



## **Lincoln University**

### **COURSE SYLLABUS**

Course Title: **Intensive Academic English Preparation (IAEP) III -- Reading Comprehension**  
Department and Number: **IAEP 3**  
Credit: Non-credit  
Prerequisite(s): None  
Semester: Fall 2012 – Thursdays, 1:15 – 3:15 p.m. and 3:30 – 5:10 p.m.

Instructor: Dr. Sylvia Y. Schoemaker Rippel, and Professor William Hyman  
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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

#### **CourseDescription**

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	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
Fall Recess					
Wk 14	Presentations				
Wk 15	Post tests				

**Calendar - Thursdays, Fall 2012**

<b>1</b>	<b>8/23/2012</b>
<b>2</b>	<b>8/30/2012</b>
<b>3</b>	<b>9/6/2012</b>
<b>4</b>	<b>9/13/2012</b>
<b>5</b>	<b>9/20/2012</b>
<b>6</b>	<b>9/27/2012</b>
<b>7</b>	<b>10/4/2012</b>
<b>8</b>	<b>10/11/2012</b>
<b>9</b>	<b>10/18/2012</b>
<b>10</b>	<b>10/25/2012</b>
<b>11</b>	<b>11/1/2012</b>
<b>12</b>	<b>11/8/2012</b>
<b>13</b>	<b>11/15/2012</b>
<b>Fall Recess</b>	<b>11/22/2012</b>
<b>14</b>	<b>11/29/2012</b>
<b>15</b>	<b>12/6/2012</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: 8/12