

## Academic Reading 1002 (ARD1002)

### Course Description

**Academic Reading 1002 (ARD 1002)** is a 75-hour intensive reading. The course adopts a learned-centered communicative approach and ranges from expanding the students' word stock and developing their critical reading strategies to producing and presenting book reports.

To enroll in **ARD 1002**, students need to either (1) successfully complete ARD 1001, (2) score in the TOEFL between **480-527** (undergraduate students) and **480- 547** (graduate students), and (3) obtain a subset score between **48-52** in the TOEFL Reading Section.

### Course Goals

The Academic Reading course aims to improve students' basic and critical reading skills in order for them to comprehend and interpret complex reading material closely related to their fields of study. In addition, the course aims to expand the students' word-stock and reinforce and integrate their general language skills with the other LC courses. To achieve the goals set for this course, students must fulfill all its requirements and expectations.

### Course Objectives

**ARD1002** aims to help students:

- develop their critical reading skills to comprehend and interpret a wide range of reading including materials closely related to their fields of study;
- reinforce and integrate other language skills (grammar, writing and speaking);
- understand culturally diverse and authentic materials.

**Intended Learning Outcomes (ILOs):** By the end of the course, students will be able to:

1. apply the reading process strategies to understand longer and more complex academic texts;

#### *While-Reading*

2. use the techniques of guessing the meaning of words from the context for better comprehension of academic texts;
3. distinguish between main idea and supporting details;
4. identify patterns of organization (definition, description, narration, illustration, etc.);
5. distinguish facts from opinions;
6. recognize the author's tone, bias, intent, and attitude;
7. make inferences and draw conclusions;
8. take relevant notes while reading academic texts;
9. distinguish between literal and figurative language;

#### *Post-Reading*

10. react to texts both orally and in writing;
11. use notes for summarising;

#### *General Reading Skills*

12. increase reading speed;
13. read extensively and intensively.

## Course Evaluation

Component	Weighting
<b>Assessment up to Midterm Exam:</b> <ul style="list-style-type: none"> <li>• <b>Quizzes</b> <ul style="list-style-type: none"> <li>○ Comprehension</li> <li>○ Reading Skills</li> </ul> </li> <li>• <b>Extensive Reading</b> <ul style="list-style-type: none"> <li>○ Literature Circle</li> <li>○ Reading Logs</li> </ul> </li> <li>• <b>Vocabulary</b> <ul style="list-style-type: none"> <li>○ Academic Vocabulary</li> <li>○ Vocabulary Log/Journal</li> </ul> </li> <li>• <b>Oral and Written Reaction</b> <ul style="list-style-type: none"> <li>○ Class Discussion</li> <li>○ Summarizing and synthesizing</li> <li>○ Oral reaction to reading material</li> </ul> </li> </ul> <p><b>*There will be a minimum of 2 major quizzes before the midterm exam and a minimum of 2 major quizzes after the midterm exam. All other assessments will be given at the discretion of the instructor.</b></p>	30 %
<b>Midterm exam</b>	15%
<b>Assessment after midterm (as above)</b>	30%
<b>Reading Project</b>	5%
<b>Final exam</b>	20%
<b>Total</b>	<b>100%</b>

### Course Materials

- *Ten Steps to Advancing College Reading Skills*, John Langan, 5<sup>th</sup> Edition

- *Essential Academic Vocabulary*, Huntley, Helen, 2006