

**CANAKKALE 18 MART UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**  
**ENGLISH PREP PROGRAM**  
**ELL-ELT PREP PROGRAM**  
**READING (RD112)**  
**SYLLABUS AND PACING**



## **Course Description:**

Reading is a course in which students undertake intensive reading of authentic university-level texts in various academic disciplines in order to improve their reading rate and comprehension. This course helps students develop confidence in their academic reading abilities through an emphasis on the self-directed learning of reading skills that, in turn, engenders a stronger ability to comprehend and comment on texts. It is believed that, once students are reading in large quantities and comprehending more of what they read, their overall educational experiences will be more meaningful.

The course provides students with ways to increase their practical metacognitive reading skills so that they are reading—and thinking—more critically and analytically. As part of the approach in this course, speaking and writing activities will be included to both support and enhance the development of improved reading behavior.

***“Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers.” ~ Charles W. Eliot***

## **Objectives**

### **At the end of this course students will be able to:**

- Overcome fear of reading academic texts in large quantity and become confident, skilful readers.
- Attempt new and different approaches to reading academic texts.
- Use a variety of strategies to improve both reading rate and comprehension.
- Strengthen their use of background schemata from one language to another when reading.
- Distinguish between fact and fiction when reading.
- Strengthen their global comprehension skills, including: understanding the main ideas in texts or parts of texts, analysing texts, and synthesizing parts of texts or separate texts to form opinions and points-of-view.
- Improve their ability to understand relationships between and among texts.
- Improve vocabulary recognition, understanding, and use of context to assist them in knowing unfamiliar vocabulary, terms, and concepts.
- Become adept at identifying a writer's purpose(s).

## **Coursebook:**

Mazur-Jefferies, Catherine, *Reading and Vocabulary Focus 4*, National Geographic Learning & Cengage Learning, USA, 2014.

## **Supplementary Materials**

- ✓ Furr Mark, Bookworms Club Gold or Platinum, Stories for Reading Circles, Oxford.

## **Recommended Resources (online and printed)**

- ✓ <https://www.edmodo.com/> (all students need to create an account for communication outside the class.)
- ✓ <https://flipboard.com/> (all students need to create an account. You'll do some individual and group work through this application/website.)

## **Workload:**

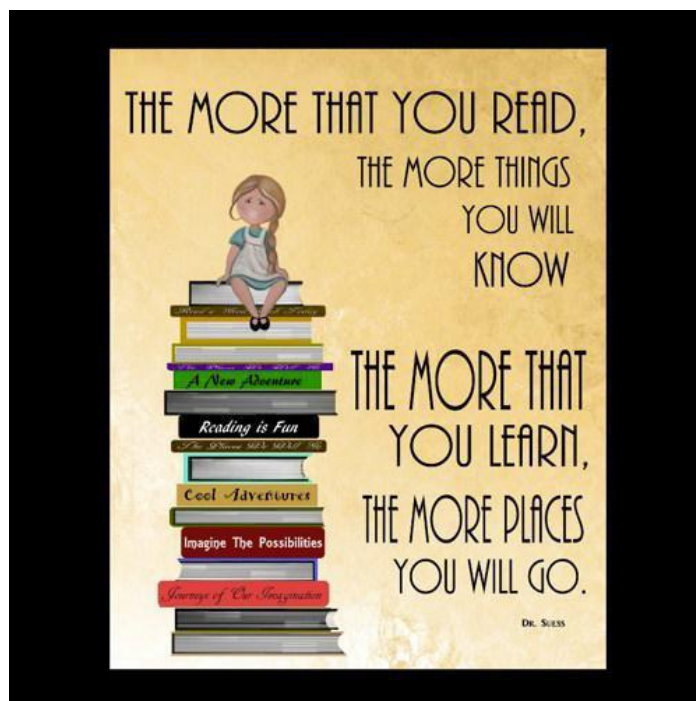
Students must be prepared to:

- ✓ participate in all class activities,
- ✓ complete all homework and assigned readings,
- ✓ complete all other assignments (Written assignments, oral presentations, readers...)

(No late assignments will be accepted unless prior permission has been given.)

## **Assessment**

➤ Quizzes (x2)	30%
➤ Performance Grade	20%
1. Presentation & Article Review	(10%)
2. Participation	(10%)
➤ Midterms (x2)	50%



### **Attendance:**

Course attendance and participation are very important aspects of this course. You are expected to arrive ON TIME and attend ALL classes. You should come to class 'be prepared' and participate actively in class activities. Do not forget that it is your responsibility to find out what material and assignment you missed. Please honor the no-eating and drinking policy, unless approved for breaks or class party. Please be responsible for leaving your work area/ class clean and presentable and Thank you in advance! The instructor reserves the right to remove anyone who creates a distraction in class.

