

Imperial Valley College Course Syllabus

**Basic Course Information**

Semester:	<b>Fall 2018</b>	Instructor Name:	<b>Josefina Ponce</b>
Course Title & #:	<b>ESL 024: ESL Reading 2</b>	Email:	<b>josefina.ponce@Imperial.edu</b>
CRN #:	<b>10356</b>	Webpage (optional):	
Classroom:	3700	Office #:	2793
Class Dates:	08-13-18 to 12-08-18	Office Hours:	M/W/F: 10:40-11:10 a.m. R: 2:30-3:00 p.m. F: 1:00-3:00 p.m.
Class Days:	T/R	Office Phone #:	(760) 355-6475
Class Times:	1:00-2:25 p.m.	Emergency Contact:	Department Secretary is an option (760) 355-6337 or email me.
Units:	3		

**Course Description**

Course designed to 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. Prerequisite: successful completion of ESL 023 or course placement.

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

ESL 023 or appropriate placement.

**Student Learning Outcomes**

1. Analyze a reading to identify the topic and main idea, and to distinguish between major & minor details.
2. Use vocabulary 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 identifying topics of readings, main ideas (both implicit & explicit), and major/minor details.
3. Identify text structures – listening, time order, comparison/contrast, cause/effect, sequencing, problem/solving, extended definition - for the purpose of drawing conclusions.
4. Demonstrate mastery in interpreting charts and graphs.

5. Demonstrate ability to choose a book of an appropriate level, read independently, summarize short text and reading selection, and provide supporting documentation of such, such as a reading log and report.
6. Correctly use an English-only dictionary to locate and decode words, identify parts of speech and antonyms & synonyms in order to understand texts.

### Textbooks & Other Resources or Links

1. Butler, New Password 4 (w/EOR), 3<sup>rd</sup> Edition, Pearson, 2017 (ISBN: 978-0-13-439938-6)
2. Barrall, The Long Road to Lucca (9), Cengage Learning, 2011
3. Advanced American Dictionary, 2<sup>nd</sup>. Edition, Longman, 2007 (recommended)

### Course Requirements and Instructional Methods

Lectures based on each lesson. Students will engage in activities related to the lessons – whole group activities, pair work, and individual work.

**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 (Western Association of Schools and Colleges) has adopted a similar requirement.

It is estimated that each student should invest 2 hours per one hour lecture, on class preparation. Each student is responsible for required readings & written assignments from each unit in the textbooks. A written report for each chapter from the book: The Long Road to Lucca is required at the end of each chapter.

**NOTES:**

1. **NO makeup exams/quizzes** will be given. In case of an emergency, contact your instructor.
2. **No** late assignments will be accepted without previous arrangements.
3. If you come to class late, 10 minutes or more, or leave class earlier, it would be counted as an absence.
4. If you are absent the day of the final, you will not be allowed to take it later. If you know you must be absent the day of the final, you must make previous arrangements for an earlier date.
5. No food/drinks/snacks allowed in the classroom. **Exception:** Water in a bottle with a top.
6. No use of cell phones/radios/beepers. They **must be off or on silent mode** during class.

Course Grading Based on Course Objectives	
TASK	PERCENTAGE OF GRADE
1. Attendance & Participation	5%
2. Homework	15%
3. Progress Tests	50%
4. Final Exam	30%
<b>TOTAL</b>	<b>100%</b>

### Course Grading Based on Course Objectives

90%-100% = **A** / 80%-89% = **B** / 70%-79% = **C**

60%-69% = **D** / 0%-59% = **F**

### 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

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!
- 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

**[Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]**

- 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 Support:** When logged in, select the help icon on the left menu in Canvas to access 27/7 phone and web support information
- **Learning Labs:** There are several 'labs' to assist you through the use of computers, tutors, or a combination. Please consult your college map for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Learning Services](#) (library). Please speak to your instructor about labs unique to your specific program.
- **Library Services:** There is more to our library than just books. You have access to tutors in the [Learning 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 760-355-6310 in Room 2109 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.

### Veteran's Center

***[Required language.]***

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)

***[Required language.]***

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](mailto: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](mailto:alexis.ayala@imperial.edu).

## Student Equity Program

### *[Required language.]*

- 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.

