

## COURSE SYLLABUS

<b>Course Title</b>	Reading for Intermediate II
<b>Course Number</b>	ESL202-3
<b>Clock Hours</b>	50
<b>Instructional Methods</b>	Lecture (50 hours)
<b>Schedule</b>	TBA
<b>Instructor</b>	TBA
<b>Office Hours</b>	by appointment
<b>Required Text(s)</b>	Heyer, S. (2003). <i>Beyond true stories: A high-intermediate reader</i> . White Plains, NY: Pearson Education.
<b>Additional Text(s)</b>	N/A Handouts will be given as needed

### Course Description

This course emphasizes the acquisition of reading skills, expansion of receptive and productive vocabulary, and comprehension of medium-length adapted reading selections. Reading skills development includes identifying main and supporting ideas, paraphrasing, scanning/skimming, making inferences, and distinguishing fact vs. opinion. In addition, vocabulary building focuses on acquiring academic vocabulary and slang expressions, and emphasis is placed on vocabulary learning strategies such as using context clues. Prerequisite: ESL201 or equivalent.

### Prerequisite(s) and Corequisite(s)

Prerequisite: Qualifying score between 211.00 and below 260.99 on the ACCUPLACER Test or the successful completion of ESL201.

Corequisite: ESL202-1 Grammar for Intermediate II

ESL202-2 Speaking for Intermediate II

ESL202-4 Writing for Intermediate II

### Learning Objectives and Goals

Upon completion of this course, students will be able to:

- A. Read and understand simple texts on familiar topics or amusing stories
- B. Use contextual clues to determine the meaning of words and phrases
- C. Interpret signal words as clues to the organization and content of a text
- D. Expand their knowledge as they improve their vocabulary and reading skills
- E. Discover more about American culture
- F. Read with speed but at the same time to retain detail information during reading
- G. Identify main ideas and supporting details
- H. Understand chronological order and sequence events
- I. Distinguish relevant information from irrelevant information
- J. Organize story elements in a story map.
- K. Analyze charts and graphs to obtain specific information

- L. Make inference and paraphrasing main ideas

### **Library Usage Guideline**

The Columbia College Library collection is available for all students to use for any research or assignments they may need to complete. With its easy and simple search function, users can find their desired books by searching the author's name, book title, keyword, subject, or ISBN. After typing in the search dialogue box, the software displays a list of related works which will help guide students to their desired books. The library user can select a desirable book from the generated list with their bibliographic data. Also, a grand online database by LIRN® is available to every student and faculty with access to more than 1 million article titles. The Directory of Open Access Journal is also open to the public 24/7. For further assistance, full-time library staff are available to assist your research during business hours (M~F 9AM to 10PM) at the Global Zone on the first floor.

### **ACCESSING LIRNPortal**

To access your LIRN subscription go to: <https://proxy.lirn.net/ColumbiaCollege>

**Username: 37860**

**Password: goodnewt91**

**Please note URL, Username, and Passwords are case sensitive.**

### **HELPFUL VIDEOS**

Our Librarian staff have composed several [YouTube Videos](#) that you might find useful.

Of particular interest:

- [Starting Your Research with LIRN's Gale Core](#)
- [Find Digital Books in Ebook Central: Academic Complete](#)

### **Code of Conduct**

A student who engages or assists in misconduct shall be subject to disciplinary measures, including reprimands, suspensions, or dismissal, when justified, to violations of this policy.

#### **Academic Dishonesty/Misconduct**

- Students shall not cheat during exams or quizzes.
- Students shall not plagiarize; plagiarism is defined as a student presenting the work or ideas of another as his/her own in a paper, exam, or other assignment.
- Students shall not sell or purchase previous examinations or other assignments.

**Non-Academic Dishonesty/Misconduct**

- Physical and/or psychological abuse, threat, or harassment
- Initiating any false report, warning, threat of fire, explosion, or other emergency
- Unauthorized use, possession, storage of any weapon, dangerous chemical, or explosive element
- Disrupting, obstructing, or interfering with the college-sponsored events
- Theft of the college equipment, products, or materials
- Unauthorized possession, use, sale, or distribution of alcoholic beverages or any illegal or controlled substances
- Gambling or holding lotteries/raffles on the college campus without proper approval
- Disorderly, lewd, or obscene conduct
- Making illegal copies of college software – The college software is protected by copyright. Students must not copy the institution’s software without permission of the copyright holder. Additionally, students must not install personal software on the college computers or damage/destroy the software/computers.

