

**ÇANAKKALE ONSEKİZ MART UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**  
**2015- 2016 ACADEMIC YEAR SPRING TERM READING COURSE SYLLABUS**

**Course book:** 1) Mazur-Jefferies, Catherine 2014. *Reading and Vocabulary Focus 4*  
2) timed reading activities from *Real Reading* (only 4 reading texts)

**Proficiency level:** B2- C1 (Upper-intermediate)

**Curriculum pedagogy:** Process-based approach, inductive and collaborative learning

**Assessment procedures:** Presentation for performance and formal assessment; 2 midterms (% 50) + 3 quizzes (%30) + performance (%20)  
= %100 (for a term) **(See performance criteria below)**

**Hours per week:** 6

**Course Description:** This course is designed to help students develop general-purpose reading skills with an emphasis on vocabulary reading strategies to enable them to read a text with adequate understanding, which is essential for success at university level courses. These skills and strategies are presented through a variety of high-interest readings which offer activities to develop reading skills and encourage discussion. This course also aims at establishing a positive attitude towards reading to enhance reading facility, developing good reading habits and therefore encouraging a liking for reading.

**Course Aim:**

**Goal 1.** To help learners employ reading strategies appropriately

**Objectives:**

By the end of this semester, students will

- 1- Develop strategies for understanding new word meanings by
  - 1.1 Guessing unknown vocabulary from context
  - 1.2 recognizing the part of the speech of the unknown words
- 2- understand relations between parts of a text through
  - 2.1 lexical devices (repetition, antonym, synonym)
  - 2.2 referring expressions (he, she, former, later etc.)
- 3- Identify explicit salient features in a text
  - 3.1 identify the topic
  - 3.2 identify the topic sentence or main idea
  - 3.3 identify supporting sentences
4. Locate information and clarify meaning by
  - 4.1 scanning the text
  - 4.2 skimming the text
  - 4.3 reading closely
5. Be aware of the importance of recalling ideas and details after the reading a text.

**Goal 2.** To enable students to become fluent readers.

**Objectives:** By the end of this semester, students will be able to

- 1- Carry out timed reading activities with a high level of comprehension

**Performance Criteria:**

Regular Attendance (20) + Class Materials (10) + Participation (15) + Keep a proper notebook (translations, vocabulary, strategies for reading) (20) + Assignments and Meeting deadlines (15) + Presentations (20) = 100 (%20)

**Extensive Reading:** For extensive reading, students are required to read about each topic in the course book on the Internet, in newspapers, magazines and write two or three paragraphs about what they have learned about it. Also, as part of extensive reading, students will read one or two texts (short stories, plays, novels, poems, magazines or news articles) before the second mid-term and prepare a report for each reading text. The students should also provide the original copy, photocopy or hardcopy (for internet sources) of each text. Both reports will be graded by the teachers to be added into their performance. The deadlines for the submission of the reports will be announced.

**Spring Term**

Week	Date	Exam	Unit / Reading	Skills	Critical Thinking / Skill Sharpeners
1	22-26 February		<b>Unit 6 / Reading 1</b>	Understanding Argument and Finding Support	- Rank - Express an opinion - Evaluate - Expand the topic
2	29 February / 4 March		<b>Unit 6 / Reading 2</b>	Recognizing Contrasts	- Summarize - Evaluate - Express an opinion - Synthesize - Infer Meaning
3	7 - 11 March		<b>UNIT REVIEW</b>	-Vocabulary and unit review - timed reading activities from <i>Real Reading</i> - -Term assignments	-Vocabulary study -Analyze a passage -Comprehension
4	14-18 March		<b>Unit 7 / Reading 1</b>	Understanding Pronoun reference	- Express an opinion - Infer Meaning - Summarize

5	21-25 March		<b>Unit 7 / Reading 2</b>	Categorizing Information	<ul style="list-style-type: none"> <li>- Infer meaning</li> <li>- Analyze</li> <li>- Express an opinion</li> </ul>
6	28 March/ 1 April		<b>UNIT REVIEW</b>	<ul style="list-style-type: none"> <li>-Vocabulary and unit review</li> <li>- timed reading activities from <i>Real Reading</i>-</li> <li>-Term assignments</li> <li>-Presentation 1 - Feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary study</li> <li>-Analyze a passage</li> <li>-Comprehension Summarize</li> <li>-Relate to personal life</li> <li>-Lead a discussion</li> <li>-Relate to culture</li> </ul>
7	4-8 April		<b>Reading For Pleasure</b>	Presentation 1- Feedback	<ul style="list-style-type: none"> <li>-Summarize</li> <li>-Vocabulary</li> <li>-Relate to personal life</li> <li>-Lead a discussion</li> <li>-Analyze a passage</li> <li>-Relate to culture</li> </ul>
8	11-15 April	<b>1<sup>st</sup> Midterm</b>	<b>Unit 8 / Reading 1</b>	Distinguishing Facts from Opinions	<ul style="list-style-type: none"> <li>- Express an opinion</li> <li>- Analyze</li> <li>- Infer meaning</li> </ul>
9	18-22 April		<b>Unit 8 / Reading 1 &amp; Unit 8 / Reading 2</b>	<ul style="list-style-type: none"> <li>Distinguishing Facts from Opinions</li> <li>Understanding Figurative Language</li> </ul>	<ul style="list-style-type: none"> <li>- Express an opinion</li> <li>- Analyze</li> <li>- Infer meaning</li> <li>- Connect the readings</li> </ul>
10	25-29 April		<b>Unit 8 / Reading 2 &amp; UNIT REVIEW</b>	<ul style="list-style-type: none"> <li>Understanding Figurative Language</li> <li>-Vocabulary and unit review</li> <li>- timed reading activities from <i>Real Reading</i>-</li> <li>-Term assignments</li> </ul>	<ul style="list-style-type: none"> <li>- Connect the readings</li> <li>-Vocabulary study</li> <li>-Analyze a passage</li> <li>-Comprehension</li> </ul>
11	2-6 May		<b>Unit 9 / Reading 1</b>	Analyzing the Pros and Cons of an Issue	<ul style="list-style-type: none"> <li>- Infer meaning</li> <li>- Expand</li> </ul>

12	9-13 May		<b>Unit 9 / Reading 2</b>	Recognizing Different Modes of Writing	<ul style="list-style-type: none"> <li>- Use prior knowledge</li> <li>- Infer meaning</li> <li>- Summarize</li> </ul>
13	16-20 May		<b>UNIT REVIEW- READING FOR PLEASURE</b>	<ul style="list-style-type: none"> <li>-Vocabulary and unit review</li> <li>- timed reading activities from <i>Real Reading-</i></li> <li>-Term assignments</li> <li>-Presentation 2 - Feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary study</li> <li>-Analyze a passage</li> <li>-Comprehension Summarize</li> <li>-Relate to personal life</li> <li>-Lead a discussion</li> <li>-Relate to culture</li> </ul>
14	23-27 May	<b>2<sup>nd</sup> Midterm</b>	<b>Reading For Pleasure</b>	Presentation 2- Feedback	<ul style="list-style-type: none"> <li>Summarize</li> <li>Relate to personal life</li> <li>Lead a discussion</li> <li>Analyze a passage</li> <li>Relate to culture</li> </ul>