



**METU • FACULTY OF EDUCATION**  
**DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**  
**COURSE POLICY SHEET**

Academic Year/ Term	2002 – 2003, SPRING
Course Code/Section/Title	<b>FLE 126 (01) READING SKILLS II</b>
Instructor	<b>Res. Assist. Hale Işık</b>
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Web site (URL)	http://www.metu.edu.tr/~hisik/reading_skills
Course Day/Hours	Mondays, 9.00 -11.30 / EF23
Office Day/Hours	Mondays, 14.00 -16.00 / Room 202

**Aim(s) of the Course**

- 1 To increase comprehension of written English through the use of authentic materials widely read by native speakers by improving students' reading strategies (such as skimming, scanning, reading for full comprehension, using contextual clues, drawing inferences) , critical reading and thinking skills.
- 2 To enable students to read unfamiliar, authentic texts accurately and efficiently with an emphasis on the awareness of relations between vocabulary, structure and meaning.
- 3 To enable students to use the internet efficiently, and to do research through the internet on two major reading projects.

**Course materials**

Selected authentic reading materials from various sources such as Time, Newsweek, Newspapers, etc. which will be distributed by the instructor at the onset of each class hour.

**Procedure & Requirements**

❖ **News Reading Reports (15%):**

Working individually, you will complete 6 “News Reading Reports” throughout the term. You will choose and closely read one news story/article falling under each of the broad news categories listed below and hand a *copy* of it together with your written report on specified due dates. What category you choose for each week is entirely dependant up to your personal choice; however, there is an obligation that you read & report 1 news article from each category till the end of term. (Due dates: March 10,17,24,31, April 21,28)

1. ARTS & CULTURE (i.e. film/book review, TV news)
2. POLITICS & ECONOMY
3. EDUCATION (i.e. schooling/testing problems, life-long learning)
4. TABLOID & PAPARAZZI
5. HEALTH (i.e. fitness, beauty, diet sports news)
6. TECHNOLOGY AND SCIENCE (i.e. robotics, computer science)

## News Reading Report Guidelines

After you have completed your close reading, you will answer the following 9 questions for each "News Reading Report".

- 1) **Summarize** the news in your own words (by making use of summary/paraphrasing conventions & thesaurus)
- 2) In your opinion, what is the outstanding **aim/purpose** of the news story? Any hidden agendas?
- 3) Can you trace the personality/nationality/religion/ area of specialization/world view/gender of the writer by reading the news s/he wrote? What clues can you find? Putting the clues together create a brief stereotypical image/personality trait for **the writer**.
- 4) Who is the intended audience? Again tracing clues available to you create a stereotypical image of the audience. Who would choose to read -is it the **intended audience**?
- 5) Pinpoint the **most important/interesting point** in the article/detail in the news that you would definitely share with a friend somewhere in the future. State and justify the rationale behind your choice.
- 6) What can be done/how can the news be modified to make more people read the news story? How could you make it better? If you rewrote the story as a reporter what would you **change** about the story & its presentation (in terms of focus, language, title, genre, punctuation, picture/graphic choice, etc.)
- 7) What kinds of **discrepancies/similarities** exist between your and the writers viewpoint? Pinpoint 2 things that you a) completely agree, b) tend to disagree in the news. State and justify your choice and viewpoint.
- 8) During reading, what did you have **difficulty** in comprehending? State them and briefly explain why they posed difficulty for you. Refer to outside sources (i.e. dictionary, internet search) and write down what you needed to learn about them (i.e. vocabulary item –word, place/person name-, culturally loaded word/expression/idiom, prefix/suffix) to reach full comprehension of the news.
- 9) **Predict** what could happen next. What could the next news story about the same person issue/place/time be about? Be critical and creative!

### Writing format

- Your reports need to be word processed (and spell checked) on A4 size paper.
- Page setup:
  - The length of the reports: min. 2 to 3 pages.
  - Spacing: 1,5 lines.
  - Font & size: Arial (11) or Times Roman (12)
  - Margins: Top, bottom, left, right 2,5
  - Your Name=Top left hand corner.
  - Center aligned= News Reading Report #  
--Category of News--  
Title of the news story/article  
Date the news was published
- Use **bold** for headings and labels; *italics*/underline for emphasis.
- Label your answers to the questions as follows: 1. Summary, 2.Aim/Purpose, 3. The Writer, 4. Intended Audience, 5. Important/interesting Point, 6. Required Changes, 7. Agree/Disagree, 8. Difficulty, 9. Prediction.

Resources available:

- Go to the *library* to find numerous newspapers, magazines, and journals.
- Search the *web* for news. You can use (but are not limited to) the following news sites:

[www.bbc.co.uk/worldservice/index.shtml](http://www.bbc.co.uk/worldservice/index.shtml)  
[www.world-newspapers.com](http://www.world-newspapers.com)  
[www.all-links.com/newscentral/](http://www.all-links.com/newscentral/)  
[www.nytimes.com](http://www.nytimes.com) (registration required)  
[www.newsday.com](http://www.newsday.com)  
[www.cnn.com](http://www.cnn.com)  
[www.turkishdailynews.com](http://www.turkishdailynews.com)  
[www.theturkishtimes.com](http://www.theturkishtimes.com)

❖ **Article Project (10%):**

Working in pairs, you will complete an article project, which involves rewriting a whole news article through extensive background reading, research and creativity. The article to be rewritten will be brought to class by your instructor no later than week 5. The changes you will make will, firstly, involve modifying the time period (+/-3000 years) it was written in. You can choose to rewrite the article for (1) the “*space age*” or (2) “*ancient civilization age*”. You need to make your article visually appealing as well! You will hand in your “Article Project” file on April 14 complete with a copy of all resources/info you have collected for the project.

