

# IMPERIAL VALLEY COLLEGE

ESL 023 ESL READING 1

FRIDAYS 6:00-9:10 pm

Instructor: David McBride [david.mcbride@imperial.edu](mailto:david.mcbride@imperial.edu) (928) 246-6144

Spring Semester – 2014

Required Reading: Reading Power 2 4<sup>th</sup> ed. Authors: Jeffries/Mikulecky

Grades: Students must earn a “c” or above to pass to the next level.

Evaluation:

Attendance/Participation	20%	A 90-100%
Classwork:	20%	B 80-89%
Quizzes:	20%	C 70-79%
Homework:	20%	D 60-69%
Final and Midterm	20%	F 0-59%

Major Considerations:

- All absences affect your percentage grade. If you miss more than 3 classes your grade will decrease one grade.
- Tardiness affects your grade. At the beginning of class I give out a short assignment. This is worth points and will only be given to those that arrive on time.
- All assignments are due the week after being assigned. They lose 50% value each week they are late.
- Do not answer or allow a cell phone to ring in class.

Students' Responsibilities:

- Under school policy, students must attend every session of class.
- Participate fully, whether in oral questioning, presentations or group work.
- If a student must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. If the student does not drop the course, they will receive a failing grade.

Course Description: This course is designed as an English-only environment, for the intermediate ESL student. Students will further develop listening comprehension and will increase fluency, accuracy, and confidence in oral production.

## 1. COURSE GOALS

This course is designed to develop level appropriate reading and writing fluency, and to provide opportunities for language use through individual, pair, and group activities. This course is also intended to cultivate an interest in the continued study of English.

## 2. COMPETENCIES

Upon satisfactory completion of this course, students will be able to:

- 2.1 identify the main idea and some supporting details of readings.
- 2.2 demonstrate the use of skimming by identifying the main idea in timed readings for specified details.
- 2.3 demonstrate the ability to scan for specified details in unfamiliar materials.
- 2.4 infer the meaning of unfamiliar vocabulary.
- 2.5 identify and produce topic, supporting, and concluding sentences in paragraph-length compositions on familiar topics.
- 2.6 use rhetorical patterns such as description, process, and chronology in paragraph-length writing.
- 2.7 use verb tenses appropriate to level.
- 2.8 demonstrate ability to write simple and compound sentences.
- 2.9 demonstrate appropriate use of pronouns basic transition words, time markers, and mechanics.

*“Any student with a DOCUMENTED disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in the Health Sciences Building, Room 2117. (760) 355-6312”*

### **Academic Misconduct Policy**

*Academic misconduct includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism.*

*Cheating includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff. Plagiarism includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the Internet and not properly identified is also considered plagiarism.*

*Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions MAY include a warning, grade adjustment, and course failure. Consequences for plagiarism include a zero on the assignment and a referral to Sergio Lopez, Dean of Student Development and Campus Events.*

### **Discipline Policy**

*“Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Students shall assume an obligation to conduct themselves in a manner compatible with the college’s function as an educational institution.*

*An instructor MAY REMOVE a student for the day of removal and the next class meeting. Such action must be immediately reported to Sergio Lopez, Dean of*

*Student Development and Campus Events. During the period of removal the student MAY NOT return without the consent of the instructor."*

### **CLASS ASSIGNMENT SCHEDULE – Spring 2014**

- Week 1 Introduction to Course/Roster  
Distribution of Syllabus. Answering questions with full answers.
- Week 2 Utilizing clues for deeper meaning. Supporting answers given with details from text. Discussion of character development.
- Week 3 Discussing and mastering academic readings. Identifying plot, mood, resolution, conflict and setting.
- Week 4 Providing necessary vocabulary to existing stories. Examining dialogues and conversational readings.
- Week 5 Summarizing the stories' plots and details. Detailing the theme of a written work, finding a commonality among the images and ideas.
- Week 6 Utilizing paraphrasing in retelling the story and narrative.
- Week 7 Providing alternate endings and word choices to the narratives.
- Week 8 Utilizing the meanings of common word parts-prefixes, roots and combining forms, and suffixes to gain better understanding.
- Week 9 Decoding information for deeper understanding. Discussing and understanding the complexity in poetry.
- Week 10 Understanding unfamiliar words by using the context, and using context clues, i.e. synonyms and antonyms. Utilizing active reading.
- Week 11 Utilizing Figurative Language, i.e. figures of speech used for descriptive effect. For example similes and metaphors.
- Week 12 Understanding Informational Text and its organization into Patterns, or text structures, especially general to specific.
- Week 13 The examination of cause and effect of problems or events, especially using signal words, e.g., because, why, as a result, consequently.
- Week 14 Review of reading skills, critical-thinking processes, and test-taking strategies necessary to succeed in future academic classes.

## STUDENT LEARNING OUTCOMES

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- Analyze a reading in order to distinguish causes and their associated effects. [ILO2]
- Develop a chart or graph based on information provided in a reading. [ILO2]
- Apply knowledge of usage of an English-only dictionary in order to identify key components of a word. [ILO2, ILO4]

## **MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":**

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate ability to use reading skills such as skimming, scanning, vocabulary in context, making inferences, previewing and making predictions to aid in overall comprehension;
2. Demonstrate ability to identify topics of readings;
3. Demonstrate ability to identify explicit and implicit main ideas, and major/minor supporting details.
4. Identify text structures - listing, time order, comparison/contrast, cause/effect - for the purpose of drawing a conclusion;
5. Demonstrate competency to interpret charts and graphs;
6. Demonstrate ability to choose a book of an appropriate level, read independently and provide supporting documentation of such, such a reading log and report.
7. Correctly use an English-only dictionary to locate and decode words, identify parts of speech and antonyms and synonyms in order to understand texts.