



Lincoln University
COURSE SYLLABUS

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

Credit: Non-credit

Prerequisite(s): None

Semester: Spring 2017 – Tuesdays - 3:30-5:10

Instructor: Dr. Sylvia Y. Schoemaker Rippel

Email: sysr@lincolnuca.edu

Course-related email for the semester: profsylvia@gmail.com

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* (2nd 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.

Course 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 and Homework

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 homework assignments according to schedule and at an appropriate level, and take personal responsibility for meeting the objectives of the course.

SCHEDULE

Week		Reading Unit Homework	Topic
1	17-Jan	Overview	Introduction
2	24-Jan	Unit I	Culture
3	31-Jan	Unit I	Culture
4	7-Feb	Unit II	Money
5	14-Feb	Unit III	Sports
6	21-Feb	Unit IV	Music
7	28-Feb	Unit V	Animals
8	7-Mar	Unit VI	Travel
	3/14-3/18	Spring Recess	
9	21-Mar	Unit VII	The Internet
10	28-Mar	Unit VIII	Friends
11	4-Apr	Unit IX	Gifts
12	11-Apr	Unit X	Emotions
13	18-Apr	Unit XI	Food
	25-Apr	Fall Recess	
14	2-May	Unit XII	Sleep and Dreams
15	TBA	Post Testing	

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: December 2016