❖ **UNDP Research Project (20%):**

### HUMAN DEVELOPMENT FESTIVAL

UNDP (United Nations Development Program) is now hosting a world peace & development festival through which they will hire a new generation of expert practitioners who want to contribute with creative solutions to world peace & development by offering strategic approaches to long-standing problems. We seek individuals who can communicate and advance new ideas across cultures and all strata of society. You and your group are invited to represent Turkey in this international world peace & development project festival.

As a group you will choose a topic from the topics provided below. The topics below represent major problems (areas in need of development) that the world faces today. Each group member will choose one sub-topic to elaborate on. You are required to carry out a comprehensive library/internet search to learn every detail about the problem indicated by your topic and sub-topic to write a human development project that suggests creative and unique solutions to the world problem(s). When all the individual reports are written, all the reports will be integrated to have one group project for human peace & development. As a group you will share your projects in a poster presentation in class (on May 26). You may also choose to prepare *media projects* for your topics.

Your finalized references list needs to include a more-or-less equal distribution of items in view of resource type:(1) online resources: internet sites, (2) library resources: book chapter, magazine/journal article.

Some web resources:

United Nations Official website: [www.un.org](http://www.un.org)  
United Nations Development Programme: [www.undp.org](http://www.undp.org)  
Millennium development goals: [www.undp.org/mdg/](http://www.undp.org/mdg/)

## TOPICS

### 1. HUMAN CAPACITY DEVELOPMENT

- A. Democratic governance
- B. Poverty reduction
- C. Crisis prevention and recovery
- D. Information and communications technology
- E. AIDS/HIV
- F. Warfare
- G. Violence

### 2. EDUCATION

- A. Accelerating learning
- B. Gender equality
- C. Literacy
- D. Boosting empowerment
- E. Promoting learning
- F. Problem solving skills
- G. Setting and achieving goals

### 3. HUMAN RIGHTS

- A. Integrating cultures
- B. Cultural appreciation
- C. Enhancing self-reliance
- D. Self-development
- E. Skills development
- F. Women's/children's rights
- G. Animal rights

### 4. SCIENCE

- A. Research and discoveries regarding the brain (i.e. education)
- B. Preventive medicine and health consciousness
- C. Smoke cessation
- D. Alcohol and drug prevention
- E. Alternative medicine/Methods for healing
- F. Space projects
- G. Human genome

### 5. ENVIRONMENTAL ISSUES

- A. Energy and environment
- B. Animal/Plant Extinction
- C. Pollution
- D. Ozone
- E. The Greenhouse Effect
- F. Nuclear experiments and atomic bombs

On April 7, you need to answer/do the following and hand it in for feedback:

1. Choose a topic. What problem does this topic indicate?
2. Explain why you have chosen this topic.
3. Write 4 references you may consider to use in your final report. Under the reference entry briefly explain (in 2-3 sentences) what each is about. Equal distribution of resource types (i.e. internet, book, magazine, journal) is required for the references section. See [www.apa.org](http://www.apa.org) for reference writing conventions.

Your exhaustive group and individual project (due May 26) should include:

1. Your mission statement (individual and group)
2. Full presentation and analysis of the problem
3. Literature review with references cited (You have to start off by reading the reports on the UNDP official website)
4. Your creative proposal/solution to this major world problem
5. Your rationale for the proposal
6. Discussion of how and why it is a proposal of creative ideas and solution to the problem.

If you haven't done so so far, from this step on, you need to get together as a group!

7. Discussion of how your individual topics within a group link/relate to each other and explanation of how/in what ways your individual projects in relation to your overall group topic will contribute to world peace & development.
8. Evaluate the strengths and weaknesses of your individual and overall group solution
9. Discuss if your rivals may refute/reject your solution. Discuss their weaknesses and strengths.
10. Individual/Group References list (based on all the readings you have done for your project).



❖ **Quizzes (Vocabulary & Skills) (15%):**

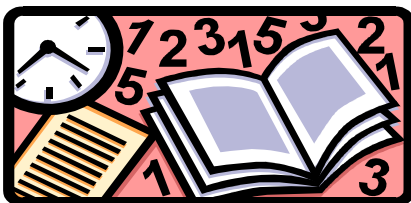
After every 4-5 article closely read in class, you will have a short quiz comprised of 2 sections: (a) vocabulary items covered during class work, (b) reading skills questions for a short unseen passage. You will have 2 such quizzes throughout the term.



❖ **Attendance/ Participation (10%):**

Students are required to attend every single class hour and actively participate in all class activities. Do not forget that only meaningful participation is valued.

Participation will be evaluated in two aspects: process and product. *Process* refers to your interest, active participation, effort, and preparation in class activities. *Product* refers to your language use: accuracy in pronunciation, fluency of your speech, grammar, vocabulary, and organization of your thoughts and content.



Evaluation and Grading:	Percentage %
News Reading Reports	15
Article Project	10
UNDP Research Project	20
Final Exam	30
Quizzes (Vocabulary & Skills)	15
Attendance/Participation	10