

**Basic Course Information**

Semester:	<b>FALL 2020</b>	Instructor Name:	<b>Dr. Laura MacKenzie</b>
Course Title & #:	<b>ESL Reading 1</b>	Email:	<b>Laura.mackenzie@imperial.edu</b>
CRN #:	<b>20349</b>	Webpage (optional):	<b>Canvas</b>
Classroom:	<b>TBD</b>	Office #:	<b>TBD</b>
Class Dates:	<b>8/17 - 12/12</b>	Office Hours:	<b>n/a</b>
Class Days:	<b>n/a</b>	Office Phone #:	<b>Use email, please</b>
Class Times:	<b>Online</b>	Emergency Contact:	<b>ESL Department Office (760) 355-6337</b>
Units:	<b>3</b>		

**Course Description**

ESL 023 is a designed to assist intermediate ESL students in developing reading skills and reading efficiency in English. Focus will be placed on understanding text structure and overall comprehension of texts. Further development of reading skills will also be emphasized.

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

Appropriate placement.

**Student Learning Outcomes**

1. Analyze a reading to identify the topic and main idea, and to distinguish between major and minor details (ILO 2).
2. Use vocabulary 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 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

- 1- Longman Dictionary of Contemporary English
- 2- Reading Power 2 (4/e) by Mikulecky, B. and Jeffries, L.

ISBN 9780135596593

(Bundles available in the campus bookstore.)

### Course Requirements and Instructional Methods

The class will consist of lectures, group, pair and individual work. You are expected to participate in discussions and presentations.

You will be asked to read at least three books for extended (independent) reading and to submit reports and reading logs.

You will be asked to create a power point or google slides presentation about one of the independent reading books.

You will be taking quizzes on Canvas. The quizzes have due dates. Late submissions will get a zero.

You must check Canvas every week to find out what the homework is and to read announcements. I recommend that you check your IVC students email on a daily basis.

You will be assigned a lot of reading tasks/exercises to be done from home. You are expected to complete all the activities in a timely manner.

**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
Assignments (Canvas Quizzes, Reading Faster logs, textbook pages, etc.)	35%
Independent Reading (reading logs, book reports, IR Canvas assignments)	20%
Book Presentation	15%
Midterm Test & Final Test	30%
TOTAL	100%
90-100%=A / 80-89%=B	70-79%=C / 60-69%=D / 0%-59%=F

**Attendance, Late/Missed Work, Make-up Quizzes/Tests and Speeches**

- As this course will be conducted online in an asynchronous manner, attendance will not be counted. However assignments and late/missing work may result in a lowered grade. Tests or projects may not be made up or turned in late.
- Late homework will receive partial credit only (50%). You must turn in any missed/late homework on the following class meeting for partial credit only (50%). After a week, I will not receive any missed/late homework.
- If you know that you are going to be absent on a day the students are taking a quiz/test or giving a speech, and you have a valid excuse, you must speak with me to schedule an appointment to take the test/quiz or give the speech in advance. Only students who have a valid excuse will be allowed to make up work. No make-up quizzes/tests or presentations (speeches) will be permitted without a prior arrangement.

**Important note:** 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.

### Classroom Etiquette

This class aims to help you develop your English skills; therefore, you are expected to communicate in English only. Please refrain from speaking in your native language in class.

- **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

Whenever you communicate with me via email, follow the rules described below. I usually reply to emails within 24 hours. However, you need to be aware that sometimes it may take me up to 48 hours to reply especially if you email me on weekends. Your emails **MUST** be written in English. I will not reply to any emails written in Spanish or any other language other than English.

- **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

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.

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.

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](#) and the WLTC, 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  
\*\*\* subject to change without prior notice\*\*\***

GOTG=*Guardians of the Galaxy* (reader); FOV= Focus on Vocabulary (vocabulary exercises in the textbook);  
IR=Independent Reading

WEEK/DATE	TOPIC	DEADLINES *You MUST check Canvas for additional deadlines and homework assignments
Week 1 Aug. 17	-Syllabus -Extensive Reading (Part 1, Units 1-3): New Vocabulary in Your Reading Fiction and Non-fiction Books -Using your dictionary	-Take the syllabus quiz in Canvas

Imperial Valley College Course Syllabus – ESL 023 Reading 1 CRN 20349

Week 2 Aug. 24	-Previewing & Scanning (Part 3, Units 1-2) -Guidelines for Learning Vocabulary (Part 2, Unit 1) -Using your dictionary con't	Begin Independent Reading Book (IR) #1
Week 3 Aug. 31	-Learning New Words from Your Reading (Part 2, Unit 2) - Dictionary Skills Con't -Guessing Meaning from Context (Part 2, Unit 3)	-FOV (pages 131-134)
Week 4 Sept 7	-Word Parts (Part 2, Unit 4)	-FOV (pages 112-116)
Week 5 Sept. 14	-How Words Are Used Together (Part 2, Unit 5)	-IR Book #1 documentation due (report, log and vocab entries)
Week 6 Sept. 21	-How Words Work in Sentences (Part 2, Unit 6) -Identifying the Pattern (Part 3, Unit 6)	Begin IR Book #2
Week 7 Sept. 28	-How Words Work in Sentences (Part 2, Unit 6) -Identifying the Pattern (Part 3, Unit 6) -Introduction to Reading Faster (Part 4)	-FOV (pages 145-149 and 158-161)
Week 8 Oct. 5	Midterm test	<u>-Reading Faster Unit 1 Log due</u>
Week 9 Oct. 12	-How Words Work in Sentences (Part 2, Unit 6) Con't -Identifying the Pattern (Part 3, Unit 6) Con't	-IR Book #2 documentation due (report, log and vocab entries)
Week 10 Oct. 19	-Making Inferences (Part 3, Unit 3)	-Reading Faster Unit 2 Log
Week 11 Oct. 26	-Focusing on the Topic (Part 3, Unit 4)	-FOV (pages 200-204)
Week 12 Nov. 2	-Understanding Paragraphs	-FOV (pages 216-219)



Week 13 Nov. 9	-Understanding Paragraphs Con't -Thinking in English (Part 3, Unit 7)	-IR Book #3 documentation due (report, log and vocab entries)  -Last day to submit the title of your book for the project
Week 14 Nov. 16	-Book Presentations due -Final Test Review Session	-Reading Faster Unit 3 Log -book presentations due
Week 15 Nov. 23	Thanksgiving Break	
Week 16 Nov. 20	-Final Test	