

Intensive English Language Institute  
 Department of Languages, Philosophy, and Communication Studies  
 College of Humanities and Social Sciences, Utah State University

**IELI 1160: Reading 1  
 Spring 2017  
 Course Syllabus**

**Instructor: Elena Shvidko**

Office: Main 069D

Email: [elena.shvidko@usu.edu](mailto:elena.shvidko@usu.edu)

Office Hours: M 12:30-1:30 pm

**Course Information**

Class Days and Times: M 11:30-12:20, T, Th 9:00-10:15

Location: Main 066

Course website: Canvas

**Important Dates**

Classes Begin	Monday	January 9
Martin Luther King Jr. Day (No Classes)	Monday	January 16
President's Day (No Classes)	Monday	February 20
Monday Class Schedule	Tuesday	February 21
Spring Break (No Classes)	Monday-Friday	March 6-10
Classes End	Friday	April 28
Final Exams	Monday-Friday	May 1-5

**Course Description**

This course will help you get started on the road to becoming a better reader in English. You will learn a lot of new vocabulary and gain a better understanding of English sentence structure and grammar. You will become a more fluent reader. (A fluent reader is one who can read more quickly and more easily and for a longer time.) You will work on skills to help you read with increased understanding. Above all, you will read a lot and talk with your classmates and professor about the ideas you meet in your reading.

**Course Goals**

- To improve reading comprehension at a high beginning level;
- To develop vocabulary.

**Learner Outcomes**

Given a level appropriate text, you will demonstrate improvement in reading comprehension by:

- Identifying main ideas;
- Listing examples and details that support main ideas;
- Filling in/creating graphic organizers (for example, timelines, Venn diagrams, and tables);
- Responding to text by giving opinions and disagreeing, asking and answering questions, etc.

You will demonstrate vocabulary development by:

- Recognizing the meanings of affixes in text;
- Using new words in context.

## Textbook

Böttcher, E. (2014). *Longman Academic Reading Series 1*. White Plains, NY: Pearson Education.

## Narrative Texts

Title	Author	Genre	Headwords
The Girl with Red Hair	Christine Lindop	Human Interest	250
The White Stones	Lester Vaughan	Thriller & Adventure	250
The Adventures of Tom Sawyer	Mark Twain	Classics	400
The Wizard of Oz	L. Frank Baum	Fantasy & Horror	400
Titanic	Tim Vicary	Factfiles	400
The Phantom of the Opera	Jennifer Bassett	Fantasy & Horror	400
The Elephant Man	Tim Vicary	True Stories	400

## Grading

Course grades will be calculated on the following scale:

Letter Grade	Percentage	Grade Point Value
A	94-100%	4.00
A-	90-93%	3.67
B+	88-89%	3.33
B	84-87%	3.00
B-	80-83%	2.67
C+	78-79%	2.33
C	74-77%	2.00
C-	70-73%	1.67
D+	67-69%	1.33
D	63-66%	1.00
D-	60-62%	0.67
F	Less than 60%	0

Grades will be awarded in the following amounts:

Homework Assignments – 20%

Narrative Books Quizzes – 30%

Book Report – 10%

Classroom Conduct – 10%

Final Exam – 30%

**As per IELI policy, any grade below C- is failing.**

### **Homework Assignments – 20%**

All homework assignments need to be turned in at the beginning of the class, unless other instructions are provided.

### **Chapter Quizzes – 30%**

For each book that we will read and discuss in class this semester (see the list above), you will complete an in-class reading comprehension quiz. See the dates of the quizzes on the calendar.

**Book Report – 10%**

In addition to the books we will read as a class, you will read and present in class one book from the IELI Lending Library. The office assistant will help you check out the book you choose. At the end of the semester, you will give a presentation about this book. More information on the presentation will be given later.

**Classroom Conduct – 10%**

It is expected that you come to class **prepared** and **on time**. Coming to class prepared means bringing your textbook or the reading for the day, bringing completed homework, and being ready to contribute to class discussion. It is also expected that you behave with respect to your instructor and classmates.

At the beginning of the semester, you will have 100 points for classroom conduct. For each of the following kinds of behavior, you will lose **5 points**:

- You are late for class (2 late arrivals are allowed for the entire semester);
- You didn't bring the textbook with you;
- You sleep in class;
- You do not turn off your cell phone;
- You do homework for other classes;
- You do any other work not related to class activities;
- You use your laptop for non-class related purposes (e.g., surf on the Internet);
- Your behavior is disruptive\*.

\* Examples of disruptive behavior:

- Leaving class without permission;
- Making noise and repeatedly interrupting;
- Reading newspapers/magazines or other non-lesson related materials in class;
- Eating in class without permission;
- Being verbally abusive to or insulting the instructor or other students;
- Persistent and unreasonable demands for time and attention;
- Refusing to comply with the directions of the instructor.

**Final Exam – 30%**

The final exam will allow you to demonstrate your improvement in reading comprehension and vocabulary development (see Learning Outcomes above). You will take the exam during the finals week.

**Class Policies*****Late/Missed Assignments***

Late homework will not be accepted. Even if you miss a class, you need to come to the following class prepared and with your homework assignment completed. You will not be allowed to take a missed quiz, unless your absence was caused by an illness or an emergency (see below).

***Illness and Emergencies***

If you are sick for more than a day, or if there is an emergency (please note that for the university, emergencies include a death or serious illness in the family, warfare, jail or legal problems, accidents), please let the instructor know.

***Technology***

NO laptops in class! The instructor will let you know in advance if you need to bring your laptop for class activities.

