

**Basic Course Information**

Semester:	<b>Spring 2020</b>	Instructor Name:	<b>Sydney Rice</b>
Course Title & #:	<b>ESL 025 - Reading 3</b>	Email:	<b>Sydney.rice@imperial.edu</b>
CRN #:	<b>20335 and 21326</b>	Webpage (optional):	
Classroom:	<b>ONLINE</b>	Office #:	<b>2700 Bldg, Room 2788</b>
Class Dates:	<b>Feb 18 – June 13, 2020</b>	Student Hours:	<b>MW 1:30 – 2:30 (Office)</b>  <b>NOTE: If you need help, please ask! Other times are always available.</b>
Class Days:	<b>This is a fully online class. You will need to do work throughout the week.</b>	Virtual (online) Hours	<b>TR 6:00 – 7:00 PM (Remind and Email)</b>
Class Times:	<b>Each module closes on Saturday at 11:59 PM</b>	Office Phone #:	<b>760-355-6228</b>
Units:	<b>3 units</b>	Emergency Contact:	<b>Department Secretary, Jeanette Espinoza 760-355-6508</b>

**Course 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)

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

ESL 024 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. 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 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.

## Textbooks & Other Resources or Links

- **Smith, L. C. (2017).** *Longman academic reading series 5: Reading skills for college.* Hoboken, NJ. Pearson .ISBN: 978-0-13-276067-6
- **Boyne, J. (2007).** *Boy in the striped pajamas.* David Fickling Books; Reprint edition ISBN: 978-0-385-75153-7
- **Bradbury, R. (2012).** *Fahrenheit 451.* Simon & Schuster. ISBN: 9781451673319

## Course Requirements and Instructional Methods

Lecture Outline

1. Review of reading skills and application of skills to improve reading efficiency: skimming, scanning, vocabulary in context, inferencing, previewing, and making a prediction.
2. Analysis of reading to determine topic; analysis of stated and unstated main ideas; analysis of a selection to determine major and minor supporting details.
3. Using writing to communicate information about a reading or a text, drawing generalizations or themes from supporting evidence, and presenting the information in an abbreviated form.
4. Recognition of basic paragraph and expository development from the standpoint of the reader: listing order, time order, comparison/contrast, cause/effect, sequencing, problem/solution, extended definition.
5. Analysis of information presented for validity, credibility, writer's purpose and point of view and the ability to apply background knowledge in order to make judgment about the appropriateness of the text for a given purpose.
6. Review of library skills and techniques for reading independently;
7. Dictionary skills

**Method Of Evaluation To Determine If Objectives Have Been Met By Students:**

- Mid-Term/Final Exam(s)
- Oral Assignments
- Quizzes
- Written Assignments
- Class Activity

**Instructional Methodology:**

- Audio Visual
- Computer Assisted Instruction
- Demonstration
- Discussion
- Group Activity
- Individual Assistance
- Lecture

**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**

Activity	Percentage of Final Grade
Orientation	1%
Reflective Journals	5%
Think and Discuss	10%
Scholarly Writings	15%
Chapter/Reading Assignments	24%
Literature Work (Boy in the Striped Pajamas/Fahrenheit 451)	30%
Exams	15%
<b>TOTAL</b>	<b>100%</b>

This course must be taken for a letter grade. You will be assigned a final grade based on your the work you do online. It’s important, therefore, that you complete assignments and do your best on quizzes and the final exam. In order to pass the course, you must pass the final exam.

**Homework:** All homework assignments must be submitted on the date they are due. If you fail to complete or turn in the homework on the date it is due, you will receive a grade of zero for that assignment. All units are open at the beginning of the term. It is your responsibility to make sure you have completed your work by the due date.

**Exams:** All modules are open at the beginning of the term, but will close after each week. Because you have access to all materials, no make-up exams will be allowed. Final work must be submitted by Friday, June 12<sup>th</sup> to receive credit. Any work that is not completed by the deadline will be given a zero.

**All work must be completed by the posted deadline. You may work ahead, but you may not submit work after the deadline. If you do not submit your work, you will receive a non-passing grade.**

### 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

- 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, only students enrolled in the class may attend; children are not allowed.

### 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 (!!!!)].
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## 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: 877-893-9853.
- **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 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 counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or 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](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**

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**

The anticipated Class Schedule is set forth below. Please note that this is an online course, so the assignments are determined before the beginning of the course. Please consult the online course Modules and assignments. Please note that the class schedule is also reflected in the Modules of the online course.

Weeks begin on Sundays and end on the following Saturday at 11:59 PM.

Week	Activity, Assignment, and/or Topic
Week 1	<p><b>Module 1</b></p> <p>Orientation</p>
Week 2	<p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about social norms and factors that influence people growing up;</li> <li>• Read an article about sociology from a textbook;</li> <li>• Respond to the article using scholarly writing;</li> <li>• Work on vocabulary;</li> <li>• Read an essay and complete a quiz about the academic discipline of sociology;</li> <li>• Prepare to read <i>Boy in the Striped Pajamas</i>;</li> <li>• Learn about text structure.</li> <li>• Reflect on your work.</li> </ul>
Week 3	<p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about "nature" versus "nurture";</li> <li>• Read an article about the birth of personality from a textbook;</li> <li>• Work on reading skills;</li> <li>• Practice uncovering the text structure of an academic text;</li> <li>• Compare your text structure work with your classmates;</li> <li>• Begin reading <i>The Boy in the Striped Pajamas</i> and complete a short quiz;</li> <li>• Use scholarly writing to respond to a prompt;</li> </ul>
Week 4	<p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about influences of the process of socialization;</li> <li>• Read an article about agents of socialization in the textbook;</li> <li>• Practice reading skills.</li> <li>• Read chapter 7 - 12 in <i>The Boy in the Striped Pajamas</i> and take a short quiz;</li> <li>• Learn about text structure;</li> <li>• Use scholarly writing to respond to a prompt;</li> </ul>



