

The University of Findlay
College of the Liberal Arts
Fall Semester 2011

The Mission of the University of Findlay is to equip our students for meaningful lives and productive careers.

Course Number/Title: ENIN 470.01 Reading V for Nonnative Speakers

Credit Hours: 3

Class Time/Place: Tuesdays and Thursdays 11:00-12:15 in Davis 179
Fridays 11:00-11:50 in Davis 179

Prerequisite(s): "C" in ENIN 420 or placement test

This is a high-advanced course that focuses on the rhetorical styles used by many English-speaking authors. Students are expected to use reading skills and strategies to interpret authentic materials as required at the graduate level. Emphasis is placed on developing critical thinking skills. Reading for pleasure is encouraged.

Instructor: Dr. Erin Knoche Laverick
Office: 1114 N. Corey (A)
Email: knoche@findlay.edu
Phone number: (419) 434-4831

Office Hours: Mondays, Wednesdays, and Fridays 12:00-1:00 pm
Tuesdays and Thursdays 12:30-1:30 pm

Relationship to the Conceptual Framework: The mission of the University of Findlay's Intensive English Language Program (IELP) is to offer innovative programs to international students. These programs are designed to increase English proficiency, to assist with acculturation to life in the United States, and to facilitate academic success at the undergraduate and graduate levels.

Course Objectives.....By the end of this course, students will be able to:

- 1). Identify specific details and main ideas in written passages
- 2). Determine the meaning of confusing vocabulary by using context clues
- 3). Analyze and synthesize texts
- 4). Outline or annotate written texts
- 5). Identify referents in a complex passage
- 6). Identify an author's purpose for writing
- 7). Distinguish between qualitative and quantitative research

General Education Learning Outcomes Addressed:

The content of this course provides the means to assess the following General Education Outcomes	
General Education Outcomes	Instrument(s), assignment(s), or task(s) used to assess outcomes
Overarching Outcome A: Students will demonstrate problem-solving skills involving abstract inquiry, critical thinking, and logical reasoning abilities	Students will complete a group project in which they analyze, synthesize, and summarize a book. Students will present their work to the class. Presentations will include a multimodal component.
Overarching Outcome B: Students will communicate effectively in academic or professional environments using written, verbal or digital media	Please see above
C2: Students will employ a variety of historical, linguistic and cultural perspectives to analyze the events of human society in the past, present and future	The selected books are engulfed in American history and culture. Students will analyze the historical and cultural elements in their presentations.

Required Textbooks and other Materials:

Thinking Critically by: Myra Shulman

Pocket Guide to APA Style by: Robert Perrin

You are required to purchase both textbooks by Friday, August 26th.

I will also post selected readings on the course BlackBoard (BB). Please make sure you have a UF account so you can access BB and your UF email daily. Also, be sure to bring a pen, folder, and notebook to every class.

Instructional Strategies:

Case Analysis		Library and Internet Research	X
Debate		Practice/drill	
Discovery/Independent Research	X	Problem solving	
Discussion/Questioning/Interviewing	X	Reading assignments	X
Experiential Learning		Role playing/simulation games	
Field Experience		Service Learning	
Group Presentation	X	Video/Audio Review and Critique	X
Laboratory Experiences		Other	
Lecture	X		

Methods of Assessment:

Abstracts		Participation	
Attendance		Peer Evaluation	
Capstone Project		Portfolio	
Case Study		Portfolio Lab Performance	
Exams	X	Presentations	X
Group Projects	X	Professional Evaluation	
Homework Assignments	X	Quizzes	X
Internet Research	X	Research project	X
Journaling	X	Other	
Lab Performance			

Oral/written review of literature	X		
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Grading

Homework and Quizzes	40%
Group Project	20%
Journals	10%
Annotated Bibliography	10%
Poster Presentation	10%
Comprehensive Exam	10%

Grading Scale Distribution:

- 93-100% A
- 90-92% A-
- 87-89% B+
- 83-86% B
- 82-80% B-
- 77-79% C+
- 73-76% C
- 70-72% C-
- 67-69% D+
- 63-66% D
- 60-62% D-
- Under 60% F

P = Passing –student demonstrates proficiency but may not have a passing grade due to illness or other circumstances

N/C = No Credit –given to a student who fails the course but puts forth great effort during the semester. An “N/C” does not hurt a student’s grade point average

Please Note: In order to advance to your graduate program, you must earn a B- (80%) in this class and pass the comprehensive exam at the end of the semester with B- (80%). No exceptions will be made.

