7</b>	1-Mar-16	<b>Unit V</b>	<b>Animals</b>
		<b>Spring Recess March 15-19</b>	
<b>8</b>	22-Mar-16	<b>Unit VI</b>	<b>Travel</b>
<b>9</b>	29-Mar-16	<b>Unit VII</b>	<b>The Internet</b>
<b>10</b>	5-Apr-16	<b>Unit VIII</b>	<b>Friends</b>

<b>11</b>	12-Apr-16	<b>Unit IX</b>	<b>Gifts</b>
<b>12</b>	19-Apr-16	<b>Unit X</b>	<b>Emotions</b>
<b>13</b>	26-Apr-16	<b>Unit XI</b>	<b>Food</b>
	3-May-16	<b>Fall Recess</b>	
<b>14</b>	22-Mar-16	<b>Unit XII</b>	<b>Sleep and Dreams</b>
<b>15</b>	29-Mar-16	<b>Post Testing</b>	

### **Assessment Criteria & Method of Evaluating Students**

As participants in a course that is part of the non-credit IEP program, students do not receive letter grades. Instead, successful students will earn a completion report from their instructors based on their course work, progress, post-test measures, and individual profiles. Students successfully completing the program with the prerequisite instructor recommendations will receive a Certificate of Completion. The following table lists some of the primary areas evaluated for progress indication purposes:

Class attendance and Participation	25%
Exercises and Quizzes	15%
Projects	15%
Homework Assignments	15%
Presentations	15%
Final Review Tests	15%
Total	100%

The following letter grade / point scale is provided for informational purposes only. While individual assignments may be evaluated on such a scale, no final letter grades will be assigned beyond the complete/incomplete evaluations as discussed above.

100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-65	D+
64-60	D
59 or <	F

Date syllabus was last reviewed: 12/2015