



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

Course Title: **Intensive English Program (IEP) III -- Reading Comprehension**

Department and Number: **IEP 3**

Credit: Non-credit (60 hours)

Prerequisite(s): None

Semester: Fall 2011 – Thursdays 3:30--5:10

Revised: 8/11

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

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**Instructional Materials and References**

**Required text:**

Richards, Jack C. and Samuela Eckstut-Didier. Strategic Reading 1: Building Effective Reading Skills. New York: Cambridge University Press, 2003. ISBN: 978-0-521-55580-7

**Recommended texts:**

Dictionary, thesaurus

**Course 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.

The course sessions will include A/V-augmented presentations and discussions using text-based and other topically related slides and relevant audio/video/web resources), written and oral classroom exercises applying course concepts, small group and classroom discussions, student presentations of individual and group assignments based on course units, with emphasis on engaging students in learning by doing.

## 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

## SCHEDULE

Week	Date	Unit	Topic	Reading I	Reading II	Reading III	
Wk 1	8/25/2011		Introduction				
Wk 2	9/1/2011	Unit I	Music	Music and Moods	Louis Armstrong		
Wk3	9/8/2011	Unit I	Music			Biology of Music	
Wk 4	9/15/2011	Unit II	Money	Dangers in Shopping	How to be a Millionaire	Pity the Poor Lottery Winner	
Wk 5	9/22/2011	Unit III	Work	Your First Job	Job Satisfaction	Are You a Workaholic?	
Wk 6	9/29/2011	Unit IV	Sports	Do Pro Athletes Make Too Much Money?	Extreme Sports	Frequently Asked Questions about the Ancient Olympic Games	
Wk 7	10/6/2011	<b>Review</b>					
Wk 8	10/13/2011	<b>Midpoint Exercises</b>					
Wk 9	10/20/2011	Unit V	Weather	Keeping an Eye on the Weather	Nature's Weather Forecasters	Could You Survive a Natural Disaster?	
Wk 10	10/27/2011	Unit VII	Clothes	Dressing for Success	Casual Dress in the Workplace	T-shirts Out; Uniforms In	

Wk 11	11/3/2011	Unit VIII	Culture	Adventures in India	Body Language in the US	Cross-cultural Differences
Wk 12	11/10/2011	Unit IX	Outer Space	Living in Space	The Planets	Space Tours Not So Far Off
Wk 13	11/17/2011	Review	Animals	The Terrible Toads	Exotic Animals -- Not as Pets!	Let's Abandon Zoos
	11/24/2011	<b>Fall Recess</b>				
Wk 14	12/1/2011	<b>Presentations</b>				
Wk 15		<b>Post tests</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:

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.

Class attendance and Participation	25
Exercises and Quizzes	15
Homework Assignments	25
Presentations	15
Final Review Tests	20
Total	100

100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
59 or <	F

Notes:

Revisions to the schedule will be announced in class as needed. Class attendance is required. Coming on time, remaining in the classroom according to the break and dismissal schedule is part of the regular attendance requirement. Class participation is encouraged for enhanced learning through applied

content, group interactions, and individual and small group presentations. Cell phones should not be active during class sessions.

Revised: 8/11