



ELI 205: Reading & Vocabulary for Academic Purposes V

Analyzing Texts and Reading Successfully in Different Disciplines

Term: Fall 1 2026

Office Hours: By appointment

Instructor: Ms. Katherine (Kate) Pope, MA TESOL

Email: kbpope@noctrl.edu

Days and Times: Monday/ Wednesday/ Friday 12:00 pm -1:05 pm

Location: Business and Entrepreneurship Building, Room 132

Dates: August 24-October 14, 2026

Required Textbook (paperback required): *University Success Reading*, Advanced

Authors: Laura Eickhoff, Laurie Frazier, and Maggie Vosters, Lawrence Zwier, Series Editor

ISBN: 9780134652702

Purchasing Link: [Textbook Information](#)

Required Materials:

- Folder and notebook ONLY for this class
- Calendar for course assignments
- Different colored pens and highlighters for annotations

Supplemental Reading Link:

- *College Success:* <https://openstax.org/books/college-success/pages/5-introduction>
- Digital PDF ISBN: 978-1-951693-17-6

Course description:

In this course, you will develop and improve your academic Reading and Vocabulary skills to become active, engaged and critical readers. Our focus will be on learning academic word list vocabulary, reading and understanding level-appropriate academic texts and literature and making connections to the texts. You will read both intensively (to develop accuracy) and extensively (to develop fluency). You will think critically about course content and make text-to-self, text-to-world, and text-to-text connections.

Prerequisite(s): ELI*RV4 OR Placement.

To pass this course, you should be able to:

1. rapidly grasp the content and significance of level-appropriate news, articles, and reports, while applying the critical reading skills.
2. read and demonstrate understanding of course texts through short answer, reflective writing, multiple-choice, and true false questioning.
3. demonstrate understanding of main ideas and supporting ideas of course texts by writing outlines, summaries, and reflections, using appropriate citations.
4. read and demonstrate understanding of plot in a short story.
5. apply critical reading strategies to understand and learn new material.
6. read and analyze complex visuals (charts, graphs, maps) connected to course texts through guided analytical questions, true/false, and multiple-choice questions.
7. identify, explain, and correctly use (in spelling, word form, syllable and stress) academic vocabulary discussed in class; guess the meaning of unfamiliar words using context clues.

<u>Assessment of Learning</u>	<u>Percent of Grade</u>
Participation & Academic Professionalism	15%
Vocabulary & Skill Check-ins	15%
Read, Annotate, Reflect Journal	25%
Group-Led Reading Discussion	15%
<u>Exams (2)</u>	<u>30%</u>
	100%

Participation and Academic Professionalism

In this class, you will develop and refine your English language skills. I want you to feel comfortable communicating and exploring language in class while also acting as an academic professional. The rubric used to assess academic professionalism is attached to the end of the syllabus.

Expectations

- Arrive on time and remain for the full class session.
- Be attentive and respectful to peers and the instructor.
- Contribute to discussions by asking questions, sharing ideas, and responding thoughtfully.
- Demonstrate that you have completed the required readings and assignments.
- Technology expectations are met.
- Student avoids distractions (phones, unrelated browsing, side conversations).

Participation and Academic Professionalism Assessment Criteria

Grade	Description
Excellent (A)	Attends all or nearly all classes (0–1 absences). Actively participates every week by contributing meaningful comments, asking questions, and responding to peers. Demonstrates preparation and respectful engagement at all times. Assigned tasks are completed on time.
Good (B)	Attends regularly (2–3 absences). Participates in most discussions with relevant comments or questions. Shows preparation and listens actively, though contributions may be less consistent. Assigned tasks may be occasionally submitted late (2-3 times).
Fair (C)	Attendance is inconsistent (4–5 absences). Participation is limited—student may speak occasionally but shows little preparation or is distracted during class. Engagement is minimal. Assigned tasks may be sometimes submitted late (4-5 times).
Poor (D/F)	Frequent absences (6+). Rarely participates or is disengaged when present (distracted, disruptive, unprepared). Shows little to no evidence of contributing to the learning environment. Assigned tasks may be frequently submitted late (6+ times).

Vocabulary and Skill Check-ins

Periodically, you will have a vocabulary and skill check-in. These check-ins will help you prepare for exams and further your understanding of how well you understand course material.

Reading Discussion

In groups, students will select a recent and relevant news article of interest to present to the class. Each group is responsible for summarizing the article, highlighting key vocabulary, and facilitating a discussion with their classmates. The discussion should include prepared questions that encourage critical thinking, interpretation, and personal connections to the text. This activity is designed to strengthen your reading comprehension, expand your academic vocabulary, and develop your skills in presenting, explaining, and engaging in collaborative discussions. A detailed assignment description will be provided in class.

