IELI 2460 – Reading from Academic Sources

Catalog Description
Focuses on processes and strategies for a variety of academic and disciplinary genres, with a special emphasis on the basic university textbook; strategies for learning from textbooks and other materials relevant to reading for academic purposes; and vocabulary study.

Course Goals
Students will…
- learn skills and strategies for studying and learning from textbooks and other academic genres
- use reading as a source for vocabulary development
- develop information seeking skills

Expected Learner Outcomes
1) Given a range of discipline-specific texts, students demonstrate reading/study skills and strategies* by…
   - identifying the purpose of text by previewing and stating the relevant ideas
   - taking notes that capture the important content and represent the organization of a text
   - writing coherent summaries
   - locating specific items of information and correctly answering content-relevant questions
2) Given a range of discipline-specific texts, students demonstrate ability to use a text as a source of vocabulary study by…
   - identifying key vocabulary
   - identifying definitions (bilingual and/or English)
   - providing examples of context-relevant usage
3) Given a topic, students demonstrate information-seeking skills and strategies by…
   - identifying and locating a variety of appropriate text-based and electronic articles.
   - assessing the genre, purpose, and credibility of the article

* Students can perform the reading tasks at a high-intermediate/advanced level.
Typical Classroom Topics/Activities

**Focusing on Texts**
Typical features of textbooks:
- table of contents, headings & subheadings
- charts & graphs, index (subject & author), references
Text structure - identify rhetorical organization of texts:
- definition, exemplification, listing (e.g., features/characteristics), cause-effect, chronological ordering, grouping (e.g., classification & division)

**Skills & Strategies to Aid Comprehension**
Adjusting reading according to purpose
- (e.g., previewing, skimming/scanning, close reading)
Identifying keywords & phrases in a text
Identifying main ideas and details
Making inferences
Distinguishing fact from opinion
Summarizing

**Reading to Learn (using information to do things)**
Study methods (e.g., annotating, notetaking, outlining, SQ3R, summarizing, visual representation, e.g., concept maps, timelines)
Student-generated study guides

**Note Taking**
Being concise, e.g., using abbreviations, symbols, key words & phrases
Representing content in a systematic/structured way (e.g., differentiating main ideas & significant details)

**Test Taking**
Strategies (following instructions, analyzing questions and quickly finding relevant information, multiple choice deconstruction)
Answering test questions

**Fluency Development**
Extensive reading
Repeated reading
Measurement & monitoring of reading rate
Pushed reading /Timed reading

**Vocabulary**
Dictionary work
General vocabulary & technical vocabulary
Multiword vocabulary (Collocation)
Prioritizing vocabulary (content-specific terminology; K1-K2, academic word list)
sorting words according to priority (K1-K2; AWL; Other)

AS (2/2013)