

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Leticia Pastrana
Course Title & #:	ESL 023 Reading 1	Email:	Leticia.pastrana@Imperial.edu
CRN #:	10351 (8:00-11:10) 10352 (11:20-2:30)	Webpage (optional):	Please see CANVAS
Classroom:	10351 (8:00-11:10) Room 204 10352 (11:20-2:30) Room 402	Office #:	405
Class Dates:	August 13 to December 8	Office Hours:	Email or Remind: 8:00-8:30 Wednesday + Thursday ----- Rm 405 2:30-3:30 and 5:00-6:00 Friday Rm 405 8:00-9:00 Saturday
Class Days:	Fridays	Office Phone #:	Email is best (760)355-6336
Class Times:	10351 (8:00-11:10)10352 (11:20-2:30)	Emergency Contact:	Lency Lucas- Department Secretary is an option or email me. (760) 355-6337
Units:	3		

Course Description

This course is designed to assist intermediate level 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.

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 as 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

These books can be purchased as a bundle. You will also use other books from the IVC library. You will also need notecards and a 3 ring binder for the class.

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. If you do not erase old answers, you will get a 0 on assignments. 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. If you are late for your book conference you will receive a 0 unless you come to office hours on the same day.
2. **Tests and Quizzes:** Each week you can expect to have one or two quizzes, usually at the beginning of class. 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 quizzes and tests at the tutoring center in the library. It is your responsibility to make an appointment and take the quiz. If you don't take the quiz within a week, your grade will be **zero**.
3. **Reading Faster:** Reading Faster is an activity that you will do on your own as homework during the term. Your progress charts will be due three (3) times during the semester. You can find a copy of the Reading Faster chart on Canvas under RESOURCES. Please turn in ALL your charts each time. This allows me to see your progress over the semester. You will always be reminded of due dates for Reading Faster. If you do not turn in your progress charts on a due date, you will receive a 0.

4. **Notecards:** You will be assigned to create 5 notecards from material in class and in 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

TASK	PERCENTAGE OF GRADE
1. Reading Skills Tests	30%
2. Reading Faster Charts	10%
3. Other Quizzes/ Assignments	10%
4. Extensive Reading	20%
5. Final Exam	30%
6.	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 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.**

Please do not schedule appointments with the counselors during class time.

Classroom Etiquette

The teacher expects students will...

- contribute fully in individual and group work;
- speak English only 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. 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

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: 877893-9853.
- **[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 and El Centro Regional Center 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 therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6310 in Room 1536 for 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, 760-3555713, 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 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

Week/ Date	In-Class	Homework/Other Notes
Week 1	Introduction Parts of Speech -Notecards Unit 1- Reading questionnaire Tour of library and study skills center	Purchase books and notecards Homework: Parts of speech handout
Week 2	Extensive reading Parts of speech continued- Notecards Using the dictionary Reading Faster Vocabulary and context	You MUST have your books by this day! Due: Parts of speech handout Quiz: Parts of speech and syllabus Homework: Ex.7 page 38 and Focus on vocabulary pages 112-116 exercises 6, 7, 8 and 10 (NOT 9)
Week 3	Extensive reading Using the dictionary Vocabulary in context Previewing/Predicting Reading Faster	Due: Students 1-10 book conference 1 Quiz: Dictionary
Week 4	Reading faster Learning new words from reading Scanning Making inferences	Due: Students 11-20 book conference 1 Quiz: Previewing Quiz: Parts of Speech Homework: New words pg 48-49 ex. 3 &4 Focus on Vocab pgs 131-134 exercises 11-15

Week 5	Extensive reading Book talks begin Reading faster Guessing meaning from context Making inferences	Due: Students 21-30 book conference 1 Homework: Guess meaning from context ex. 3 pg 53. Quiz: Previewing Quiz on Vocabulary
Week 6	Movie: Woman of Genesee Guessing meaning from context Scanning Topic Understanding paragraphs	Due: Students 1-10 book conference 2 Due: Reading Faster Chart 1 due Watch movie- White woman of Genesee Homework: Meaning from context ex 6-8 pgs 57-60-Focus on Vocab ex 8, 9, 10, 12 pgs 158-161 Quiz: Scanning Quiz: Making inferences
Week 7	Guessing meaning from context Work parts (suffixes and roots) Topic of paragraphs Main ideas in paragraphs	Due: Students 11-20 book conference 2 Homework: Word parts ex. 2 +4 pgs 63-66 – Main ideas ex 5 and 8 pgs 168 and 175 Quiz: Vocabulary Quiz: Topic
Week 8	Reading faster How words are used together Main ideas Supporting details	Due: Students 21-30 book conference 2 Due: Book files weeks 1-8 due Homework: Focus on Vocab pg 180-183 ex, 12, 13, 14, 16- Supporting ideas ex 10 +11 pgs 178-179 Quiz: Word parts
Week 9	Collocations Review of topic, main ideas, and supporting details	Due: Students 1-10 book conference 3 Due: Reading faster chart 2 Homework: How words are used together/sentence ex. 6, 7, 9 pg 78-80 and ex 3,4,5 pgs 86-88 Quiz: Vocabulary
Week 10	Extensive reading Identifying patterns of organization: listing and sequence Thinking in English	Due: Students 11-20 book conference 3 Due: Reading Faster Chart 2 due Homework: Focus on Vocabulary pages 200204 ex 8,9,10, 12- Relative pronouns ex 8 pg. 92 Quiz: Topic and Main Idea
Week 11	Extensive reading Identifying patterns of organization: listing and sequence Thinking in English	Due: Students 21-30 book conference 3 Due: Bring Cinderella Man to class Quiz: Vocabulary

Imperial Valley College Course Syllabus – ESL Reading 1 ESL 023

Week 12	Synonyms Dictionary Skills Pattern of organization: comparison and cause/effect Thinking in English	Due: Students 1-10 book conference 4 Read: Cinderella Man Homework: Thinking in English Ex 5 +6 pg 210-211
Week 13	Extensive reading Recognizing pattern of organization Thinking in English Graphic Organizers	Due: Reading faster chart 3 due Due: Students 11-20 book conference 4 Read: Cinderella Man
Week 14	Graphic organizers Identifying the pattern	Due: Students 21-30 book conference 4 Read: Cinderella Man Quiz: Identifying the pattern
Week 15	Final exam review	Read: Cinderella Man
Week 16	Final Exam	Due: Book Files weeks 9-16 due Bring Cinderella Man to class

Tentative, subject to change without prior notice