

READING AND WRITING

English for Academic Purposes

OLive-Access 2020

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Teaching Units: 26

Course Dates: 3 February – 22 March (Module A), 23 March - 10 May (Module B)

Schedule: Wednesdays, 9:00 - 10:30

Office Hours: Wednesdays, 13:15 - 14:15

Course Description

The aim of this class is to develop academic reading and writing skills. In anticipation of future reading and writing intensive academic programs, this course prepares students to read more complex texts with a degree of independence and facilitates the development of writing skills on the micro and macro levels. This course builds on the lessons from the integrated English skills class by giving extra focus to these crucial skills necessary in the graduate classroom. Tasks will develop both extensive and intensive reading and text building. The course will combine group, pair, and individual work in the classroom and facilitate the development of self-study strategies that can be utilized in this course and beyond. Authentic general and academic texts should be utilized as teaching materials.

The course will take the following shape. For homework each week students will read an excerpt of an article, book, poem or play (1-2 pages), and reflect on a particular theme. Students will also be asked to write a summary of the text, its themes and arguments, what makes the writing interesting/challenging/difficult, how it relates to their previous reading and experiences, and the world around. These texts and reader-responses will form the basis of our seminar each week. In class, students will re-read and analyse the text in groups (using taught methods), add to a list of unfamiliar vocabulary, and complete a written comprehension exercise. Students will then correct and re-write their reader-responses with support from the course instructor. Together we will read critical and imaginative texts from undergraduate humanities courses which can confuse, intimidate and provoke us. In our writing, we'll question what we know about ourselves and others.

Learning Outcomes

By the end of the course, students should:

- Be able to read a variety of authentic texts and passages with a degree of confidence and independence
- Be able to write a variety of coherent and cohesive texts of varying purpose and length, with a degree of fluency and accuracy
- Have developed reading and writing skills and strategies they can employ across the curriculum of OLive-UP and beyond

Requirements

Students are expected to actively participate in all classes and complete assignments on time.

Academic Integrity

Bard College Berlin maintains the staunchest regard for academic integrity and expects good academic practice from students in their studies. Syllabi should note that, instances in which students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section III Academic Misconduct.

Policy on Late Submission of Papers

As per Student Handbook guidelines, assignments that are up to 24 hours late will be downgraded one full grade (from B+ to C+, for example). Assignments that are more than 24 hours late may be rejected for grading, particularly if the explanation offered for the delay is not satisfactory. If a late assignment is accepted for grading, it must be submitted within four weeks of the deadline and cannot receive a grade higher than C. Thereafter, you will receive a failing grade for the assignment.

Attendance

Students are expected to attend ALL classes. In cases of absence caused by illness, students must inform their instructor and the Program Director in advance of the scheduled class. Students are expected to make up for any work missed in arrangement with their instructor. Bard College Berlin cannot give a passing grade for any course in which a student has missed more than 30% of classes, whether the absences are on documented medical grounds or not.

Students are also expected to attend office hours as required. Absence from a scheduled meeting counts as an absence.

Assessment

The course will be for letter grade, assessed through a combination of active participation (35%), homework (35%), and two assignments (15% each). Active participation means demonstrating your presence in the seminar; engaging with fellow participants, grappling with the assigned tasks, raising relevant questions for us to consider together, sharing your thoughts and making relevant insights. More than one absence (missing one session) will affect a student's participation grade for this class.

Each week students will be given an excerpted text of 1-2 pages. Homework is to read the text and write a summary of it (using taught methods). Reading has its own special significance in an academic context. It's the aim of our course to figure out what it means to read a text. Students' homework will therefore be assessed on the basis of evidence of engagement with the text. Students can demonstrate engagement with the text above all by writing original 'reader-responses' in the form of their weekly summaries. These summaries do not need to be perfect by any means, yet they must demonstrate some form of thoughtful consideration of the 1-2 pages of writing in question. Students can also demonstrate engagement with the text by showing that they have done dictionary work, reflected on the text's themes, tackled a difficult sentence, or made connections between the primary text and life experiences or other texts.

In weeks 6 and 13 the homework will be assessed as an assignment according to the mark scheme (to be distributed). As an indicator of what to expect, writing that shows detailed knowledge of the primary text and partial knowledge of its context or of a secondary text, that has a clear and logical structure, uses apt quotation, and has excellent command of English will receive an A grade.

Letter Grade calculation

The total grade out of 100% is calculated according to the weighting described above. Letter grades are assigned as shown in the table below. Corresponding grade points are also shown. See the Bard student handbook for equivalencies to the German system. D is the minimum passing grade for any test or coursework. If a student receives a Failing F, an Incomplete I or a D grade in one or more courses, their record will be reviewed.

Letter Grade	Total %	Grade Point
A	93-100%	4.00
A-	90-92%	3.70
B+	87-89%	3.30
B	83-86%	3.00
B-	80-82%	2.70
C+	77-79%	2.30
C	73-76%	2.00
C-	70-72%	1.70
D	60-69%	1.00
F	Failure	0.00

Schedule

Seminar	Date and time	Reading	Self-Study Assignment/homework
1	Wednesday, 5 Feb, 9am - 10:30am	Introduction to the Course: What is Academic Reading and Writing?	Homework each week is to read the excerpted text provided (1-2 pages), and to write a summary of it (due in class each week).

2	Wednesday , 12 Feb, 9am - 10:30am	Rachel Hall, 'Can blind people make great architects?' <i>The Guardian</i> , 2 September 2019.	
3	Wednesday , 19 Feb, 9am - 10:30am	Gary Younge, 'Shamima Begum has a right to British citizenship, whether you like it or not', <i>The Guardian</i> , 21 February 2019.	
4	Wednesday , 26 Feb, 9am - 10:30am	International Lesbian, Gay, Bisexual, Trans and Intersex Association: Julie Makuala di Baku and Jean Paul Enama 'An overview of some central African countries' in <i>State- Sponsored Homophobia 2019</i> (2019), pp. 92-3.	
5	Wednesday , 4 March, 9am - 10:30am	Ali Smith, <i>The Story of Antigone</i> (2013)	
6	Wednesday , 11 March, 9am - 10:30am	Susan Stryker, 'Performing Transgender Rage' (1994)	Writing assignment for grade
7	Wednesday, 18 March, 9am - 10:30am	Catherine MacKinnon, 'Are Women Human? And other international dialogues' (2006)	
8	Wednesday, 25 March, 9am - 10:30am	Adrienne Rich, ' <i>When We Dead Awaken: Writing as Re-Vision</i> ' (1971)	
9	Wednesday, 1 April, 9am - 10:30am	Clarice Lispector, 'The Egg and the Chicken' (1960, 2015)	
10	Individual Study Week , details tbc		

11	Wednesday, 15 April, 9am - 10:30am	Michel Foucault, <i>The Order of Things</i> (1966, 1970)	
12	Wednesday, 22 April, 9am - 10:30am	Jean-Paul Satre, 'Existentialism is a Humanism' (1945)	
13	Wednesday, 29 April, 9am - 10:30am	Claudia Rankine, <i>Citizen: An American Lyric</i> (2014)	Writing assignment for grade
14	Wednesday, 6 May, 9am - 10:30am	Course Conclusion: Review of strategies for tackling texts	