Read, Annotate, Reflect Journal

Throughout the session, you will practice applying the reading skills we are developing in class. You will keep track of your reading speed, practice different annotating strategies, respond to important questions that are frequently asked in university classes, and reflect on your growth and challenges throughout the course. Some of the journals will be completed in class. Others will be assigned as an out-of-class task.

Exams

You will have two exams on which you will demonstrate your knowledge of the materials covered during the course. You will receive a review sheet and have approximately one week to study for each exam.

Grading Scale

A = 93-100%	A- = 90-92%	B+ = 87-89%	
B = 83-86%	B- = 80-82%	C+ = 77-79%	
C = 73-76%	C- = 70-72%	D = 60-69%	F = below 60%

Technology

It is important that you do your own brainstorming, outlining, drafting, and editing, without the assistance of artificial intelligence (AI) resources, such as ChatGPT. It is also important that you appropriately cite sources (this will be discussed in class). If you have questions, please ask Kate.

College Policies

Our course syllabus includes by extension the College Policies and Resources for Students posted on Canvas. Visit [College Policies and Resources for Students](#) to learn more about college policies that apply to all courses and the support services available to students.

Need Academic Help? The Center for Student Success has many resources!

The [Center for Student Success](#) is committed to ensuring that all students have access, opportunities, and resources to achieve their highest level of academic achievement.

To help you succeed in your courses, our academic success programs provide a range of support including individual tutoring, structured study groups, academic skills workshops, and supplemental peer-led instruction programs. Additional assistance is provided in our [Writing Center](#), [Speaking Center](#) and [Math Resource Center](#). See also [Online Resources for Student Success](#)

Course Schedule*

*Subject to Change

Note: University Success Reading = USR

Week	In class	Due next class
Mon., Aug. 24	▪ Introductions ▪ Course overview & outcomes ▪ Talking about reading ▪ Canvas introduction	▪ Read course syllabus in detail and bring questions ▪ Purchase Textbook and required supplies ▪ Visit Canvas site and complete Introductory Tasks: ✓ Submit reading questionnaire ✓ Sign-in to Canvas and post on the Meet and Greet Discussion ✓ Email Ms. Pope an introduction email in Outlook
Wed., Aug. 26 USR Part 1: Linguistics	▪ Review syllabus questions ▪ Reading questionnaire - takeaways ▪ Introduce ELI GA ▪ Begin Read, Annotate, Reflect 1: Reading about College Reading & Goal Setting (supplement provided) ▪ Pre-reading – discuss skills ▪ Timed reading	▪ Read p. 3-4: Previewing a text and vocabulary introduction
Fri., Aug. 28 USR Part 1: Linguistics	▪ Continue Read, Annotate, Reflect 1: Reading about College Reading (supplement provided) ▪ Post-reading – determine your pace, reading response ▪ Goal setting ▪ Group task: defining language, active reading ▪ Textbook introduction, p. 3 discussion questions	▪ Do Exercise 1, pp. 4-5, A, B ▪ p. 11 scanning, MI and supporting details, p. 33, reading fluently, p. 91, p. 95, p. 96 ▪ Watch “Ocracoke Brogue” video on Canvas and respond to ▪ read pp: 2-5 - Complete p. 4 vocabulary review, Exercise 1 B and C - Watch video of Ocracoke brogue and respond to questions - Read, Annotate Reflect #1
Mon., Aug. 31 USR Part 1: Linguistics	• Collect RAR #1 • Vocabulary building • USR Discussion: Linguistics • Reading Skills: Previewing, Scanning, and Annotating: Review and Practice	• Assigned USR tasks, pp. 6-17
Wed., Sep. 2 USR Part 1: Linguistics	▪ Vocab and Skill Check-in ▪ Vocabulary building ▪ USR Discussion: Linguistics ▪ Pro-forms and Choosing & Writing Vocabulary to Learn	• Assigned USR tasks, pp. 18-25
Fri., Sep. 4 USR Part 1: Linguistics	RAR 2: Pre-reading – previewing the text, Timed reading, Post-reading – determine your pace, reading response and discussion	▪ Read, Annotate Reflect #2, pp. 26-29 ▪ Introduction to Business Ethics, Self-assessment, pp. 32-34
Mon., Sep. 7	No class – Labor Day Holiday	

