

# Academic A Reading: Fall 2015

Teacher: Karina Jackson

Office Number: 328, *by appointment*

Message: Through [byuelc.instructure.com](http://byuelc.instructure.com) (Canvas)

## Required Materials

Pen/pencil

Notebook

Folder to keep work in

## Books

### Student Purchase

*Quest 2: Reading & Writing* by Pamela Hartmann **\*Must be new or completely erased**

*\*Academic Vocabulary List Packet A*

*\*Self-Regulation Packet*

### Student Rental (rented in Room 103)

*First Bank Account and First Investment Smarts* by Jeri Freedman

*World Financial Meltdown* by Laura La Bella

*Post-Impressionism* by Jane Bingham

*Dreams & Sleep* by Trudi Trueit

Prescription Drugs

Emotional Intelligence

The Depression & Bipolar Disorder Update

### E-books (On the ELC website)

*Social Networking* by Marcia Lusted

*Leonardo da Vinci* by M.C. Hall

*Mental Disorders* by Courtney Farrell

# Academic A Reading Course Description

Students are consistently able to understand the main ideas and major details. They can understand an author's purpose and point of view in narrative or informal speech, but often struggle when presented with formal or academic language. Students understand and make inferences about concrete ideas within texts about personal and general topics.

Students comprehend straightforward, non-complex texts that convey basic information and deal with personal and social topics. Informal texts are generally authentic while formal texts may be engineered specifically for readers at this proficiency level. Non-fictional content is often expressed in narrative form but may also have features of expository texts. These texts have predictable patterns. The text is primarily organized in simple paragraphs containing predominantly high-frequency vocabulary and some academic words. These texts use simple, compound, and complex sentence structures.

Students can read 200 words per minute or above with 70% comprehension. Errors in comprehension rarely affect students' ability to understand main ideas but may affect understanding of some major details.

## Course Objectives

All in class and out of class assignments and activities are designed with the following objectives in mind:

1. Understands level-appropriate\* texts
  1. Understands explicit main ideas.
  2. Understands implicit main ideas.
  3. Understands explicit major details.
  4. Understands implicit major details.
  5. Understands salient minor details.
  6. Identifies author's purpose.
  7. Identifies author's point of view.
2. Effectively implements appropriate reading strategies.
  1. Previews texts for main idea.
  2. Scans texts for major and minor details.
  3. Recognizes basic organization patterns that may include atypical conventions.
  4. Connects content to background knowledge.
  5. Makes inferences about concrete ideas.
  6. Skims texts when appropriate.
3. Acquires new vocabulary words.
  1. Understands of high frequency academic vocabulary.
  2. Uses context and background knowledge to infer meaning of unfamiliar words.
  3. Uses syntactic and morphological cues to infer meaning of unfamiliar words.
4. Reads aloud with comprehensible pronunciation.

1. Uses correct stress in words and sentences.
2. Pauses when appropriate.
3. Uses correct intonation.
4. Correctly pronounces phonemes in high frequency general vocabulary words.

## Major Assignments

To meet the course objectives, you will:

1. Read intensively for approximately 3 hrs/wk (in class)
2. Read extensively for approximately 5 hrs/wk outside of class
3. Write a weekly response about the reading assignments
4. Strategically learn new vocabulary
5. Study words from the AVL Packet and take weekly quizzes
6. Learn and use strategies that will improve your reading
7. Give book reports on fun books read outside of class
8. Summarize and paraphrase news articles in class discussions and assignments

## Classroom Rules

1. Be kind and respectful to other classmates and your teacher.
2. Be on time to class. If you miss 10 minutes of class (either at the beginning, middle, or end) you will be considered absent.
3. Please use your phones during breaks, not during class. You will lose participation points
4. Please eat your food during the breaks in food appropriate areas (like the gym) not in our classroom. It is disruptive and messy.
5. Check your grades regularly and make an appointment if you have concerns.
6. Read the *Student Handbook* (at [elc.byu.edu](http://elc.byu.edu) under Students/Student handbook/English) and be familiar with the expectations, **especially** the Honor Code.
7. Come prepared. Ask questions if you have them. Bring all the necessary materials.
8. Turn your homework in on time. You will lose points for homework that is turned in late and homework *cannot* be turned in more than a week late. Quizzes cannot be made up without a doctor's note. They must be made up within one week of your return to class.
9. Have patience with yourself and with others. Be encouraging. Have fun.

## Grading

The ELC gives two grades, a proficiency grade and a citizenship grade. The ELC uses a grade point average (GPA) system. For example, 4.0 is a perfect grade, 3.0 is good, 2.0 is low, 1.0 is failing.

