

Syllabus (tentative and subject to change)

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Textbook: Upton, T.A. (2012). Reading Skills For Success: A Guide To Academic Texts. Ann Arbor, MI: University of Michigan Press

Catalog Description:

The course 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

Assignments and Homework:

Throughout the semester you will be asked to complete tasks designed for you to practice what you learn in class. These are extremely important for you to complete in order to successfully learn the strategies and become a skillful student.

Vocabulary Practice:

I expect you to sign up to Quizlet (link available in Canvas) where you'll find an Academic Word List to study for each week. I also expect you to spend 20 minutes a day to learn, practice and test each sublist. We will have a vocabulary quiz each Monday at the beginning of class. You can expect 5 words on each quiz.

Reading Tests:

You will be given 5 reading tests to assess your mastery of skills taught in this class. Those tests will use texts similar to those in your textbook and the ones we use in class. You may expect tasks that are similar to those practiced in class. You will be able to have your book open during your tests. You will not be able to use any electronic devices during any tests, they will be collected at the beginning of the test and returned when you turn in your completed test.

Canvas Instructure:

During this course we will use Canvas Instructure as our on-line class component. Canvas is Utah State University's Learning Management System (LMS) that helps us deliver class content online. You will be able to access additional information and materials (like this syllabus). We will have an in-class instruction on how to use Canvas. You will need your A# and password set up to access this service.

Assignments and Evaluation:

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|--------------------|-----|
| Reading Tests | 75% |
| Vocabulary Quizzes | 25% |

Participation:

Your participation in class is crucial (extremely important) for your learning. Simply, if you don't participate, you don't learn. Such is the nature of language learning and my classes are designed with that in mind. Each day you are in class, you are expected to participate. There are several ways you can participate. Here are some examples:

- ask and answer questions to the teacher
- ask and answer questions to your classmates
- share your view and opinions in class, group, and pair activities
- engage in the activities assigned by the teacher

In addition, there are several activities that may prevent you from learning and disrupt others in class:

- coming to class (even for a good reason - you're not there, you're not learning)
- sleeping in class
- sitting quietly or not contributing much during class, group, and pair activities
- daydreaming for too long (I allow some daydreaming in my class, we all need a mental break from time to time)
- engaging in activities other than those assigned in class, e.g. checking your social media (like Facebook or Instagram), checking sport event scores, reading news in your own language (even in English), texting, etc.
- distracting other students repetitively by off-topic conversation, inappropriate behavior, jokes, etc.

Make up work and assignments:

- Assignments are due on the posted due date (see Canvas).
- The teacher reserves the right to refuse accepting late assignments.

- Ask your classmates and/or the teacher about the material that was covered in class. I post an announcement in Canvas summarizing our class activities for that day.
- Show your made up work to your teacher within one day of your absence.
- If you miss a presentation, quiz, or a test, talk to me to schedule a make up within two days of your absence. This option is open **ONLY** to those who informed the teacher of their absence in advance. In case of NO CALL – NO SHOW situation, the student will **NOT BE ALLOWED TO MAKE UP** the missed test or presentation.

Grading Scale

According to IELI grading policy any grade below C- is a failing grade

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|------------|------|----------|------|-----------|------|
| 100 – 93 % | = A | 82 - 80% | = B- | 69 – 67% | = D+ |
| 92 - 90% | = A- | 79 – 78% | = C+ | 66 – 60% | = D |
| 89 - 88% | = B+ | 77 – 73% | = C | Below 60% | = F |
| 87 – 83% | = B | 72 – 70% | = C- | | |

IELI Policies and Practices

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.

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 professors 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 professor will meet with you to discuss what you will need to do to pass the class.

Important dates this semester:

Monday, January 16, Martin Luther King Day – No classes
 Friday, February 17, IELI Curriculum Day – No IELI Classes
 Monday, February 20, Presidents' Day – No classes
 Tuesday, February, 21 – Monday class schedule
 Monday – Friday, March 6- 10 – Spring Break– No classes
 Friday, April 28 – Last day of classes

USU Policies**Academic Honesty/Integrity:**

You are expected to follow USU Academic Honesty/Integrity Policy, which forbids cheating, falsification, and plagiarism. To learn about the Policy go to <http://catalog.usu.edu/content.php?catoid=4&navoid=547>. If you are caught committing any of the described violations, you will first receive a warning from your teacher and a record of it will be put in your file. You will also be asked to complete additional assignments for the class. If you violate this policy for the second time, you will be subject to the disciplinary actions described in Section 3 of the Academic Honesty/Integrity.

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 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."