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

**Anticipated Class Schedule/Calendar**

<b>Week (Fri.)</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Assignments</b>
<b>Week 1</b>	<b><i>February 16, 2018 – Holiday!</i></b>	
<b>Week 2</b>	<ol style="list-style-type: none"> <li>1) Introduction to class materials, expectations, &amp; procedures</li> <li>2) <u>The Long Road to Lucca</u> - Chapter 1: <i>Wedding bells</i></li> <li>3) <u>The Long Road to Lucca</u> - Chapter 2: <i>Aunt Bea's challenge</i></li> </ol>	-Exercises related to material covered in class
<b>Week 3</b>	<ol style="list-style-type: none"> <li>1) <u>New Password 4</u> - Chapter 1: Dreamers and Doers</li> <li>2) <u>New Password 4</u> – Ch. 2: Word –of-Mouth Advertising (Intro.)</li> <li>3) <u>The Long Road to Lucca</u> - Chapter 3: <i>Decision time</i></li> </ol>	-Exercises related to material covered in class
<b>Week 4</b>	<ol style="list-style-type: none"> <li>1) <u>New Password 4</u> – Ch. 2: Word –of-Mouth Advertising (Cont.)</li> <li>2) <u>New Password 4</u> - Chapter 3: A Language on the Move</li> <li>3) <u>The Long Road to Lucca</u> - Chapter 4: <i>The great outdoors</i></li> </ol>	-Exercises related to material covered in class
<b>Week 5</b>	<ol style="list-style-type: none"> <li>1) <u>New Password 4</u> - Chapter 4: When the Employees Own the Company</li> <li>2) <u>New Password 4</u> – Unit 1 Wrap-up</li> <li>3) <u>New Password 4</u> - Chapter 5: Living to 100 and Beyond (Introduction)</li> <li>4) <u>The Long Road to Lucca</u> - Chapter 5: <i>The one that got away</i></li> </ol>	-Exercises related to material covered in class
<b>Week 6</b>	<ol style="list-style-type: none"> <li>1) <u>New Password 4</u> - Chapter 5: Living to 100 and Beyond (Cont.)</li> <li>2) <u>New Password 4</u> - Chapter 6: The Placebo Effect</li> <li>3) <u>The Long Road to Lucca</u> - Chapter 6: <i>An invitation to lunch</i></li> <li>4) <u>The Long Road to Lucca</u> - Chapter 7: <i>Goats and cheese</i></li> </ol>	-Exercises related to material covered in class
<b>Week 7</b>	<ol style="list-style-type: none"> <li>1) <u>New Password 4</u> - Chapter 7: Tears</li> <li>2) <u>New Password 4</u> - Chapter 8: Bionic Men and Women (Introduction)</li> <li>3) <u>New Password 4</u> – Unit 2 Wrap-up</li> <li>4) <u>The Long Road to Lucca</u> - Chapter 8: <i>Saving the garden</i></li> </ol>	-Exercises related to material covered in class
<b>Week 8</b>	<ol style="list-style-type: none"> <li>1) <u>New Password 4</u> - Chapter 8: Bionic Men and Women (Cont.)</li> <li>2) <u>New Password 4</u> - Chapter 9: A History of Telling Time</li> <li>3) <u>The Long Road to Lucca</u> - Chapter 9: <i>Mountain storm</i></li> </ol>	-Exercises related to material covered in class

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<b>Week (Fri.)</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Assignments</b>
<b>Week 9</b>	1) <u>New Password 4</u> - Chapter 10: Out with the Old, In with the New? 2) <u>New Password 4</u> - Chapter 11: Appropriate Technologies	-Exercises related to material covered in class
<b>Week 10</b>	1) <u>New Password 4</u> - Chapter 12: Technology in Science Fiction 2) <u>New Password 4</u> – Unit 3 Wrap-up 3) <u>The Long Road to Lucca</u> - Chapter 10: <i>The surprise visit</i>	-Exercises related to material covered in class
<b>Week 11</b>	1) <u>New Password 4</u> - Chapter 13: Small Ride, Big Trouble 2) <u>New Password 4</u> - Chapter 14: Your Trees, My Trees, Our Trees 3) <u>The Long Road to Lucca</u> - Chapter 12: <i>The journey home</i>	-Exercises related to material covered in class
<b>Week 12</b>	1) <u>New Password 4</u> - Chapter 15: Would You Eat Bugs to Save the World? 2) <u>New Password 4</u> - Chapter 16: A Small Creature with a Big Job 3) <u>New Password 4</u> – Unit 4 Wrap-up	-Exercises related to material covered in class
<b>Week 13</b>	1) <u>New Password 4</u> - Chapter 17: Economics- What's It All About? 2) <u>New Password 4</u> - Chapter 18: Behavioral Economics 3) <u>The Long Road to Lucca</u> - Chapter 11: <i>The end of Daisy?</i>	-Exercises related to material covered in class
<b>Week 14</b>	1) <u>New Password 4</u> – Unit 5 Wrap-up 2) <u>New Password 4</u> - Chapter 19: The Economics of Happiness	-Exercises related to material covered in class
<b>Week 15</b>	1) <u>New Password 4</u> - Chapter 20: Muhammad Yunus and the Grameen Bank 2) Review	-Exercises related to material covered in class
<b>Week 16</b>	1) SLO 2) Final Exam	