University Honor Code: Each and every student of the University will adhere to the following Honor Code: “I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during any academic work, course or endeavor. If I observe an act which I believe violates the University’s Honor Code. I may, at my discretion, report it to the appropriate personnel.”

Student Honor Code: “I acknowledge that I have fully complied or will comply with all aspects of the University’s Honor Code in submitting this work.”

Student Rights and Responsibilities Statement, Article VIII-Academic Dishonesty:
<http://www.findlay.edu/offices/adminoffices/registrar/Student+Rights+and+Responsibilities/studentrightsandresponsibilitiesstatement.htm>

Plagiarism: Please do not use someone’s work (property). If you do, you must give the person credit for his or her work. If you steal someone’s words, you are plagiarizing. This is a serious offense. We will discuss this in great detail throughout the semester. For now, it is important that you do not copy words, sentences, or phrases from the Internet, books, magazines, or other sources.

Course Policies and Practices:
 1). Please expect to do a lot of **writing, listening, and speaking** in this class. Because you are graduate students, I expect you to apply all your language skills in my courses –not just reading.

- 2). My **attendance and participation** policies are very strict.
- a. Be sure to participate at least one time per class period.
 - b. You may miss class 5 times. If you miss more than 5 days, your grade will be lowered 5 percentage points. Please save these days for illness, holidays, flat tires, etc.
- 3). A very wise man once said, “I will not treat you all the same, but I will treat you all **fair**.” Please consider that in a university setting, it is impossible to treat all students the “same.” However, I will respect each of you and treat each of you individually in a fair manner regarding your grades, personal matters, and other concerns that arise.
- 4). This is more of an IELP rule, but I believe it is an important one and worthy of being on my syllabus. Please realize that as a UF student, **you represent the IELP and your native country**. It is important that you are respectful and approach conflicts in a mature manner. If you don’t, people on and off campus will form negative opinions about the IELP and your home country. Remember –you are an ambassador!
- 5). You will be **graded** on the following:
- a. I will assign **homework** on a daily basis. Late work is not accepted. Also, **quizzes** will often be proctored often to ensure that you are prepared for class.
 - b. Reading **journals** will be assigned throughout the semester and marked on the tentative schedule. I will post the readings on BB. You are expected to read the text and turn in a 1-2 page journal entry based on the reading. Guiding questions will also be posted to help you write your journal entries. All journals must be typed.
 - c. A major assignment for this semester is the **group project**. Each group will be assigned a book. The group must read the book and present the text to the class. Presentations must include a multimodal component and a handout for the audience with citations for all research included in the presentation. In addition, each student is responsible for writing a two-page reflection, in which s/he reflects on his/her duties for the project, what they liked and disliked about the experience, and s/he would do differently. Below is a list of the assigned books. More information forth coming.
 - *Ellen Foster* by: Kaye Gibbons
 - *A Raisin in the Sun* by: Lorraine Hansberry
 - *The Joy Luck Club* by: Amy Tan
 - *There are no Children Here* by: Alex Korlowitz
 - d. In order to prepare for a literature review, which you will write in ENIN 490, you will compile a 10-15 source **annotated bibliography** in reading class. Annotated bibliographies are a means to organize your research and are often assigned in graduate courses.
 - e. You will read a professional journal article of your choice and present its content via a **poster presentation**.
 - f. As previously noted, you must pass the **comprehensive exam** with a score of 80% or better in order to pass this course. Because the comprehensive exam assesses all the reading skills covered in this course, it will also count toward your final grade (10%).

Special Services: If you are a student with a disability, it is your responsibility to inform your instructor and register with the Office of Disability Services (ods@findlay.edu) at least one week prior to a needed service so reasonable accommodations can be made.