NO cell phones! Using cell phones/texting in class is disrespectful to your classmates and to the instructor. Cell phones should be turned off and put out of sight until class is over. (If you are expecting an emergency call, please let the instructor know.).

***IELI and USU Attendance Policy***

Learning a language requires that you actively attend and participate in your classes. If you do not regularly attend classes, you may miss important information and fail the class, not progressing to the next level in the IELI program. Attendance is not only important for learning but essential for international students on an F-1 or J-1 visa to maintain their legal immigration status. IELI works closely with the office of Global Engagement to ensure that our students maintain their immigration status and will report students who regularly miss class. Consequently, the following attendance policy will be enforced.

***Missing consecutive classes***

If a student misses 7 consecutive classes for any one class without contacting the instructor and providing valid proof of absence (e.g., a medical excuse from a doctor), their immigration status will be terminated and they will be sent home.

***Total classes***

If a student misses 7 total class hours for any one class or 22 total class hours in any one semester, their immigration status will be terminated and they will be sent home.

***USU policy/excused absences***

According to the USU policy, a student may not miss more than 20% of any class even if it is excused. This means that you cannot miss more than 9 classes for any one class, even if some of the absences are excused. If a student's total absences (excused and unexcused) for any class exceeds 9, their immigration status will be terminated and they will be sent home.

***Warnings***

Students will get at least three warnings before their immigration status is terminated. It is the student's responsibility to provide a current e-mail address to IELI and the office of Global Engagement and check their e-mail regularly. If a student's immigration status is terminated, they will be given 15 days to leave the U.S.

## **IELI Policies**

### ***Grading***

The grades you get for each class are based on the work you do for that class. Attendance and effort are important factors for successful learning but do not directly affect your grade. It is important for you to do your best on all your in-class and at home activities as they will be graded on how well you complete these activities. Successful completion of these activities will help you gain the knowledge and skills you need to meet learner outcomes for each course.

### ***Progressing to the Next Level***

You must receive a grade of C- or better in any IELI class in order to pass that class and move to the next level of that class. Students who receive lower than a C- are required to repeat the class until they receive a passing grade. If you are not passing a class at mid-term you will be re-registered for the class until final grades are posted. If your final grade shows that you passed the class, you will be moved up into the next level or the class will be dropped.

If you want to check on how well you met the learner outcomes for each class, there are two ways to do so: 1) you can get a copy of the student achievement form from the IELI staff assistants or 2) you can access your grade on the USU website and then compare the grade to the Grade Descriptions on the IELI website (Current Students -> Academics-> Grade Descriptions).

### ***In-Term Evaluations***

Your instructor will inform you, in writing, of your grade three times during the semester (e.g. approximately 4 weeks, 8 weeks and 12 weeks). For the midterm evaluation, IELI faculty assign a letter grade to students in each of their classes. If you are doing work at a level lower than C in any of your classes, your instructor will meet with you to discuss what you will need to do to pass the class.

## **USU Policies**

### ***Academic Integrity—“The Honor System”***

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

### ***The Honor Pledge***

To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge: Espouses academic integrity as an underlying and essential principle of the Utah State University community; Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and Is a welcomed and valued member of Utah State University.

### ***Plagiarism***

Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear

acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

### ***Sexual Harassment***

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

### ***Students with Disabilities***

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program." If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any special request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille.

### ***Grievance Process***

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking – which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

### ***Withdrawal Policy and "I" Grade Policy***

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### ***Emergencies***

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

## Course Calendar

Week	Textbook Chapter	Assignments
Week 1	Introductions	
Week 2	Chapter 1: Health Science Book: The Girl with Red Hair	Quiz 1: The Girl with Red Hair*
Week 3	Chapter 1: Health Science Book: The White Stones	Quiz 2: The White Stones
Week 4	Chapter 2: Psychology Book: The Adventures of Tom Sawyer (pp. 11-24)	Quiz 3: The Adventures of Tom Sawyer (pp. 11-24)
Week 5	Chapter 2: Psychology Book: The Adventures of Tom Sawyer (pp. 25-41)	Quiz 4: The Adventures of Tom Sawyer (pp. 25-41)
Week 6	Chapter 3: Linguistics Book: The Wizard of Oz (pp. 1-24)	Quiz 5: Book: The Wizard of Oz (pp. 1-24)
Week 7	Chapter 3: Linguistics Book: The Wizard of Oz (pp. 25-41)	Quiz 6: The Wizard of Oz (pp. 25-41)
Week 8	Chapter 4: Animal Behavior Book: Titanic (pp. 1-23)	Quiz 7: Titanic (pp. 1-23)
Week 9	<b>Spring Break</b>	
Week 10	Chapter 4: Animal Behavior Book: Titanic (pp. 24-40)	Quiz 8: Titanic (pp. 24-40)
Week 11	Chapter 5: Social Psychology	Prepare your book report
Week 12	Chapter 5: Social Psychology Book: The Phantom of the Opera (pp. 1-21)	Quiz 9: The Phantom of the Opera (pp. 1-21)
Week 13	Chapter 6: Public Art Book: The Phantom of the Opera (pp. 22-40)	Quiz 10: The Phantom of the Opera (pp. 22-40)
Week 14	Chapter 6: Public Art Book: The Elephant Man (pp. 1-21)	Quiz 11: The Elephant Man (pp. 1-21)
Week 15	Chapter 7: Sociology Book: The Elephant Man (pp. 22-37)	Quiz 12: The Elephant Man (pp. 22-37)
Week 16	Book reports, wrap up	

\* All quizzes are done on Thursdays (days when we discuss narrative texts)