Week	Activity, Assignment, and/or Topic
	<ul style="list-style-type: none"> <li>• Reflect on your learning.</li> </ul>
Week 5	<p><b>Module 5</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion on sociology and society;</li> <li>• Take a test on Unit 1: Sociology;</li> <li>• Read <i>The Boy in the Striped Pajamas</i> chapters 13-17 and take a short quiz;</li> <li>• Learn about paraphrasing;</li> <li>• Participate in a group writing project;</li> <li>• Use scholarly writing to produce a short composition.</li> </ul>
Week 6	<p><b>Module 6</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about art;</li> <li>• Read an article about Impressionism;</li> <li>• Practice reading skills.</li> <li>• Read chapter 18 - 20 in <i>The Boy in the Striped Pajamas</i> and take a short quiz;</li> <li>• Learn about book reports;</li> <li>• Use scholarly writing to respond to a prompt;</li> <li>• Reflect on your learning.</li> </ul>
Week 7	<p><b>Module 7</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about art;</li> <li>• Read an article about Post Impressionism;</li> <li>• Practice reading skills.</li> <li>• Submit a book report on <i>The Boy in the Striped Pajamas</i>;</li> <li>• Use scholarly writing to respond to a prompt.</li> </ul>
Week 8	<p><b>Module 8</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about various art forms;</li> <li>• Read an article about Abstract Expressionism;</li> <li>• Practice reading skills.</li> <li>• Take a test on <i>The Boy in the Striped Pajamas</i>;</li> <li>• Use scholarly writing to respond to a prompt;</li> <li>• Reflect on your learning.</li> </ul>
Week 9	<p><b>Module 9</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about culture;</li> <li>• Take a test on Unit 2 - Origins of Modern Art;</li> <li>• Read in article about defining culture;</li> <li>• Practice reading skills;</li> </ul>

Week	Activity, Assignment, and/or Topic
	<ul style="list-style-type: none"> <li>• Work on vocabulary;</li> <li>• Begin reading <i>Fahrenheit 451</i> - Part 1: The Hearth and the Salamander;</li> <li>• Learn about concept maps.</li> </ul>
Week 10	<p><b>Module 10</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about concepts in <i>Fahrenheit 451</i>;</li> <li>• Read an article about horticultural societies;</li> <li>• Practice reading skills;</li> <li>• Work on vocabulary;</li> <li>• Finish reading <i>Fahrenheit 451</i>, Part 1: The Hearth and the Salamander;</li> <li>• Take a test on <i>Fahrenheit 451</i>;</li> <li>• Learn about writing summaries;</li> <li>• Use scholarly writing to respond to a prompt;</li> <li>• Reflect on your learning.</li> </ul>
Week 11	<p><b>Module 11</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about legend and tradition;</li> <li>• Read an article about the Ojibway people of Minnesota;</li> <li>• Practice reading skills;</li> <li>• Work on vocabulary;</li> <li>• Begin reading <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand;</li> <li>• Write a summary of <i>Fahrenheit 451</i>;</li> <li>• Submit your concept map of <i>Fahrenheit 451</i>, Part 1.</li> <li>• Use scholarly writing to respond to a prompt.</li> </ul>
Week 12	<p><b>Module 12</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion on concepts from <i>Fahrenheit 451</i>.</li> <li>• Take a test on Unit 3 - Anthropology;</li> <li>• Read an article about the human migration;</li> <li>• Practice reading skills;</li> <li>• Work on vocabulary;</li> <li>• Continue reading <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand;</li> <li>• Learn about using clues to help comprehension;</li> <li>• Reflect on your learning.</li> </ul>
Week 13	<p><b>Module 13</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about concepts in <i>Fahrenheit 451</i>;</li> <li>• Read an article about the 19th century human migration in North America;</li> <li>• Practice reading skills;</li> </ul>

Week	Activity, Assignment, and/or Topic
	<ul style="list-style-type: none"> <li>• Work on vocabulary;</li> <li>• Finish reading <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand;</li> <li>• Take a test on <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand;</li> <li>• Use scholarly writing to respond to a prompt.</li> </ul>
Week 14	<p><b>Module 14</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about the concepts on <i>Fahrenheit 451</i>;</li> <li>• Read an article about the refugee migration from Europe to North America;</li> <li>• Practice reading skills;</li> <li>• Work on vocabulary;</li> <li>• Finish reading <i>Fahrenheit 451</i>, Part 3: <i>Burning Bright</i>;</li> <li>• Write a summary of <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand;</li> <li>• Submit a concept map of <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand;</li> <li>• Reflect on your learning.</li> </ul>
Week 15	<p><b>Module 15</b></p> <ul style="list-style-type: none"> <li>• Participate in a discussion about <i>Fahrenheit 451</i>;</li> <li>• Write a summary of <i>Fahrenheit 451</i>, Part 3: <i>Burning Bright</i>;</li> <li>• Submit a concept map of <i>Fahrenheit 451</i>, Part 3: <i>Burning Bright</i>;</li> <li>• Begin your final scholarly writing assignment which you will submit next week;</li> <li>• Reflect on your learning this term;</li> <li>• <b>Prepare next week's exams and writing assignment!</b></li> </ul>
Week 16	<p><b>Module 16</b></p> <p>Exam – <i>Fahrenheit 451</i>            Exam – Unit 10            Final Scholarly Writing            Course Evaluation</p>

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