



Basic Course Information

Semester:	Spring 2025	Instructor Name:	Brandon Lee
Course Title & #:	ESL 024 - ESL Reading 2	Email:	brandon.lee@imperial.edu
CRN #:	20612	Webpage (optional):	N/A
Classroom:	303	Office #:	203B
Class Dates:	February 10th to June 6th, 2025	Office Hours:	*Please schedule an appointment using your IVC email address, or notify me after class if you'd like to visit during office hours. M: 3:30 pm - 4:30 pm T: 11:00 am - 1 pm W: 10:50 am - 11: 20 am TH: 12:30 pm - 1 pm
Class Days:	MW	Office Phone #:	(760) 333-6337
Class Times:	11:20 am -12:45 pm	Emergency Contact:	Lency Lucas - Dept Secretary 760-355-6337
Units:	3	Class Format/Modality:	In-person

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 various texts. Further development of reading skills will also be emphasized. (Nontransferable, nondegree applicable)



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.
2. Use knowledge of vocabulary and structure to determine the rhetorical mode of a reading.
3. Apply knowledge of usage of an English-only dictionary to aid in reading comprehension.

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 in 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 - to draw 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 such as a reading log and report.
7. Correctly use an English-only dictionary to locate and decode words and identify parts of speech, as well as antonyms and synonyms to understand texts.
8. Demonstrate competency in identifying root words, prefixes, and suffixes,
9. Use vocabulary correctly in context

Textbooks & Other Resources or Links

1. Timothy Krause, Read Up: Strategies for Raising Reading Skills. It's free for the students and available online. Here's the link: <https://sites.google.com/pcc.edu/oer-for-esol/home/read-up>

Available in the Library under ESL Books:

2. Memoirs of a Lechuguero by Lucio Padilla - first half of the semester
3. Harvesting Dreams by Erica Alfaro - second half of the semester
4. Butler, L. 2017. *Password 4* . 2 Pearson. ISBN: 978-0134399386 .
5. MacIntyre, P. and Bohlke, D. . 2014. *Reading Explorer 4* . 2nd National Geographic Learning. ISBN: 978-1285846927

NOTE: You are not required to buy a new book. However, you must have access to the online workbook. You cannot complete the coursework required for the class without the online workbook. **Course**



Requirements and Instructional Methods

- 1. Assignments:** You are expected to have your books by the 2nd week of instruction. Please erase answers in used books by the second week. Homework will be assigned in the book and handouts. You will get a zero on assignments if you do not erase old answers. Late assignments will NOT be accepted. This means that you can't wait until the end of the term to try to complete your work.
- 2. Tests:** You will have a test at the end of each unit. If you miss a test, you have ONE WEEK to make it up. If you don't make it up, you will receive a 0. I will leave the makeup tests at the tutoring center in the library. It is your responsibility to make an appointment and take the test. If you don't take it within a week, your grade will be zero.
- 3. Notecards:** You will be assigned to create five notecards from class material and the textbook every week. Notecards will be checked at the beginning of class. You are expected to keep the notecards organized during the semester.
- 4. 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

This class uses a weighted grading system. The points for each assignment count toward a category. The weights are as follows:

Assignments and Homework 20%

Tests 20%

Presentations and Projects 20%

Midterm 20%

Final 20%

Total 100%.

Quizzes and discussion assignments will not be accepted late and must be completed on or before the original due date to get points.

Course Policies

Attendance

I do not drop students after the first week. If a student decides he or she would not like to continue in the course, the student is responsible for dropping the class or receiving a grade that reflects the amount and quality of work he or she has not done at the end of the course.



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 any other student who wishes 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

All students are expected to be on time and prepared for class. All students should be respectful to each other and the instructor. Remember that we are all here to learn, and learning requires practice. Nobody is perfect, and nobody in the class should feel scared or embarrassed about making mistakes. They are a part of learning!