Wed., Sep. 9 USR Part 1: Business Ethics, MI and SD	▪ Collect RAR #2 ▪ Intro to Business Ethics, MI, Supporting Details, Topics ▪ Vocabulary Building ▪ Model Reading Discussion, assign groups and dates	• Due Sunday, Sept. 13 @ 11:59AM: Assigned USR Tasks, pp. 34-41 • Due Monday, Sept. 14: Read, Annotate Reflect #3 (distributed today)
Fri., Sep. 11 USR Part 1: Business Ethics, MI and SD	- No in-class instruction: Reading Discussion Planning Day: Meet with group during class time to make a plan, submit meeting notes on Canvas - Complete Canvas and USR tasks	
Mon., Sep. 14 USR Part 1: Business Ethics, MI and SD	• Collect RAR #3 • Discuss USR and Canvas tasks • Business Ethics discussion and vocabulary building, continued: Outlining a Text, Simplifying Complex Sentences, Using Word Parts to Analyze Meaning	USR: pp. 34-41, as assigned Due: September 18 - Reading Discussion Group #1 Reading Discussion Group 1: Submit article and questions
Wed., Sep. 16 USR Part 1: Business Ethics, MI and SD	▪ Vocab and Skill Check-in ▪ Business Ethics discussion and vocabulary building, continued: Outlining a Text, Simplifying Complex Sentences, Using Word Parts to Analyze Meaning	• Prepare for Reading Discussion 1 read & annotate article for reading discussion 1 • USR, pp. 42-53, as assigned
Fri., Sep. 18 USR Part 1: Business Ethics, MI and SD	▪ USR Discussion ▪ Begin Exam Review ▪ Reading Discussion 1	• Review for Exam: Submit 3 questions you think may be on the exam, bring questions you have about the exam to class • USR, pp. 42-53, as assigned • Read, Annotate, Reflect #4, pp. 54-59
Mon., Sep. 21 USR, Part 1, MI & Supporting Details	▪ Collect RAR #4 ▪ USR Discussion ▪ Exam Review	• USR, pp. 42-59, as appropriate • Group 2: Submit Article for Reading Discussion #2
Wed., Sep. 23 USR, Part 1, MI & Supporting Details	EXAM #1 Topics: ID and Apply Reading Skills Vocabulary in Linguistics & Business Ethics	▪ Read & Annotate article for Reading Discussion #2 on Friday
Fri., Sep. 25 USR, Part 1, Org. Structures	Reading Discussion 2 ▪ Introduction to Earth Science: Recognizing Organizational Structures, ▪ Presentation: Introduction to Organizational Structures (p, 61, 66-67, 72) ▪ Vocabulary Introduction	▪ Read, Annotate, Reflect #5 ▪ USR, pp. 60-65, as assigned
Mon., Sep. 28 USR, Part 1, Org. Structures	• Collect RAR #5 • USR Vocabulary Building, Skill practice	• USR, pp. 66-70, as assigned Prepare for Reading Discussion 2 read & annotate article for reading discussion 2 Group 3: Submit Article for Reading Discussion #3

Wed., Sep. 30 USR, Part 1, Org. Structures	• USR Vocabulary Building, Skill practice • Check-in	Read & Annotate article for Reading Discussion #3 on Friday USR, pp. 71-79, 83, as assigned
Fri., Oct. 2 USR Skills: Organizational Structures	Reading Discussion 3 Graphic Organizers and suffixes in scientific terms	▪ USR, pp. 79-85, as assigned ▪ Read, Annotate, Reflect #6
Mon., Oct. 5 USR, Part 1, Reading Fluency	▪ Collect RAR #6 ▪ Reading Fluency: Managing Ambiguity & Summarizing a Text, pp. 100-107 ▪ Vocabulary Building	• Assigned short story and USR tasks • Prepare article for Reading Discussion 3 •
Wed., Oct. 7 USR, Part 1, Reading Fluency	▪ Check-in ▪ Summarizing, Multiple Meanings of Words	Read & Annotate article for Reading Discussion 4
Fri., Oct. 9 USR, Part 1, Reading Fluency	Reading Discussion 4 ▪ Vocabulary, Skills from USR Fluency	▪ Study for Exam, write 3 questions you think could be on the test and submit on Canvas ▪ Read, Annotate, Reflect #7
Mon., Oct. 6 USR, Part 1, Reading Fluency	Collect RAR #7 Exam Preparation Reading Discussion 5, if needed	• Study for Exam
Mon., Oct. 12	EXAM 2	-Prepare notes for Reading Fluency Journal submission -Review goals from week 1
Wed., Oct. 14	Last Day of Class DUE and In-class: Reading Fluency Journal and Reflection	