## **Citizenship** *“How good of a student am I?”*

A citizenship grade less than **3.0 or 84%** will disqualify you from attending the ELC next semester. Your citizenship grade will be determined by the following:

- **50%** Homework- including weekly summary (this includes your 5 hours of reading every week), news reports, book reports etc

UNEXCUSED absence: If you are missing homework, you can complete the assignment the next day to receive 50%.

EXCUSED absence: If you are missing homework, you can turn in an assignment for full points the next day.

- **50%** Participate, come prepared and be punctual (3 pts. a day)

You cannot participate if you are absent. You will lose 1 point if you are absent or miss more than 10 minutes of class. If you have an EXCUSED absence and contact me to complete the work, you can receive 1.5 points for the day you missed. Again, this is only if you contact me to ask what you missed and complete the work quickly.

**\*\*If you have an emergency\*\*** If there is an emergency and you will need to miss class for a week or more, please contact me immediately so that I can give you things to work on while you are gone. You will receive 1 point for each day you miss and be able to make up the homework for full credit. But **ONLY** if you communicate with me about this absence before or as soon as possible.

## **Proficiency** *“How good is my English?” (You will generally need a grade of 2.0 or more to move to the next level)*

The following will determine your proficiency grade:

- **10%** Academic Vocabulary Quizzes
- **10%** Book Reports (2 during the semester) + News Reports (Every 2 weeks)
- **20%** Comprehension Quizzes on Extensive reading
- **20%** Reading Rate Checks (weekly)
- **40%** Unit Tests (2 during the semester)

## **Midterm Tests**

Midterm Tests are given during each semester. They are used to show progress learning English in each of your classes. Every student is expected to take the midterms. You will receive 30 Citizenship points for taking the test.

## **Level Achievement Tests (LATs)**

Level Achievement Tests (LATs) are given at the end of each semester. They are used to test your progress in English in each skill area. If you plan to continue studying at the ELC, you must take the LATs. (from The Student Handbook).

## **ELC Rules**

These rules are a summary of what is expected of you in class, see the Student Handbook for a complete list of student rules and policies at [http://elc.byu.edu/student/handbook/student\\_handbookS13.pdf](http://elc.byu.edu/student/handbook/student_handbookS13.pdf)

**HONOR CODE:** All students who attend the ELC have signed the Honor Code. This means that you have promised to live it. Getting up late is not an excuse for not shaving, or not wearing proper clothes. It is your responsibility to follow the honor code even if other students don't or other teachers don't say anything. However, if you are not following the Honor Code expectations, you will be asked to go home to change clothes or shave. This will result in you missing points in class.

## **Preventing Sexual Discrimination & Harassment**

Title IX of the Education Amendments of 1972 is intended to eliminate sex discrimination and sexual harassment in educational contexts. Any ELC student, teacher, staff member, or administrator who becomes aware of sexual harassment, discrimination, or misconduct of any kind, directed toward them or any other member of the ELC community should immediately contact Dr. James Hartshorn (801-422-4034, [james\\_hartshorn@byu.edu](mailto:james_hartshorn@byu.edu)) or Dr. Norman Evans (801-422-8472, [norman\\_evans@byu.edu](mailto:norman_evans@byu.edu)). If they are unavailable, please leave a message and then contact the Equal Employment Office (801-422-5895, 1-888-238-1062, <http://www.ethicspoint.com>) or the Honor Code Office (801-422-2847). (from the Teacher Handbook, 1.2.6)

## **Students with Disabilities**

If you suspect or are aware that you have a disability, please contact the Student Life Coordinator (801-422-5318). After talking with her, she will help you determine what course of action will be best for you. If necessary, the Student life coordinator will help you communicate with your teachers and university personnel to make sure that you receive the assistance needed.

## **Academic Honesty**

ELC students should seek to be totally honest with others. You should complete your own work and be evaluated based upon that work. You should avoid academic dishonesty in all its forms, including cheating, falsification, and plagiarism (from the ELC Student Handbook). If you borrow ideas or words

from someone else without giving them credit in any assignment you will receive a 0. If it happens more than one you may be dismissed.

## ELC Attendance Policy

Consistently attending class is a central part of learning and improving your English. When you are absent from class, you miss important information and practice opportunities that you need to improve your English. The US Government allows each English program to establish its own attendance policy. The following requirements reflect the ELC's commitment to create the right environment to help you improve your English.

ELC students must maintain 80% attendance in each and every class at all times. As soon as your attendance drops below 80% in any one of your four classes, you will receive a warning letter. If you have any unexcused absences before raising your attendance back to 80%, you will be dismissed. If your attendance drops below 80% a second time in any one of your four classes, you will be dismissed from the ELC. Once you receive your attendance dismissal letter, you must go to Anna Bailey's office (4056 JFSB) immediately.