Students should ask questions if they are confused or need something repeated. Asking questions means that a student wants to learn and is paying attention. Written work should be neat and turned in on time. 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.

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. Due to college rules and state laws, no one not enrolled in the class may attend, including children.

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 thinking, writing, or quantitative reasoning goes against our mission and academic honesty policy. It will be considered academic dishonesty or plagiarism unless your instructor has instructed you to do so. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to contact their instructors for clarification. *Student must earn 70% or higher as a final grade to pass the class.



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 importance 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. Instead, 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 academic assignment's context. 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 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 a portion of an assignment
- (e) using a commercial term paper service or copying artificial intelligence

IVC Student Resources

Imperial Valley College offers numerous services to support 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 Guides. The Canvas guides provide a variety of support channels available to students 24 hours per day.

Learning Services. There are several learning labs on campus to assist students through 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 in Building 2100, telephone 760-355-6313. Please contact them if 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 provides essential 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 therapy are provided to currently enrolled students. Contact the IVC Mental Health Counseling Services at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities Students have the right to experience a positive learning environment and due process of law. Please refer to the IVC General Catalog for more information regarding student rights and responsibilities.

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.

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 professionals ready to help you resolve academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs 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 resolving issues particular to this population. Students who are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information on CARE, please contact Lourdes Mercado at 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 who 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 at 760- 3555713, 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 into student populations who, historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact on 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 to meet 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.

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Anticipated Class Schedule/Calendar

Our class will use eight chapters from the textbook as “units.”

Each unit will follow a similar structure. Assignments may change at any time! Pay attention to class announcements and emails for updated due dates and assignments.

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
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<p>Week 1 February 10th - 12th</p> <ul style="list-style-type: none"> February 14 Holiday – Lincoln’s Birthday. No classes 	Syllabus & Introduction	Students have one week to order or buy books. Appendix: Academic Vocabulary Exercises p. 197
<p>Week 2 February 17th - 19th</p> <ul style="list-style-type: none"> February 17 Holiday – Washington’s Birthday. No classes. 	Unit 1: Following Instructions	p. 1 - 20
<p>Week 3 February 24th - 26th</p>	Memoirs of a Lechuguero by Lucio Padilla	

<p>Week 4 March 3rd - 5th</p>	Unit 2: Learning New Vocabulary	p. 21 - 46
<p>Week 5 March 10th - 12th</p>	Memoirs of a Lechuguero by Lucio Padilla	
<p>Week 6 March 17th - 19th</p>	Unit 3: Identifying the Main Idea and Supporting Details	p. 47 - 70
	Midterm Exam	
<p>Week 7 March 24th - 26th</p>	Memoirs of a Lechuguero by Lucio Padilla	
<p>Week 8 March 31st - April 2nd</p>	Unit 4: Annotating a Text	p. 71 - 96
<p>Week 9 April 7th - 9th</p>	Memoirs of a Lechuguero by Lucio Padilla	
<p>Week 10 April 14th - 16th</p>	Unit 5: Paraphrasing and Summarizing	p. 97 - 126



Week 11 April 21st - 23rd <ul style="list-style-type: none"> April 21 – 25 Spring Recess. No classes. 	Harvesting Dreams by Erica Alfaro	
Week 12 April 28th - 30th	Unit 6: Recognizing Patterns of Organization	p. 127 - 148
Week 13 May 5th - 7th	Harvesting Dreams by Erica Alfaro	
Week 14 May 12th - 14th	Unit 7: Understanding Data	p. 149 - 176
Week 15 May 19th - 21st	Harvesting Dreams by Erica Alfaro	
Week 16 May 26th - May 28th <ul style="list-style-type: none"> Holiday – Memorial Day. No classes. 	Unit 8: Separating Facts and Opinions	p. 177 - 196
Week 17 June 2nd - 4th	Final Exam	Review for Final Exam

*****Subject to change without prior notice*****