**Prohibition of Sexual Harassment of Students**

- Sexual harassment is defined as unwelcome acts of a sexual nature including sexual advances, requests for sexual favors and/or other verbal or physical conduct including written communication of an intimidating, hostile or offensive nature, or action taken in retaliation for the reporting of such behavior. Sexual harassment can be verbal, written, or physical and ranges from subtle innuendos of a sexual nature to derogatory gender-specific comments about physical exposure, assault, to coerced sexual relationships.
- Sexual harassment is a serious offense. As a consequence, any faculty or staff member who engages in such conduct or encourages such behavior shall be subject to disciplinary action that may include dismissal from the College. Students accused of sexual harassment will have the right to due process.

**Grading Policy**

The formal grading system utilized by the instructor conforms to recognized education standards.

<b>Grade</b>	<b>Percent</b>	<b>Standing</b>
A	90-100	Excellent
B	80-89	Very Good
C	70-79	Satisfactory
D	60-69	Poor
F	0-59	Failing
I	Incomplete	Not applicable

**Assessment Scale**

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio.

Instructors will distribute evaluation and his/her grading policies to students at the beginning of each term.

- 10% Attendance
- 10% Homework
- 20% Quiz
- 20% Class participation
- 40% Final Exam

### Course Schedule

Week	Date	Topics and Activities	Quiz/Assignment Due
1		Ice-Breaking <ul style="list-style-type: none"> <li>- Course Intro</li> <li>- Review course syllabus</li> <li>- Complete ice-breaking activities</li> </ul> Unit 1: Longevity <ul style="list-style-type: none"> <li>- <i>La Dolce Vita (The Sweet Life)</i></li> <li>- Identifying main ideas and supporting details</li> <li>- Recognizing supporting evidence</li> </ul>	Estimated Homework Time: 5 hours  Re-read <i>La Dolce Vita (The Sweet Life)</i>  Make a sentence using 15 key story words introduced in class.  Writing: Have you ever experienced the way the five spheres interact? Write about your experience.
		Unit 1: Longevity <ul style="list-style-type: none"> <li>- <i>Having Our Say</i></li> <li>- Understanding an idea map</li> </ul>	Estimated Homework Time: 5 hours  Interview someone who is old and healthy. Ask the person to tell you the secret to his or her health and longevity. Then report what you learned.  Re-read <i>Having Our Say</i> .
2		Unit 1: Longevity <ul style="list-style-type: none"> <li>- <i>The Longevity Code</i></li> <li>- Reading a chart</li> </ul>	Estimated Homework Time: 5 hours  Re-read <i>The Longevity Code</i> .  Writing:

			Is there a place in your country like Campodimele – a place where people live unusually long and healthy lives? Describe the place.
		Unit 2: Finding Work That is Right For You - <i>The Greatest Job in the World</i> - Sequencing events - Understanding cause and effect	Estimated Homework Time: 5 hours  Re-read <i>The Greatest Job in the World</i> .  Make a sentence using 15 key story words introduced in class.
3		Unit 2: Finding Work That is Right For You - <i>Becoming Yourself</i> - Identifying main ideas - Summarizing - Reading a chart	Estimated Homework Time: 5 hours  Re-read <i>Becoming Yourself</i> .  Read <i>Tender at the Bone</i> and answer the questions.  Writing: What kind of work do you plan to do? Or, what kind of work do you do? Explain why you chose that work.
		Unit 3: Greeks - <i>Two Yahoos</i> - Paraphrasing main ideas - Scanning - Making inferences	Estimated Homework Time: 5 hours  Re-read <i>Two Yahoos</i>  Make a sentence using 15 key story words introduced in class.  Writing: Jerry Yang and David Filo’s story is called a “rags-to-riches” story. Because of Yahoo’s success, they went from having no money to having a lot of money. Do you know a

			<p>rags-to-riches story? Tell the story in writing.</p> <p>Estimated Homework Time: 5 hours</p> <p>Re-read <i>Geeks</i></p> <p>Read <i>Calm and Crisis Is in My Blood</i> and answer the questions.</p>
4	<p>Unit 3: Greeks</p> <ul style="list-style-type: none"> <li>- <i>Geeks</i></li> <li>- Responding to the reading</li> <li>- Recognizing details</li> <li>- Reading a bar graph</li> </ul>	<p>Unit 4: Finding the Right Person to Marry</p> <ul style="list-style-type: none"> <li>- <i>Shipmates and Soul Mates</i></li> <li>- Understanding story setting</li> <li>- Making inferences</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Re-read <i>Shipmates and Soul Mates</i>.</p> <p>Make a sentence using 15 key story words introduced in class.</p> <p>Writing: Do you want your spouse to be your soul mate, first and foremost? Explain your answer.</p>
	<p>Unit 4: Finding the Right Person to Marry</p> <ul style="list-style-type: none"> <li>- <i>Who Wants to Marry a Soul Mate?</i></li> <li>- Separating fact from opinion</li> <li>- Reading a bar graph</li> </ul>	<p>Unit 4: Finding the Right Person to Marry</p> <ul style="list-style-type: none"> <li>- <i>What Are You Looking for in a Spouse?</i></li> <li>- Making inferences</li> <li>- Building academic vocabulary</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Re-read <i>Who Wants to Marry a Soul Mate?</i></p> <p>Writing: Re-read the statements in the survey on pg. 72. Find a statement with which you strongly agree, or find a statement with which you strongly disagree. Explain why you agree or disagree with the statement.</p> <p>Estimated Homework Time: 5 hours</p> <p>Re-read <i>What Are You Looking for in a Spouse?</i></p>
5			