The US Government states that if a student is dismissed for violation of a school's attendance policy, then their student visa is immediately terminated and the student will need to leave the US within two weeks. If students want to transfer to another school, they will have to reapply to be reinstated. However, attempts to be reinstated are rarely successful. If you are sick and unable to attend class, please provide a note from your doctor. Within two days of returning to class, the doctor's note must be received in the ELC office (103 UPC). Be aware that forging a doctor's note is a violation of the BYU Honor Code and will result in an immediate dismissal from the ELC.

If you know that you will be absent from class for any reason other than an illness (i.e., a family wedding or a death in the family), you should notify the ELC administration in writing and deliver your letter to UPC 103. These absences will be considered on an individual basis and may not necessarily be excused. Being absent also results in missing class participation points that are part of your citizenship grade. Whenever you are absent from class, please contact each of your teachers to receive information on the assignments that you missed. Students who are ill should go to the Student Health Center (see Health Care or <http://health.byu.edu> for more information).

Students who are more than 10 minutes late, miss more than 10 minutes during class, or leave more than 10 minutes early will be marked as absent. (from the Student Handbook)

## CALENDAR

THIS CALENDAR IS NOT FINAL. This will just give you an idea of what we will do this semester. If you miss class, check with this calendar and then email me for more specific information about the class you missed.

	Monday	Tuesday	Wednesday	Thursday	Friday
Ch1 & 2	<b>September 7</b>	8	9	10	11

Diagnostics and Syllabus	<b>NO SCHOOL</b>	Introductions + Diagnostics <b>Buy Textbooks + Read syllabus</b>	Expect Excellence 2 + Syllabus <b>TED Talk</b>	Opening Assembly in the 2nd floor Chapel <b>Social Networking 1-3</b>	<b>Weekly Summary #1</b>
Unit 1: Business Chapter 1	14 Quest p. 4-7 Introduce AVL List 13 <b>Social Networking 4-7</b>	15 Quest p. 8-10 News Article <b>Social Networking 8-10</b>	16 Quest p.16-24 <i>Social Networking Quiz</i> <b>News</b>	17 SR 4 and AVL List 1 Quiz <i>Reading rate check</i> <b>News</b>	18 <b>Weekly Summary #2</b>
Unit 1: Business Chapter 2	21 News Article SR 6 and Intro AVL List 14 <b>WFM 1-2</b>	22 Quest p. 36-39 <b>WFM 3-4</b>	23 Quest p. 40-46 <i>World Financial Meltdown Quiz</i> <b>News</b>	24 Quest p. 47-54 <i>Reading rate check</i> <i>AVL List 2 Quiz</i> <b>First Bank Account 1-3</b>	25 <b>Weekly Summary #3</b>
Unit 2: Art Chapter 3	28 News Article Introduce AVL List 15 <b>First Bank Account 4-5</b>	29 Quest p. 72-75 <i>First Bank Account Quiz</i> <b>News</b>	30 Quest p. 76-82 <b>Post-Impressionism 1-20</b>	<b>October 1</b> Quest p. 83-91 <i>Reading rate check</i> <b>Post-Impressionism 21-43</b>	2 <i>AVL Quiz 15 on Canvas</i> <b>Weekly Summary #4</b>
Unit 2: Art Chapter 4	5 Quest p. 106-109 Introduce AVL List 16 <i>Post-Impressionism Quiz</i> <b>News</b>	6 News Article <b>Leonardo da Vinci 1-3</b>	7 Quest p. 110-116 Review Strategies <b>Leonardo da Vinci 4-6</b>	8 Quest p. 117-124 <i>Reading rate check</i> <i>AVL List 16 Quiz</i> <b>Leonardo da Vinci 7-10</b>	9 <b>Weekly Summary #5</b>
Unit 3: Psychology Chapter 5	12 Review Strategies Introduce AVL List 17 <i>Leonardo da Vinci Quiz</i> <b>News</b>	13 News Article <b>Dreams &amp; Sleep 1-2</b>	14 Quest p. 140-143 <b>Dreams &amp; Sleep 3-4</b>	15 Quest p.144-148 <i>Reading rate check</i> <b>Dream &amp; Sleep 5</b>	16 <i>AVL Quiz 17 on Canvas</i> <b>Midterms</b> <b>Weekly Summary #6</b>

