Basic Course Information

Semester:	**Spring 2018**	Instructor Name:	**Elizabeth Kemp**
Course Title & #:	**ESL 023 – Reading 1**	Email:	**Elizabeth.kemp@imperial.edu**
CRN #:	**20347**	Webpage/Canvas:	**Imperial.instructure.com**
Classroom:	**2733**	Office #:	**2788**
Class Dates:	**2/12/18 – 6/8/18**	Office Hours:	**M/W 1:30-2:30 pm rm 2790 T/Th 9-10 am ONLINE via email (phone or in-person by appointment)**
Class Days:	**F**	Office Phone #:	**760-355-6398**
Class Times:	**2:00 – 3:25 pm**	Emergency Contact:	**Lency Lucas 760-355-6337**
Units:	**3**		

Course Description

ESL 023 is a designed to assist intermediate ESL students in developing reading skills and reading efficiency in English. Focus will be placed on understanding text structure and overall comprehension of texts. Further development of reading skills will also be emphasized.

Course Prerequisite(s) and/or Corequisite(s)

Appropriate placement

Student Learning Outcomes

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

1. Analyze a reading to identify the topic and main idea, and to distinguish between major and minor details (ILO 2).
2. Use knowledge of vocabulary and structure to determine the rhetorical mode of a reading (ILO 2).
3. Apply knowledge of usage of an English-only dictionary to aid in reading comprehension (ILO 2).

Course Objectives

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.

Textbooks & Other Resources or Links

Reading Power 2
Mikulecky, B. & Jeffries, L.,
Pearson Longman. 2009 (4th Ed).
ISBN: 978-0138143886

Longman Dictionary of Contemporary English – 6th Edition
Pearson Longman. 2014
ISBN-13: 978–1– 4479 – 5420–0

Penguin Reader: Cinderella Man
ISBN-13: 978-1447913139

You will also use other books from the IVC library.

Course Requirements and Instructional Methods

This class will have multiple forms of instruction, including:

Lecture
Group work
Individual work
Online work

Assignments will include: worksheets, reading reports, writing, reading and responding, exams, other exercises focusing on reading skills and comprehension.

Remember: Announcements are posted on Canvas. Please make sure to check Canvas or your email for updates.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

TASK	PERCENTAGE OF GRADE
1. Reading Skills Tests	25%
2. Other Quizzes/Assignments	25%
3. Reading Faster	10%
4. Independent Reading	25%
5. Final Exam	15%
	100%

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- If you need to be absent from class, please email me! You can email me through your IVC email or through Canvas.
- **If you are absent the day there is a test or an assignment, you have one (1) week to make up the work. All tests can be made up in the Study Skills Center (in the back of the library). You will need to make an appointment to take your test. If you do not take your test within a week, you will receive a ZERO.**

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services. There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

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 Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.
- **Student Health Center**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

 To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date	In-Class	Homework, due dates, notes
Week 1 February 16	HOLIDAY - LINCOLN'S BIRTHDAY - NO SCHOOL	**HW: Get books**
Week 2 February 23	**Introduction** **Reading Questionnaire** **Parts of Speech**	**HW: Get books – homework assignments start next week**
Week 3 March 2	**Parts of Speech** **Using the Dictionary** **Reading Faster**	**HW: Focus on Vocabulary pg 145 due next class (3/9)** **Study for dictionary skills test**
Week 4 March 9	**Using the Dictionary** **Learning New Words** **Vocabulary Study (A Crow Problem in Japan)**	**Skills Test: Dictionary** **HW: study for vocabulary quiz**
Week 5 March 16	**Previewing and Predicting** **Guessing Meaning from Context**	**Quiz: Vocabulary** **HW: Reading Faster Chart 1 due next class (3/23)**
Week 6 March 23	**Previewing and Predicting** **Guessing Meaning from Context**	**HW: Focus on Vocab pg. 131 due next class (3/30)** **Study for previewing and guessing meaning from context skills tests**
Week 7 March 30	**Scanning** **Vocabulary Study (The Answer to Aging)** **Word Parts**	**Skills Tests: Previewing and Guessing Meaning from Context** **HW: Study for Vocabulary quiz**
SPRING BREAK – CAMPUS CLOSED APRIL 2-7		
Week 8 April 13	**Scanning** **Word Parts**	**Quiz: Vocabulary** **HW: Study for scanning and word parts skills tests**
Week 9 April 20	**Focus on the Topic** **Understanding Paragraphs**	**Skills Tests: Scanning and Word Parts** **HW: Focus on Vocab pg. 158 due next class (4/27)**
Week 10 April 27	**Focus on the Topic** **Vocabulary Study (Hungry for Power)** **Understanding Paragraphs**	**HW: Study for focus on the topic skills test**
Week 11 May 4	**Understanding Paragraphs** **Summarizing**	**Skills test: Focus on the topic** **HW: Reading Faster Chart 2 due next**

		class (5/11) **Study for understanding paragraphs skills test**
Week 12 May 11	**Summarizing**	**Skills test: Understanding Paragraphs** **HW: Study for summarizing skills test** **Read Cinderella Man**
Week 13 May 18	**Reading Practice – Phineas Gage** **Vocabulary Study (Five Divers and a Dragon)**	**Skills Test: Summarizing** **HW: Focus on Vocab pg. 180 due next class (5/25)** **Study for vocabulary quiz** **Read Cinderella Man**
Week 14 May 25	**Identifying the Pattern** **Graphic Organizers**	**Quiz: vocabulary** **HW: Reading Faster Chart 3 due next class (6/1)** **Read Cinderella Man**
Week 15 June 1	**Identifying the Pattern** **Graphic Organizers**	**Read Cinderella Man**
Week 16 June 8	**Final Exam**	