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Basic Course Information

Semester:	FALL 2020	Instructor Name:	Rosalinda Ramírez-Domínguez
Course Title & #:	ESL 025 – Reading 3	Email:	Rosalinda.ramirez-dominguez@imperial.edu
CRN #:	10359	Webpage (optional):	
Classroom:	ONLINE	Office #:	online
Class Dates:	Aug 17 – Dec 11, 2020	Student Hours:	Tuesdays 5:00 pm – 6:00 pm Fridays 10:00 am – 11:00 am NOTE: If you need help, please ask! ZOOM Office hours I can make an appointment with you
Class Days:	This is a fully online class. You will need to do work throughout the week.	Virtual (online) Hours	online
Class Times:	Each module closes on Saturday at 11:59 PM	Office Phone #:	(760) 679-3788
Units:	3 units	Emergency Contact:	Department Secretary, Lency Lucas 760-355-6337

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.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here:
<https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

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%
TOTAL	100%

This course must be taken for a letter grade. You will be assigned a final grade based on your 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 each week, and will close at the end of the week. Final work must be submitted by Friday, December 11th 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. If you do not submit your work, you will receive a non-passing grade.

Attendance

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Classroom Etiquette

How do I act differently if I have an on-ground class during COVID?

1. **DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
 - a. Even if your symptoms are mild, stay home.
 - b. Email your instructor to explain why you are missing class.
 - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
 - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
 - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
2. **ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
 - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
3. **BRING A MASK TO CLASS (and always wear it).**
 - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
4. **GO DIRECTLY TO YOUR CLASSROOM.**
 - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.
5. **WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
 - a. Your classroom is equipped with cleaning supplies. Use them as needed.
6. **BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
 - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
7. **BRING YOUR OWN FOOD AND DRINKS.**
 - a. There is no food service currently offered on campus.

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 (!!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

- 1) **Be RESPECTFUL**
 - a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
- 2) **Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
 - a. People walking around and pets barking can be a distraction.
- 3) **EAT AT A DIFFERENT TIME.**
 - a. Crunching food or chugging drinks is distracting for others.
 - b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.
- 4) **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
 - a. It is hard to see you in dim lighting so find a location with light.
 - b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.
- 5) **POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
 - a. If you are using the camera, show your face; it helps others see your non-verbal cues.
 - b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably.
- 6) **Be READY TO LEARN AND PAY ATTENTION**
 - a. Catch up on other emails or other work later.
 - b. If you are Zooming, silence your phone and put it away.
 - c. If you are in a room with a TV – turn it off.
- 7) **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
 - a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.
- 8) **REMEMBER TO UNMUTE WHEN SPEAKING**
 - a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
 - b. Do not speak when someone else is speaking.
- 9) **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
 - a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
 - b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.
- 10) **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
 - a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

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.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's 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.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

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. When campus is open, 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, but you must make an appointment. 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, or when campus reopens, visit 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 when campus reopens visit 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, 760-355-5713, 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. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401. 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.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

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

Week	Activity, Assignment, and/or Topic
Week 5	<p>Module 5</p> <ul style="list-style-type: none"> • Participate in a discussion on sociology and society; • Take a test on Unit 1: Sociology; • Read <i>The Boy in the Striped Pajamas</i> chapters 13-17 and take a short quiz; • Learn about paraphrasing; • Participate in a group writing project; • Use scholarly writing to produce a short composition.
Week 6	<p>Module 6</p> <ul style="list-style-type: none"> • Participate in a discussion about art; • Read an article about Impressionism; • Practice reading skills. • Read chapter 18 - 20 in <i>The Boy in the Striped Pajamas</i> and take a short quiz; • Learn about book reports; • Use scholarly writing to respond to a prompt; • Reflect on your learning.
Week 7	<p>Module 7</p> <ul style="list-style-type: none"> • Participate in a discussion about art; • Read an article about Post Impressionism; • Practice reading skills. • Submit a book report on <i>The Boy in the Striped Pajamas</i>; • Use scholarly writing to respond to a prompt.
Week 8	<p>Module 8</p> <ul style="list-style-type: none"> • Participate in a discussion about various art forms; • Read an article about Abstract Expressionism; • Practice reading skills. • Take a test on <i>The Boy in the Striped Pajamas</i>; • Use scholarly writing to respond to a prompt; • Reflect on your learning.
Week 9	<p>Module 9</p> <ul style="list-style-type: none"> • Participate in a discussion about culture; • Take a test on Unit 2 - Origins of Modern Art; • Read in article about defining culture; • Practice reading skills; • Work on vocabulary; • Begin reading Fahrenheit 451 - Part 1: The Hearth and the Salamander;

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

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

Tentative, subject to change without prior notice