IELI 2360—Reading Authentic Texts  
Spring 2021

Contact & Course Details

Instructor: Nolan Weil  
E-mail: nolan.weil@usu.edu  
Office Hrs: by appointment

Important Dates

January 19  Semester begins  
January 20  First class  
February 15  President’s Day Holiday  
April 27  Last Day of Classes  
May 5  Final Exam

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. 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. Some of the themes and topics we will read about should be quite interesting, and you may increase your general world knowledge as well. Finally, the course has an extensive reading component aimed at fluency development and the enjoyment of reading.

Schedule.  This is a blended course. Some of the instruction will be synchronous, meaning there will be regularly scheduled Zoom meetings. Some instruction will be asynchronous meaning I will post assignments on CANVAS for you to complete outside of regularly scheduled course meetings. (NOTE: You are responsible for setting your CANVAS notifications to receive timely updates, as well as accessing CANVAS daily to work on and submit assignments before their submission deadlines.)

Accessing Zoom.  You can access the permanent Zoom link for this course by entering Zoom via the left-side navigation menu. The Zoom portal is the 3rd link down after Home & Announcements.

Equipment Needed to Participate

- Internet & computer (or access to computer lab)
- A binder to organize and keep course notes (recommended)
- Earbuds or head phones for distraction-free listening (recommended)
Course Aims:

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

Text. *Auto Access eBook: Reading and Vocabulary Focus 3 eBook, 1e by Williams*

This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. For more details, including dates, deadlines, and opt-out info, visit your student Auto Access Portal: [https://portal.verba.io/usu/login](https://portal.verba.io/usu/login)

**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.

**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, 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
IELI Policies and Practices

Participation Policy. Developing academic language ability requires that you actively participate in your classes. If you do not regularly access assigned materials, engage in course activities, and complete assignments, you will miss important opportunities to meet course objectives, and it is likely that you will fail the class and not progress to the next level in the IELI program.

Policy on late assignment completion. Each IELI instructor sets their own policies on acceptance of late assignments. In this class, to receive full-credit for assignments, you must submit them when they are due unless you have made an arrangement with me for an extension on an assignment deadline. I reserve the right to refuse to accept any late submissions. Late submissions that I do accept may lose up to 10% for every 24-hour period they are late. Each assignment will have a closing date of not less than 3 days after the initial deadline after which the assignment will not be available on CANVAS.

Grading. The grades you get for each class are based on the work you do for that class. Task completion is important for successful learning but completion alone is not a guarantee that you will earn an A in every class. The quality of your work and your ability to demonstrate significant progress in meeting course objectives is also necessary. A’s and B’s are generally regarded as good grades in the United States and C’s are acceptable (even if students do not prefer them). It is important for you to do your best on all in-class and at home activities as your grade will depend on the degree to which you are able to demonstrate achievement of course objectives.

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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 professor will keep you informed of your progress throughout the semester by posting in a timely way on CANVAS the outcomes of all assignments. At midterm, your professor will assign you a letter grade. 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**

**COVID-19 Policies.** Students should be familiar with and should follow up-to-date policies regarding Covid-19 as found at [https://usu.edu/covid-19](https://usu.edu/covid-19).

**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.

**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."