# IELI 2360—Reading Authentic Texts  
## Spring 2020

### Instructor Contact & Course Details

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Nolan Weil</th>
<th>Important Dates:</th>
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<tbody>
<tr>
<td>Office:</td>
<td>Main 079</td>
<td>January 6</td>
</tr>
<tr>
<td>Phone:</td>
<td>797-2052</td>
<td>January 7</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:nolan.weil@usu.edu">nolan.weil@usu.edu</a></td>
<td>January 20</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>MWF 12:30-2:00 &amp; by appt.</td>
<td>January 20</td>
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<tr>
<td>Class Times:</td>
<td>M 11:30-12:20 / T-TH 9:00-10:15</td>
<td>February 17</td>
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<tr>
<td>Location:</td>
<td>Geol 308 / Main 227</td>
<td>April 21</td>
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### Important Dates:

- January 6: Semester begins
- January 7: First class
- January 20: Martin Luther King Jr. Holiday
- February 17: President’s Day Holiday
- March 2-6: Spring Break
- April 21: Last Day of Class
- April 23: Final Paper/Project

### About the course

This course will help you develop your ability to read and understand popular-media texts like those often found in newspapers, magazines, and web pages, as well as texts of a more academic nature written for general readers. The course will focus a lot on vocabulary building and on learning how various kinds of texts are organized. You will use a variety of strategies to help you read for different purposes; for example, reading for a general idea, vs. reading for detail. Most importantly, you will learn some principles for improving your reading on your own. Some of the themes and topics we will read about and discuss in this course should be quite interesting and informative, and you may increase your general world knowledge as well. Finally, the course has an extensive reading component aimed at reading enjoyment and fluency development.

### Goals:

- Improve reading comprehension at an intermediate level of language proficiency
- Increase awareness of typical discourse organization in authentic texts
- Learn techniques for visually representing organization and content of texts
- Build general and academic vocabulary

### Text:

*Reading and Vocabulary Focus 3* (Jessica Williams): Cengage Publishing

### Expected Learner Outcomes

1. Demonstrate reading comprehension of level-appropriate texts by ...  
   - identifying main ideas and supporting details  
   - summarizing main ideas in writing  
   - answering questions about content
2. Demonstrate awareness of the discourse organization of various authentic texts by completing tasks such as:
   - identifying typical patterns (e.g., topic/subtopic, chronological order, process/procedure comparison-contrast, cause-effect, problem-solution, etc.)
   - creating visual representations of content such as tree diagrams, timelines, T-charts, charts, flow charts, etc.

3. Demonstrate knowledge of general and academic vocabulary through such tasks as:
   - matching of academic target word to synonyms
   - fill-in-the-blank exercises
   - using the target words in context
   - answering questions using the target words

**Extensive Reading.** The best way to improve your reading ability is by reading a lot. The extensive reading component of the course will encourage you to do just that. Your instructor will discuss the idea of extensive reading during the first week of class and teach you how to choose suitable materials. You will be responsible for selecting, reading, and keeping track of your extensive reading.

**Grading.** To pass the course, you must demonstrate achievement of the learner outcomes listed above (see Expected Learner Outcomes). A grading scheme is used to indicate the degree to which you have achieved the outcomes and to assignment grades as per university policies. To that end, you will complete a variety of graded assignments, and each assignment will carry a point value. Final grades will be determined by adding up all the points you have earned and dividing by the total points possible. Final grades will be based on the following percentages of total points:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grades</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>88-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-87%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>78-79%</td>
<td>C+</td>
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<tr>
<td>73-77%</td>
<td>C</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
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<tr>
<td>68-69%</td>
<td>D+</td>
</tr>
<tr>
<td>63-67%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;63%</td>
<td>F</td>
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**USU and IELI attendance policy**

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 Grading Policy.** 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 in IELI.** 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.

**University Policies**

**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 (435) 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 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."