

ELI 82 (7): Advanced ESL Reading
Fall 2007 Online

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Course Descriptions

This course is designed to help students deal with high demands of academic reading by focusing on becoming efficient and autonomous readers. This goal will be achieved through activities that treat efficient reading strategy use in relation to text type and the purpose of reading, build field-specific vocabulary, and develop critical reading strategies.

Goals of the Course

1. Students learn to select appropriate sets of reading strategies in accordance with identified tasks and purposes.
2. Students learn to evaluate the author's message in light of their own purposes.
3. Students learn to evaluate the author's techniques in light of their own purposes.
4. Students learn to evaluate the author's arguments.
5. Students learn to evaluate Internet sources.
6. Students learn learning and note-taking strategies.
7. Students expand academic and field-specific vocabulary.
8. Students learn how they can continue improving their reading skills even after completing this course.

Text & Materials

1. McWhorter, K. T. (2006). *Guide to College Reading* (7th Ed.). NY: Longman.
2. A computer with an Internet connection
3. A web browser such as Explorer, Netscape, Safari, or Firefox
(for free download, see <http://www.mozilla.org>)
4. A word processing application (e.g., MS Word 97 or above)
5. An active email account (Students will be using the WebCT e-mail account)
6. Antivirus software – Students can download antivirus software for free from <http://secure.its.hawaii.edu/antivirus/license.asp>.

Requirements/Activities (*These are subject to change)

Reading Assignments. You will be assigned readings from the textbook and other materials. Each reading may generate one or more of the following assignments: (a) mastery quizzes in the textbook, (b) critical questions for online discussion, (c) written reflection on reading and/or insights gained through group discussion of text, etc.

Writing Assignments. Among the reading assignments are, in particular, two writing tasks with a special focus on vocabulary learning. You will write a short essay about a given topic and conduct a follow-up revision on your vocabulary usage.

Reading Circle. You will be a “Reading Circle (RC) Leader”, one time during the semester. This means that you will research, locate and submit an article related to topics that we have selected for the class. In addition, you will provide a vocabulary list (10 difficult words from the article and their definitions) and 4 comprehension questions and 2 discussion questions. Your classmates will read and respond to your RC article. More detailed information about groups and leader turns will be provided during Week 3.

Vocabulary Log. Part of becoming a good reader is building a large vocabulary. In academic reading, it is especially important to learn the vocabulary in the subjects that you are studying. You will keep a vocabulary log in which you will record at least ten new vocabulary items each week. Use new vocabulary that you find in materials from regular content courses. You should write down the vocabulary item, its definition(s), and at least one original example sentence. The instructor will provide a template.

Reading Materials Analysis: Becoming familiar with your own course materials is another useful strategy for improving academic reading abilities. In this assignment you will examine the structure and design of a selected reading material from another course and develop a plan for using this material throughout the semester.

Reading Journal: Two times during the semester, you will write a journal which describes your experience of reading materials for another course. The purpose of this journal is to encourage you to connect the strategies and concepts in ELI 82 to your other courses. Guidelines and previous students’ sample works will be provided.

Textbook Features Analysis: Becoming familiar with your own course textbooks is one of the useful strategies for improving academic reading skills. In this assignment you will write a two to three page report on your analysis of a selected textbook from your major courses. More details will be provided later.

Grading

This is a Credit/No Credit course. In order to get credit, you must receive an overall grade of at least **80%** of the points given for the assignments listed above.

Class participation and Reading Assignments - 15%

Writing Assignments - 15%

Reading Circle - 15%

Vocabulary Log - 15%

Reading Materials Analysis - 15%

Reading Journal - 15%

Textbook Features Analysis - 10%

NOTE: Missing assignments will be taken seriously and if it is a continuous issue, will result in the student failing this course. Due to the nature of this course, all assignments must be submitted by the due dates. You are required to submit weekly assignments on Fridays by 5:00 p.m., Hawaii Standard Time, unless otherwise indicated. **Assignments will NOT be accepted after the due date.** The submission section will be closed automatically

after the due time. Missing more than 3 assignments may result in failure of this course. "Computer Problems" cannot be an excuse for late work.

NOTE: In this course, you will meet face-to-face with the instructor during the first few weeks of class. In addition, for your class participation grade, you are expected to log-in regularly to the course website to check on assignments, updates, etc., and to participate in the online discussions (reading and posting responses to discussion questions).

Attendance

The university catalog states that "*Regular attendance at class and laboratory sessions is expected for all courses in which a student enrolls. Unavoidable absences should be explained to the instructor.*"

In any language course, regular attendance and participation is vital to improvement and success. If you do not attend this class regularly, and on time, you will fail the course. Specifically, the ELI requires a minimum of 80% attendance and performance for all credit/no credit courses. 80% attendance amounts to missing three weeks' worth of courses. **Accordingly, if you miss more than 6 classes, you will automatically receive a grade of NO CREDIT.**

If you are late or absent, it is your responsibility to contact the teacher or other students to find out what you missed and to complete it by the due date.

Plagiarism

The ELI recognizes that rules regarding academic honesty and intellectual property are different across cultures. We also recognize that UH students are expected to abide by a particular definition of academic honesty, one that is common to universities in the US. Students who do not follow these rules, for whatever reason, may be charged with cheating or plagiarism. At UH, common punishments for such violations include failing the assignment, failing the course, suspension from the university, or even expulsion.

The following definition of plagiarism comes from the UH-Manoa Student Conduct Code:

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.

University of Hawai'i at Manoa Student Conduct Code (1992), p. 6

It is ultimately each student's responsibility to understand the rules regarding plagiarism and cheating at UH, and to learn how to avoid such violations. Please note that all ELI writing courses include work concerning this. If you have questions about this, ask your

instructor and/or visit the ELI website: <http://www.hawaii.edu/eli/students/plagiarism.html>

Visitors to the Classroom: Throughout the semester, there will probably be several visitors who come to observe the instructor and the class. There are several reasons for this. One reason is that the observer may be conducting research in order to try to improve the ELI. Another reason may be that a graduate student in the Department of Second Language Studies is conducting research on teaching language. Finally, as part of their professional development, ELI teachers observe each other so as to improve our teaching. The instructor will try to announce the visitor in advance and explain the purpose of the visit. These visits will be kept to a minimum, and the visitors will be advised to not disrupt the class. If you have any questions about this, feel free to ask your instructor. Mahalo for your kokua in helping us to improve the quality of the ELI.

Research in the ELI

The ELI is continually reviewing a variety of aspects of the program (including policies, curriculum, and the ELI Placement Test) in order ensure that our program evolves in ways that help meet ELI students' needs. As a result, don't be surprised if some of your ELI classes have ongoing research projects.

Additionally, because UH-Manoa is a research university, there is a great deal of research going on every semester across campus. Students and faculty from the Department of Second Language Studies (SLS) may ask ELI students or classes to participate in research projects. Some of these projects may be directly related to what you do in ELI classes, but others may be unrelated. Keep in mind that, with individual projects, you have the choice of whether to participate or not.

Important Dates

August	20	First Day of Classes
September	3	Labor Day Holiday
November	12	Veteran's Day Holiday
November	22	Thanksgiving Holiday
December	5	Last Day of Classes