



Lincoln University

COURSE SYLLABUS

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

Department and Number: **IEP 3**

Credit: Non-credit

Prerequisite(s): None

Semester: Spring 2011 – 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. Strategic Reading 1: Building Effective Reading Skills. New York: Cambridge University Press, 2003. ISBN: 978-0-521-55580-7

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

SCHEDULE

Week	Unit	Topic	Reading I	Reading II	Reading III
Wk 1		Introduction			
Wk 2	Unit I	Music	Music and Moods	Louis Armstrong	
Wk3	Unit I	Music			Biology of Music
Wk 4	Unit II	Money	Dangers in Shopping	How to be a Millionaire	Pity the Poor Lottery Winner
Wk 5	Unit III	Work	Your First Job	Job Satisfaction	Are You a Workaholic?
Wk 6	Unit IV	Sports	Do Pro Athletes Make Too Much Money?	Extreme Sports	Frequently Asked Questions about the Ancient Olympic Games
Wk 7	Review				
Wk 8	Midpoint Exercises				
Wk 9	Unit V	Weather	Keeping an Eye on the Weather	Nature's Weather Forecasters	Could You Survive a Natural Disaster?
Spring Recess	Unit VI	Spring Recess	Spring Recess	Spring Recess	Spring Recess
Wk 10	Unit VII	Clothes	Dressing for Success	Casual Dress in the Workplace	T-shirts Out; Uniforms In
Wk 11	Unit VIII	Culture	Adventures in India	Body Language in the US	Cross-cultural Differences
Wk 12	Unit IX	Outer Space	Living in Space	The Planets	Space Tours Not So Far Off
Wk 13	Review	Animals	The Terrible Toads	Exotic Animals -- Not as Pets!	Let's Abandon Zoos
Wk 14	Presentations				
Wk 15	Post tests				
Wk 16					

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-
69-67	D+
66-64	D
63-60	D-
59 or <	F

Revised: 12/10