IMPERIAL VALLEY COLLEGE

## Basic Course Information

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|---|---|---|---|
| Semester: | **Fall 2024** | Instructor Name: | **Hector Solorzano** |
| Course Title & #: | **ESL 024 Reading 2** | Email: | **Hector.solorzano@imperial.edu** |
| CRN #: | **10170** | Webpage (optional): | **None** |
| Classroom: | **2735** | Office #: | **Online** |
| Class Dates: | **12/Aug – 07/Dec** | Office Hours: | **By appointment** |
| Class Days: | **MW** | Office Phone #: | **None** |
| Class Times: | 8:00am – 9:25am | Emergency Contact: | **Lency Lucas** |
| Units: | 3 | Class Format/Modality: | Face to face |

## Course Description

This course is designed assist high-intermediate ESL students in developing reading skills and reading efficiency in English. Focus will be placed understanding text structure and overall comprehension of a variety of texts. Further development of reading skills will also be emphasized. Participation in instructor assigned reading lab activities is a required part of the course. (Nontransferable, AA/AS degree only)

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

PREREQUISITES: ESL 023 or - 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. Distinguish between main ideas and major/minor details in a reading.
2. Select appropriate vocabulary based on the readings' context clues to aid in overall comprehension.
3. Identify the correct definition of a vocabulary word using an English-only dictionary.

## 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, 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

Reading Explorer – National Geographic
Online readings and handouts – Free
Access to a laptop with internet

## Course Requirements and Instructional Methods

Our class will meet in Room on Tuesdays and Thursdays,.

This is a face-to-face, in-person class, and there will be quizzes, tests, and assignments during class.

You are expected to participate in discussions, and other classwork as assigned.

There will also be assignments to be completed on CANVAS. Each module has a due date, and then the module closes. If you do not complete the work in-time, you will lose points or get a zero.

Please talk to me if you have an emergency or illness BEFORE the assignment is due (if possible)

Classes will include:

• Demonstrations

• Discussions

• Group Activities

• Individual Assistance

• Lecture

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected

## Course Grading Based on Course Objectives

Participation 10%

Chapter/reading/class assignments 30%

Literature work 25%

Exams 20%

Literature projects 15%

TOTAL 100%

## Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

## Course Policies

The teacher expects students will...

• Contribute fully in individual and group work. Speak only English in the classroom

• Be prepared for class by completing all homework assignments.

• Ask questions, ask questions, ask questions!!!!

• 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.

• 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.

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

*[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]*

| Date or Week | Reading/vocabulary skills | Critical thinking | Reading |
|---|---|---|---|
| Week 1 Aug 12-14 | Understanding words with multiple meanings scanning for information | Evaluating pros and cons Interpreting | |
| Week 2 Aug 19-21 | Summarizing Identifying figurative language | Speculating | |
| Week 3 Aug 26-28 | Recognizing Cause and Effect Evaluating Arguments | Analyzing solutions Evaluating arguments | |
| Week 4 Sep 2-4 | Sep 2 Holiday- No Classes Recognizing lexical cohesion | Applying ideas | |
| Week 5 Sep 9-11 | Synthesizing information Distinguishing facts from speculation | Reflecting/evaluating | |
| Week 6 Sep 16-18 | Understanding the function of sentences Summarizing | Evaluating pros and cons | |
| Week 7 Sep 23-26 | Understanding words from context Understanding roots and affixes | Analyzing information Applying ideas | |
| Week 8 Sep 30 – Oct 2 | Evaluating Evidence Understanding idiomatic expressions | Interpreting reflecting | |

Updated 6/2023

| Date or Week | Reading/vocabulary skills | Critical thinking | Reading |
|---|---|---|---|
| Week 9<br>Oct 7 -9 | Recognizing ellipsis<br>Scanning | Evaluating pros and cons<br>Legend vs. myth vs. folktale | |
| Week 10<br>Oct 14-16 | Recognizing cause and effect<br>Understanding quantitative vs. qualitative date | Applying ideas<br>Relating to personal experience | |
| Week 11<br>Oct 21-23 | Identifying sources of information<br>Understanding writer's attitude | Evaluating sources<br>Inferring attitude | |
| Week 12<br>Oct 28-30 | Recognizing Cause and effect<br>Interpreting analogies | Justifying an opinion<br>Ranking projects | |
| Week 13<br>Nov 4-6 | Movie analysis | | |
| Week 14<br>Nov 11-13 | Nov. 11 Holiday – No classes | | |
| Week 15<br>Nov 18-20 | Learning to fall in love with narratives | | |
| Week<br>Nov 25-27 | No classes - Thanksgiving | | |
| Week 16<br>Dec 2-4 | Finals week<br>Semester Overview | | |
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**\*\*\*Subject to change without prior notice\*\*\***