**Plagiarism:** *Students are cautioned about plagiarism, which literally means to kidnap (takes others ideas without proper citation/reference) and is the passing of another persons' words, ideas, or particularly apt phrases as your own. Credit will not be given for any plagiarized work.*

**Presentation:** This is a teamwork where students work in groups of 4 or 5. You will select a short story no less than four A4 pages and form a Reading Circle group. Roles will be given by the instructors. Stories will be published via edmodo and all students in the class are supposed to read the story before the presentation day. Reading the story will be included in participation grading. (10%)

**Article Review:** The purpose of the article review is to get students familiar with research and methodologies (best practices) in the reading discipline in addition to collaborating with peers regarding best practices. (these will be shared in class during table-talk time)

The following are subjects that need to be highlighted in the summary:

- What is the name of the article?
- Who is (are) the author(s)?
- When is the article published and by whom?
- What was the article about?

### **Final Note:**

Communication and understanding are important elements of this class. If at any time you have questions about the course content or about your papers, please ask questions in class, communicate with the course instructor via e-mail, Edmodo or come during office hours.

## PACING

Date	Contents	Tasks and Testing
<b>Week 1</b> <b>11-15 February</b>	<b>Revision / Introduction of 2<sup>nd</sup> term assignments</b>	<ul style="list-style-type: none"> <li>- revision of previous term</li> <li>- choose books from literature for end-of-term assignment</li> <li>- find articles for review assignment</li> <li>- find academic thesis for review assignment</li> </ul>
<b>Week 2</b> <b>18-22 February</b>	<b>Unit 6 / Reading 1</b>  <b>Understanding Argument and Finding Support</b>	<p>Focus questions should be studied</p> <ul style="list-style-type: none"> <li>- Rank</li> <li>- Express an opinion</li> <li>- Expand the topic</li> </ul>
<b>Week 3</b> <b>25 February-1 March</b>	<b>Unit 6 / Reading 2</b>  <b>Recognizing Contrasts</b>	<ul style="list-style-type: none"> <li>- Summarize</li> <li>- Evaluate</li> <li>- Synthesize</li> <li>- Infer Meaning</li> <li>- Express an opinion</li> </ul>
<b>Week 4</b> <b>4-8 March</b>	<b>Unit 6 REVIEW</b> <b>Article Review presentations</b>	<ul style="list-style-type: none"> <li>- Analyze an article</li> <li>- Vocabulary study</li> <li>- Comprehension</li> <li>- Present the article</li> </ul> <p>-</p>
<b>Week 5</b> <b>11-15 March</b>	<b>Unit 7</b> <b>Reading 1</b>  <b>1<sup>st</sup> Quiz</b>  <b>Unit 7</b>  <b>Reading 2</b>	<ul style="list-style-type: none"> <li>- Focus Questions should be studied</li> <li>- Understand Pronoun reference</li> </ul>
<b>Week 6</b> <b>18-22 March</b>		<ul style="list-style-type: none"> <li>- Categorize Information</li> <li>- Infer meaning</li> <li>- Analyze</li> <li>- Express an opinion</li> </ul>

<b>Week 7</b>  <b>25-29 March</b>	<b>Thesis Review Assingnment</b>  <b>1<sup>st</sup> Feedback for Book Review</b>	- Vocabulary study  - Analyze a passage - Comprehension - Summarize - Relate to personal life
<b>Week 8</b>  <b>1-5 April</b>	<b>1<sup>st</sup> Midterm</b>  <b>Unit 8 Reading 1</b>	- Focus questions should be studied  - Express an opinion - Analyze - Infer meaning
<b>Week 9</b>  <b>8-12 April</b>	<b>Unit 8 / Reading 1</b>  <b>1<sup>st</sup> Feedback for Thesis review</b>	- Analyze an academic thesis  - Notice parts of an academic thesis - Share your opinion / give feedback
<b>Week 10</b>  <b>15-19 April</b>	<b>Unit 8 / Reading 2</b>	- Understand Figurative Language  - Connect the readings
<b>Week 11</b> <b>22-26 April</b>	<b>2<sup>nd</sup> Quiz</b>  <b>Unit 7&amp;8) REVIEW Thesis review</b>	- Vocabulary study  - Analyze a passage/ Abstracts - Formal Presentations (Aca. Thesis)
<b>Week 12</b>  <b>29 April - 3 May</b>	<b>Unit 9 / Reading 1</b>	- Analyze the Pros and Cons of an Issue  - Infer meaning - Expand

<b>Week 13</b>  <b>6-10 May</b>	<b>Unit 9 /</b>  <b>Reading 2</b>	Recognize Different Modes of Writing - Use prior knowledge  - Infer meaning - Revision / Summary
<b>Week 14</b>  <b>13-17 May</b>	<b>2<sup>nd</sup> Midterm</b>  <b>Book Review Presentations</b>	- improve presentations skills  - work with new vocabulary  - find important passages  - connect with real life - summarize