

ESL 025 – Reading 3 - #20756

Course Syllabus – Spring 2014

Instructor: Prof. Javier Bernal

UNITS: 3 LEC HRS. 54.0 hours Email: jbernal@cusdk12.org or javier.bernal@imperial.edu

I. COURSE/CATALOG DESCRIPTION: This course is designed to assist advanced ESL students in further 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)

II. PREREQUISITES, if any: ESL 024 with a minimum grade of C or better or appropriate placement

III. GRADING CRITERIA: Letter Grade Only

IV. 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 based on word clues. (ILO1, ILO2)
2. Select appropriate vocabulary based on the readings' context clues to aid in overall comprehension. (ILO2)
3. Indicate the part of speech of a word. (ILO2)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C": Upon satisfactory completion of the course, students will be able to:

1. Demonstrate mastery in using reading skills such as skimming, scanning, vocabulary in context, making inferences, previewing and making predictions to aid in overall comprehension;
2. Demonstrate mastery identifying topics of readings, main ideas (both implicit and explicit), and major/minor details.
3. Demonstrate competency in summarizing short text and reading selections, and the ability to summarize longer 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 ability to use critical thinking skills through advanced inferencing in order to distinguish fact/opinion, and identify propaganda in both print and electronic media;

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.

V. TEXTBOOK(S) AND SUPPLEMENT(S):

Smith-Palinkas, Barbara (2009), Key Concepts 1. Heinle Cengage Learning. ISBN: 978-0618-47461-5

VI. Attendance: Students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at the discretion of the instructor when absences exceed the number allowed. Please make arrangements with the instructor before absences.

VII. Disruptive Students: Most students are here to learn. To preserve a productive learning environment, students who disrupt or interfere may be asked to leave the classroom. A meeting with campus disciplinary office may be scheduled as outlined in the General Catalog.

VIII. Cheating and Plagiarism: IVC expects honesty and integrity from all students. A student found to have cheated or plagiarized will receive a zero for the assignment, a second occurrence may result in dismissal from class and may result from expulsion from IVC as outlined in the General Catalog.

IX. Disabilities Policy: “Any student with a documented disability who may need educational accommodations should notify the Disabled Student Programs and Services (DSP&S) office. The DSP&S office is located in the Health Sciences Building, Room 2117.”

X. Grade Distribution: 1) paragraphs 30%, 2) textbook assignments 20%, 3) class assignments/ class participation 20%, 4) mid-term and final exam 15% each

XI. Class norms:

- Please come to class on time, arriving late disrupts learning.
- Please put your phones away, if you need to use it, step outside.
- Please be positive and think positive about your learning.
- **Please come to class prepared for the class lesson, it is obvious when you are copying or doing the work that should have been done at home.**
- The schedule may change slightly.
- Students are responsible for assignments when late or absent, instructor may not have materials.
- Paper/ electronic dictionaries are allowed in class.

Class Schedule:

Week #	Textbook Assignments:	Class activities:
1	None	Introduction/ Syllabus/ 2 questions
2	Chapter 1, Reading 1	Paragraph structure, topic sentence
3	Chapter 1, Reading 2	Editing and proofreading, writing #1
4	Chapter 2, Reading 1	Main idea and supporting details
5	Chapter 2, Reading 2	Graphic organizers, writing #2
6	Chapter 3, Reading 1	Run-ons, comma splices
7	Chapter 3, Reading 2	Conclusions, writing #3
8	Mid-term exam	None
9	Chapter 4, Reading 1	Dependent and independent clauses
10	Chapter 4, Reading 2	Tone, outline, writing #4
11	Chapter 5, Reading 1	Unity, parallelism
12	Chapter 5, Reading 2	Coherence, writing #5
13	Chapter 6, Reading 1	Sentence types, sentence variation
14	Chapter 6, Reading 2	Direct and indirect quotations, writing #6
15	Project Presentations	none
16	Final Exam	None

- All textbook chapter-reading assignments include:
 - Check Your Comprehension
 - Scan and Define
 - Vocabulary Challenge
- All textbook assignments are due the day posted
- Write 2 questions for the instructor: (any questions: about the assignments/ procedures for this class, about his experience in teaching, about his experience in learning a language, about his hobbies/ entertainment)

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