Course and Instructor Evaluation: Each student is expected to complete the course and instructor evaluation which is sent electronically to the student by the Office of the Registrar. The electronic notification comes in the form of an e-mail from the UF Registrar’s Office with the following subject line: Online survey for the designated course (ENIN 470).

Last Date of Attendance Policy: It is impossible to pass this class without attending. Students who stop attending class will fail. This puts you at risk for losing your immigration status.

Final Exam Date:

Tentative Course Schedule

<p>Week One</p>	<p>Tuesday, August 23rd: Introduction to the course & vocabulary in context</p> <ul style="list-style-type: none"> • Homework due Friday: Take home quiz over syllabus <p>Thursday, August 25th: Diagnostic. Time & Room TBA.</p> <p>Friday, August 26th: Introduce group project</p> <ul style="list-style-type: none"> • Homework due Tuesday: Journal entry 1 & read pgs. 66-68, 70-71 in textbook
<p>Week Two</p>	<p>Tuesday, August 30th: To discuss and analyze pgs. 66-68, 70-71 in textbook</p> <ul style="list-style-type: none"> • Homework due Thursday: Read “E-learning” by Peter Honey <p>Thursday, September 1st: To annotate texts</p> <ul style="list-style-type: none"> • Homework due Friday: Worksheet <p>Friday, September 2nd: Cont. to annotate texts & work on journal entry 2</p> <ul style="list-style-type: none"> • Homework due Tuesday: Journal entry 2
<p>Week Three</p>	<p>Tuesday, September 6th: Finding articles in electronic databases</p> <ul style="list-style-type: none"> • Homework due Thursday: find an article, annotate it, and complete worksheet (bring annotated article to communication class on Wednesday). And read/annotate pgs. 99-102, 104-106 in textbook <p>Thursday, September 8th: To discuss and analyze pgs. 99-102, 104-105 in textbook & to identify referents</p> <ul style="list-style-type: none"> • Homework due Friday: Find an article using an online database and annotate it. You will orally present this article next week <p>Friday, September 9th: Workshop day to prepare for presentations</p>
<p>Week Four</p>	<p>Tuesday, September 13th-Thursday, September 15th: Presentations</p> <p>Friday, September 16th: Catch up day: use this time to work on group project or complete journal entry 3</p> <ul style="list-style-type: none"> • Homework due Tuesday: Journal entry 3
<p>Week Five</p>	<p>Tuesday, September 20th: To distinguish between qualitative and quantitative research</p> <ul style="list-style-type: none"> • Homework due Thursday: using the internet or

	<p>other types of electronic sources, find 2 examples of qualitative & quantitative research.</p> <p>Thursday, September 22nd: Look at examples of qualitative & quantitative research & begin identifying main parts of professional journal articles</p> <p>Friday, September 23rd: Professional journal scavenger hunt</p> <ul style="list-style-type: none"> • Homework due Tuesday: Journal entry 4
Weeks Six and Seven	Tuesday, September 27th – Friday, October 6th: To compile an annotated bibliography. More information forthcoming.
Week Eight	<p>Tuesday, October 11th: No class –Fall Break</p> <p>Thursday, October 13th: Midterm Exam. Time & Room TBA.</p> <ul style="list-style-type: none"> • Homework due Friday: Complete midterm evaluation <p>Friday, October 14th: Midterm evaluations & conferences</p>
Weeks Nine and Ten	<p>Tuesday, October 18th: Cont. midterm evaluations & conferences</p> <p>Thursday, October 20th – Friday, October 28th: To answer research questions using online databases. More information forthcoming.</p>
Weeks Eleven and Twelve	Tuesday, November 1st – Friday, November 11th: Poster presentations. More information forthcoming.
Weeks Thirteen and Fifteen	Tuesday, November 15th – Friday, December 2nd: Groups will be given time to workshop & present their book project. Remember – you will work on these projects for the entire semester. So, do not expect to complete an entire semester's worth of work in just a few days. Please plan ahead!
Week Sixteen	Tuesday, December 6th - Thursday, December 8th: Course Wrap Up