Unit 3: Psychology Chapter 5	19 Quest p. 149-156 Introduce AVL List 18 <b>News</b>	20 Review Strategies + News  <b>Fun Book</b>	21 Quest p. 166-170  <b>Fun Book</b>	22 AVL List 18 Quiz <i>Reading rate check</i>  <b>Fun Book</b>	23   <b>Weekly Summary #7</b>
Unit 3: Psychology Chapter 6	<b>November 2</b> Quest p. 171-177 Introduce AVL List 19 <b>News</b>	3 Review Strategies + News  <b>Mental Disorder 1-3</b>	4 Quest p. 178-182 <i>Reading rate check</i>  <b>Mental Disorder 4-6</b>	5 <i>Book Reports</i>  <b>Mental Disorder 7-9</b>	6 <i>AVL List 19 Quiz on Canvas</i>  <b>Weekly Summary #8</b>
Unit 3: Psychology News & Strategies	9 <i>Book Reports</i>  <b>News</b>	10 News Article Introduce AVL List 20 English Etiquette Video <b>Depression &amp; Bipolar</b>	11 Review Strategies Mental Disorder QUIZ  <b>Depression &amp; Bipolar</b>	12 <i>Reading rate check</i> <i>AVL List 20 Quiz</i>  <b>Depression &amp; Bipolar</b>	13   <b>Weekly Summary #9</b>
Unit 4: Health Chapter 7	16 Quest p. 200-202 Introduce AVL List 21 <b>Prescription Drugs</b>	17 English Etiquette Video News Article <b>Prescription Drugs</b>	18 Quest p. 203-211  <b>Prescription Drugs</b>	19 Review Strategies Introduce AVL List 22 <b>Prescription Drugs</b>	20 <i>AVL List 21 Quiz on Canvas</i>  <b>Weekly Summary #10</b>
Unit 4: Health Chapter 7	23 Quest: p. 212-218 News Article <i>Prescription Drugs Quiz</i> <b>News</b>	24 Review Strategies <i>Reading rate check</i> <i>AVL List 22 Quiz</i> <b>News</b>	25 NO CLASS THANKSGIVING HOLIDAY	26 NO CLASS THANKSGIVING HOLIDAY	27   <b>Weekly Summary #11</b>
Unit 4: Health Chapter 8	30 Quest p. 230-232 Introduce AVL List 23  <b>Emotional</b>	<b>December 1</b> Review Strategies News Article  <b>Emotional Intelligence</b>	2 Quest p. 233-240 <i>Reading rate check</i>  <b>Emotional Intelligence</b>	3 Quest p. 233-240 <i>Emotional Intelligence Quiz</i>  <b>News</b>	4 <i>AVL List 23 Quiz on Canvas</i>  <b>Weekly Summary #12</b>

	<b>Intelligence</b>				
Unit 4: Health Chapter 8	7 Quest p. 240-246 Introduce AVL List 24 <b>Fun Book</b>	8 Quest p. 240-246 News Article <b>Fun Book</b>	9 News Article AVL List 24 Quiz <b>Fun Book</b>	10 <i>Reading rate check</i>  <b>Fun Book</b>	11  <b>Weekly Summary #13</b>
Last week of the semester!	12 Small Group Strategies Review <b>Book Reports Due by Midnight</b>	13 End of the Semester Assembly	14 <b>LATs</b>	15 <b>LATs</b>	16

#### Reading Notes:

I've found that about 20 pages a night is the most you can expect. I usually try to break the reading up so it ends on a complete chapter. The prescription drugs book probably only needs 2-3 days. The books are lined up with the similar topics in the textbook.

#### Fluency:

Just some suggestions, but you may change topics based on their interests. But the steady increase of Lexile level was really good, as is the combination of online and paper reading.

Week #2 SoftRead Big Changes 860L

Week #3 Reading Horizons Private Detectives 850L

Week #4 Soft Read Population Explosion 880L

Week #5 Reading Horizons Sharks 900L

Week #6 SoftRead Hawaiian Islands 900L

Week #7 Reading Horizons Electrical Circuits 920L

Week #8 SoftRead Disappearing Species 940:

Week #9 Reading Horizons Hubble Telescope 970L

Week #10 SoftRead Green Revolution 1000L

Week #11 Reading Horizons Star Wars 1180L

Week #12 SoftRead Pain and Pleasure 1200L

#### Other assignments:

Weekly Reading Log: I have students report their reading via canvas and I include some sort of summary related to the strategies we talked about during the week.

Discussion Board on Success Failure and the Drive to Keep Creating (TED Talk by Elizabeth Gilbert)

Discussion Board on Art in the Real World (During the art unit I sent them to either BYU MOA, NGA.gov or Louvre website and they read up on different pieces of art and then talked about their favorite)

Read and present: Famous People (Times 100 most influential people/100 most influential people who never lived)

Read and present: fun book

Resources:

Reading Flash in the teacher resource room has very good inferencing practice, they love the TOEFL practice too. Some students may be taking the GRE, GMAT, ACT etc this semester too just as a heads up. Lots of good reading practices available for those too. Notefull.com has good explanations and practice too.