

Imperial Valley College Course Syllabus

Basic Course Information

Semester:	Spring 2019	Instructor Name:	Manuel Guzmán
Course Title & #:	ESL 024 - ESL Reading 2	Email:	manuel.guzman@imperial.edu
CRN #:	20351	Office #:	405
Units:	3	Office Hours:	T/Th: 3-4 pm. Room 405
Classroom:	3700	Online Office Hours:	F/S: 3-4 pm. by e-mail
Class Dates:	02/11 – 06/07/2019		
Class Days:	Saturday	Office Phone #:	(760)355-6386
Class Times:	11:20 am. - 02:30 pm.	Emergency Contact:	760-355-6337 (Lency Lucas)

Course Description

This course is designed to assist high-intermediate ESL students in developing reading skills and reading efficiency in English. Focus will be placed on understanding text structure and overall comprehension of a variety of texts. Further development of reading skills will also be emphasized. (Nontransferable, nondegree applicable)

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

None

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 competency in using reading skills such as skimming, scanning, vocabulary in context, making inferences, previewing and making predictions to aid in overall comprehension;
2. Demonstrate competency identifying topics of readings, main ideas (both implicit and explicit), and major/minor details.
3. Demonstrate ability to summarize short text and reading selections.
4. Identify text structures - listing, time order, comparison/contrast, cause/effect, sequencing,

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problem/solution, extended definition - for the purpose of drawing a conclusion;

5. Demonstrate mastery in interpreting 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

Longman Academic Reading Series 4 SB W/Online Resources

Author: Cohen

Edition: N/A

ISBN: 9780134663364

Copyright Year: 2013

Publisher: Pearson

Longman Dictionary of Contemporary English – 6th Edition. Pearson Longman 2014.

ISBN-13: 978-1- 4479 - 5420-0

Who Moved My Cheese?. PDF. Canvas

Course Requirements and Instructional Methods

If you intend to master English, you must use it. Therefore, you should be prepared to speak and write with your classmates and teacher in English. You may be expected to speak in English in the following contexts:

(1) with a partner; (2) in a small group; (3) in a formal presentation in front of the class; (4) with your teacher; (5) in telephone assignments; (6) with strangers in out-of-class assignments.

You will also listen to audio clips and watch videos and will be expected to discuss and write about the content in English.

We will do a variety of activities in class. Sometimes there will be lecture and you will need to take notes (and ask questions!). Sometimes you will do individual writings and exercises, and sometimes you will do pair/group writings and exercises. You should also expect that you will take tests throughout the term.

Success: Acquiring another language requires focused effort. Sitting in class is simply not sufficient for you to succeed. You must study, speak, read, and listen to English as much as you possibly can outside of class. College guidelines suggest that you study two hours for every hour of class. Since this is a five-hour class, this would mean that you are expected to study or participate in some other learning activity for an additional ten hours every week.

Additional Responsibilities: I lecture on topics. I do not necessarily cover the book page-by-page. It is your responsibility to read the section in the textbook relevant to the topic on which I lecture. If you have questions about material you have read that you feel I did not address in my lecture, it is your responsibility to raise those questions in class.

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Method of Evaluation to Determine If Objectives Have Been Met by Students:

- Mid-Term/Final Exam(s)
- Oral Assignments
- Quizzes
- Written Assignments
- Class Activity

Instructional Methodology:

- Audio Visual
- Computer Assisted Instruction Discussion
- Group Activity
- Lecture
- Simulation/Case Study
- Individual Assistance
- Other: Online- Using sources online (including website and teacher designed activities) for independent practice in order to reinforce and review key concepts presented in course materials.

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.

Out-of-class Assignments:

Out-of-class:

Read a book of your choice. Write a 10-12 sentence paragraph summarizing the plot.

Reading and Writing:

1. Review a chart/graph provided by the instructor. Write a verbal interpretation of the chart/graph.
2. Read a verbal description of some data provided by the instructor. Create a chart/graph based on the data.

Course Grading Based on Course Objectives

Out-of-class	10%	Presentations	5%	Participation	5%	Homework	15%
Quizzes	15%	Book Reports	10%	Midterm	20%	Final Exam	20%

90%+ = A	80-89% = B	70-79% = C	60-69% = D	59% or below = F
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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.

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, no one who is not enrolled in the class may attend, including children.

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

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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.

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Anticipated Class Schedule/Calendar

The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course.

COURSE CALENDAR **

ESL 024

Spring 2019

Anticipated Class Schedule/Calendar		
Week 1	Orientation, Introductions, Parts of Speech Autobiography	Submit written/recorded autobiography in Canvas Selection of Independent Reading Book
Week 2	Chapter 1 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> -Book Report # 1 due Quiz
Week 3	Chapter 1 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> Quiz
Week 4	Chapter 2 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> -Book Report # 2 due Quiz
Week 5	Chapter 2 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> Quiz
Week 6	Chapter 3 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> -Book Report # 3 due Quiz
Week 7	Chapter 3 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> Quiz
Week 8	Chapter 4 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> -Book Report # 4 due Quiz
Week 9	Chapter 4 <u>Who Moved My Cheese?</u> Midterm	Textbook, <u>Who Moved My Cheese?</u> Quiz
Week 10	Chapter 5 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> -Book Report # 5 due Quiz
Week 11	No Class – Spring Recess (4/22-27)	
Week 12	Chapter 5 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> -Book Report # 6 due Quiz
Week 13	Chapter 7 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> Quiz
Week 14	Chapter 7 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> -Book Report # 7 due

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Anticipated Class Schedule/Calendar		
		Quiz
Week 15	Chapter 8 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> Quiz
Week 16	Chapter 8 <u>Who Moved My Cheese?</u>	Textbook, <u>Who Moved My Cheese?</u> Quiz -Independent Reading Book Report due
Week 17	FINAL EXAM	

*****Tentative, subject to change without prior notice*****