			Study for Quiz
6		<p>Quiz: Comprehension and Vocabulary, Unit 1-4</p> <p>Unit 5: Intuition</p> <ul style="list-style-type: none"> <li>- <i>A Six Sense</i></li> <li>- Paraphrasing main ideas</li> <li>- Scanning for information</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Make a sentence using 15 key story words introduced in class.</p> <p>Review your test.</p> <p>Re-read <i>A Six Sense</i>.</p>
		<p>Unit 5: Intuition</p> <ul style="list-style-type: none"> <li>- <i>When Not to Use Your Head</i></li> <li>- Understanding chronological order</li> <li>- How to Read Actively?</li> <li>- Reading a pie chart</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Re-read <i>When Not to Use Your Head</i>.</p> <p>Read <i>A Parent's Sixth Sense</i> and answer the questions.</p> <p>Writing: Many successful people say they often use their intuition. Do you know a story about a businessperson, political leader, scientist, or artist – either a historical figure or someone you know – who made a decision, made a discovery, or solved a problem using intuition? Write the story.</p>
7		<p>Unit 6: Neighborhood Feuds</p> <ul style="list-style-type: none"> <li>- <i>Family Feud</i></li> <li>- Visualizing a scene</li> <li>- Using a time line</li> <li>- Recognizing related words</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Make a sentence using 15 key story words introduced in class.</p> <p>Re-read <i>Family Feud</i>.</p> <p>Writing: Describe a neighbor that you have or once had.</p>

		<p>Unit 6: Neighborhood Feuds</p> <ul style="list-style-type: none"> <li>- <i>Neighborhood Feud</i></li> <li>- Understanding cause and effect</li> <li>- Paraphrasing main ideas</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Re-read <i>Neighborhood Feud</i>.</p> <p>Read <i>Corn</i> and answer the questions.</p>
8		<p>Unit 7: The Stock Market</p> <ul style="list-style-type: none"> <li>- <i>A Smart Investor</i></li> <li>- Understanding cause and effect</li> <li>- Identifying main ideas and supporting details</li> <li>- Understanding specialized terms</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Make a sentence using 15 key story words introduced in class.</p> <p>Re-read <i>A Smart Investor</i>.</p> <p>Writing: Do you know anyone who, like Anne Scheiber, invested money and became rich? Or do you know anyone who, like Walter Kirn, invested money and lost it? Write the story.</p>
		<p>Unit 7: The Stock Market</p> <ul style="list-style-type: none"> <li>- <i>Chicks Laying Nest Eggs</i></li> <li>- Paraphrasing main ideas</li> <li>- Understanding slang expressions</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Re-read <i>Chicks Laying Nest Eggs</i>.</p> <p>Read <i>How I Lost Money in the Bull Market</i> and answer the questions.</p>
9		<p>Unit 8: Helping One Another</p> <ul style="list-style-type: none"> <li>- <i>Chosen</i></li> <li>- Identifying main ideas</li> <li>- Understanding time expressions</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Make a sentence using 15 key story words introduced in class.</p> <p>Re-read <i>Chosen</i>.</p> <p>Writing: Write a short essay about a person who helped you make your dream come true or</p>



			gave you strength when you were weak.
		Unit 8: Helping One Another - <i>Who Will Buy?</i> - Making inferences - Understanding story elements - Understanding academic vocabulary	Estimated Homework Time: 5 hours  Re-read <i>Who Will Buy?</i>  Find the lyrics to the song “Because You Loved Me,” which Celine Dion recorded. Listen to a recording of the song as you read.
10		Unit 8: Helping One Another - <i>Helping Behavior</i> - Making an outline - Reading a graph - Understanding field-specific terms Review for a final exam.	Estimated Homework Time: 5 hours  Study for the final exam
		<b>Final Exam</b>	