

English for Academic Purposes

EFL 074 - Reading IV

Course Description

This course is designed to enhance the academic reading skills for successful reading ability as required in college-level courses. Emphasis is placed on strategies for effective reading and the utilization of these strategies to improve comprehension, analytical skills, recall, and overall reading speed. Upon completion, students should be able to comprehend, synthesize, and critique multi-disciplinary college-level reading/textbook materials.

This is a hybrid class; therefore, online assignments will be given in the equivalency of 1-2 days per week.

know their Durham Tech student username and password in order to access the readings, homework and online assignments. All assignments will be uploaded and posted through Canvas.

A monolingual English dictionary (book or phone/computer app) is recommended. A composition book or notebook is required for this class.

Course Goals

1. Students will be able to engage in independent reading strategies and self-evaluation using metacognition
2. Students will extend base of academic vocabulary
3. Students will be able to infer meaning from reading material
4. Students will be able to evaluate and authenticate reading material
5. Students will be able to converse with college-level texts and journal articles
6. Students will be able to analyze college-level texts and journal articles
7. Students will be able to develop academic responses to college-level texts and journal articles
8. Students will have the ability to evaluate, discuss, synthesize sources, and write about academic texts
9. Students will be able to synthesize college-level texts and journal articles using MLA and APA formatting
- 10.

Course Objectives

Learning through course content activities will focus on the following areas:

1. Content knowledge and vocabulary.
 - a. MLA formatting, plagiarism, and academic integrity.
 - b. Student-centered learning activities and teaching methods.
 - c. Anatomy of a scholarly journal article.
 - d. Email communication.
 - e. Pedagogical language reform in Hong Kong.
 - f. Selected college-level fiction and nonfiction from Japan, Taiwan, and Hong Kong..
 - g. Women's and men's gender role attitudes in China and Taiwan
 - h. Historical Thinking.

2. Pre-reading strategies for college-level texts and journal articles.
 - a. Activate prior knowledge.
 - b. Skim and scan.
 - c. Preview.
 - i. Text markers (titles, headings, etc.).
 - ii. Graphics and textual aids.
 - iii. Objectives and questions.
 - d. Pre-question.
 - e. Concept/Mind-map.
 - f. Predict.

3. Reading strategies using college-level texts and journal articles.
 - a. Annotate.
 - b. Highlight and underline texts.
 - c. Identify important vocabulary.
 - d. Identify main ideas, supporting details, and examples, and other key pieces of information.
 - e. Identify the thesis.

4. Strategies to engage in conversation with an assigned text.
 - a. Question during reading.
 - b. Interpret visual texts and graphics.
 - c. Employ re-reading strategies.
 - d. Decipher strategies for difficult vocabulary.
 - e. Recognize formal and informal language.
 - f. Recognize and analyze imagery and idiomatic expressions.

5. Outlining strategies to aid in understanding college-level reading material.
 - a. Recognize organizational patterns within texts.
 - b. Recognize textual constructions of textbooks in order to ascertain main ideas and pertinent reading material.
 - c. Convey understanding through formal outlining strategies.

6. Written response strategies to authentic college-level texts and journal articles.
 - a.

Learning Area	Student Learning Outcome	Evaluation of performance type	Achievement Level Expected
Reading			

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Rhetorical Thought Pattern	Evaluate credibility of and interpret the information presented in college-level academic texts; form opinions from information presented in reading materials and argue support or dissent of the thesis; defend opinions by providing research-based evidence; and formulate organized responses to college-level academic texts through written assignments and oral eln 11rmatisttelege		

Learning Area	Student Learning Outcome	Evaluation of performance type	Achievement Level Expected
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Level 4 (EFL 074/094) meets the reading and writing prerequisites for any college-level course at Durham Tech. A student must successfully complete both course at 80% and higher.

Assignments Explanation

Participation activities, online assignments (i.e. group discussions, in-class presentations, blogs, forums, short essays): Students are evaluated using a variety of activities. In group discussions, students share ideas, analyze texts, make connections, reflect on previous activities, and for active questioning and exploration of material. In short in-

Psychology Chapter Test: The test relates to the final unit of the course based on a chapter in a college-level textbook. This is an actual test from a 100-level course given to students as a final assessment. The purpose is to prepare students for the rigor and level of content and language used on a multiple-choice test in a 100-level course.