



High Advanced Reading Syllabus Fall II 2025

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Textbook: <i>Reading Explorer 4</i> , Third Edition. Paul Macintyre and David Bohlke, National Geographic Learning (ISBN: 978-0-357-11629-6)
Digital Workbook Key: Q4VHYPQG
Time: 8:30 – 10:00am Monday/Wednesday
Room: UH 200

Course Description:

This course is designed to introduce students to high advanced research-based academic reading that they are likely to encounter in the university setting. Various reading strategies will be discussed to help students become more effective readers of non-fiction. Material will come from a broad range of academic topics, some of which may be new and unfamiliar to students. The course will focus on comprehension, as well as interpretation of purpose, audience and tone. More importantly, students will be expected to respond to academic material using their own interpretation and ideas.

Course Goals:

- Goal 1: Students use a variety of strategies to comprehend high-advanced reading
- Goal 2: Students determine the author's purpose, intended audience, tone, and general context.
- Goal 3: Students gain and understand new vocabulary from text's content and use it in reading, speaking, and writing.
- Goal 4: Students respond to readings with a variety of academic tasks.
- Goal 5: Students take notes from texts/documents on unfamiliar topics.
- Goal 6: Students interpret factual artefacts in text, including charts, maps, graphs, and tables.

Skills covered in this class:

- Metacognitive reading strategies
- Finding the main idea
- Note-taking on an article
- Paraphrasing
- Summarizing
- Making inferences
- Critical reading

Makeup Work Policy

- Speak to the instructor about planned absences.
- Speak with classmates for help with unplanned absences. Ask your classmates about homework, quizzes, and work that was covered in the missed classes.
- Missing a class is not an excuse for not doing the work. Work is due by the due date unless otherwise authorized by the instructor.

Academic Integrity

In university culture, working honestly and independently is of great value. When a person writes or creates something, that thing is considered to be his/her intellectual property. Therefore, copying the work of another person, whether a classmate or a professional, is considered stealing another person's property. As with other types of theft, stealing a person's academic or professional work can lead to negative consequences such as being expelled from college or being fired from your job.

At our IEP program, we, too, value academic integrity. Furthermore, our job is to help you learn to produce work that meets academic and professional standards. Therefore, if you do not do your work honestly and independently, consequences will follow.

The following are examples of what is considered prohibited in our program:

- Requesting or giving answers to classmates during a quiz or exam.
- Using electronics, notes, or books without permission during a quiz or exam.
- Receiving unauthorized help on projects or other work done outside of class. The only authorized help is from the KSU ESL Center, the KSU Writing Center, or your classroom teacher for that subject.
- Submitting the same assignment in multiple classes.
- Failure to cite a source you have either paraphrased or directly quoted in your work.
- Failure to use quotation marks for ideas taken word-for-word from another source.
- Cutting and pasting information from the Internet and pretending it is your own.
- Using ChatGPT or other AI services to do your classwork.

Possible consequences for academic dishonesty include the following:

- 1st offense: 0 on the assignment with opportunity to re-do the assignment; note in record
- 2nd offense: 0 on the assignment; note in record
- Further offenses: Students will be referred to the honor and ethics committee who will determine the consequences, which may include dropping a letter grade in the course, having to repeat a level, suspension or expulsion from the program.

If a student is reported to the office multiple times ACROSS classes and levels, they will be required to attend a meeting with the honor and ethics committee at which time consequences will be decided.

In the High Advanced level, **4 notifications on file across classes and levels** will result in a referral to the honor and ethics committee.

Grading Policy:

You will receive a letter grade for this course. Your grade will be based on the following:

Reading Quizzes (x3)	45%
Reading Journals (x3)	45%
Reading Project	10%

A= 90-100 B=80-89 C=75-79 D= 70-74 F= 69 and below

At the end of the 8-week session you will receive a grade of A, B, C, D, or F. This will help you understand how you performed in this class during this session. A grade of A, B, or C shows that you have completed the work and met the course goals and objectives. A grade of D or F shows that you have not met the course goals and objectives in this class. Advancement to the next level requires passing grades in classes as well as appropriate scores on the end of session tests (EPT, Writing, and Oral interview).

Other Course Policies

- Do not use cell phones in class unless you are asked to. Keep them on silent or turned off.
- Be respectful to your classmates and teacher.
- Please raise your hand when you answer a question or have a comment in class.
- Do not “talk over” your classmates. Every student in class should have a turn to speak!
- You are responsible for keeping all of your class notes and information in an organized manner. If you lose notes or handouts, you must make your own copies from a classmate.
- If you are absent, it is your responsibility to email the teacher to find out what you missed.
- If you KNOW you have to miss a class, you should let the teacher know BEFORE.
- If you don’t understand something, ask! Please DO NOT be shy to ask questions!
- No video recording is allowed during class without permission.