



Basic Course Information

Semester:	Spring 2021	Instructor Name:	Manuel Guzmán
Course Title & #:	ESL 023 ESL Reading 1	Email:	manuel.guzman@imperial.edu
CRN #:	20347	Office #:	Online
Classroom:	Online	Office Hours:	Monday 12-1 pm (Pronto) Monday 2:05-3:05 pm (e-mail)
Class Dates:	2/16 – 6/11/2021	Office Phone #:	N/A
Class Days:	Monday	Emergency Contact:	760-355-6337 (Lency Lucas)
Class Times:	1:00 – 2:05 pm.	Class Format:	RT-Online
Units:	3		

Course Description

This course is designed to assist intermediate level ESL students in developing reading skills and reading efficiency in English. Focus will be placed understanding text structure and overall comprehension of a variety of texts. Further development of reading skills will also be emphasized. (Nontransferable, nondegree applicable)

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

Appropriate placement.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Analyze a reading to identify the topic and main idea, and to distinguish between major and minor details (ILO 2).
2. Use knowledge of vocabulary and structure to determine the rhetorical mode of a reading (ILO 2).
3. Apply knowledge of usage of an English-only dictionary to aid in reading comprehension (ILO 2).

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate ability to use reading skills such as skimming, scanning, vocabulary in context, making inferences, previewing, and making predictions to aid in overall comprehension.
2. Demonstrate ability to identify topics of readings.
3. Demonstrate ability to identify explicit and implicit main ideas, and major/minor supporting details.

4. Identify text structures - listing, time order, comparison/contrast, cause/effect - for the purpose of drawing a conclusion.
5. Demonstrate competency to interpret charts and graphs.
6. Demonstrate ability to choose a book of an appropriate level, read independently and provide supporting documentation of such, such 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. **Reading Power 2**. Mikulecky, B. & Jeffries, L., Pearson Longman. 2010 (4th Ed).
2. Online lab: **MyEnglishLab- Reading 2** (Bundle ISBN 978-0-13-391631-7)
3. eBooks: **TeenBookCloud** (available for free through the IVC Library)

*Students can purchase a print copy of RP2 for just \$24.74 with Discount Code: **VIP25** (valid only thru Feb) at checkout with **NO markup and FREE UPS Shipping!**

http://vig.pearsoned.com/store/product/1,1207,store-14563_isbn-0138143889,00.html

*Students can purchase an access code to the MEL - Reading 2 for \$12.99 with Discount Code: **MEL2021** (valid only thru Feb) at checkout at www.eltbodymylab.com

Once you obtain an access code: Go to <https://myenglishlab.pearson-intl.com/> Your course id: **UXXX-HTWY**

Course Requirements and Instructional Methods

If you intend to master English, you must use it. Therefore, you should be prepared to speak and write with your classmates and teacher in English. You may be expected to speak in English in the following contexts:

- (1) with a partner;
- (2) in a small group;
- (3) in a formal presentation in front of the class;
- (4) with your teacher;
- (5) in telephone assignments;
- (6) with strangers in out-of-class assignments.

You will also listen to audio clips and watch videos and will be expected to discuss and write about the content in English. We will do a variety of activities in class. Sometimes there will be lecture and you will need to take notes (and ask questions!). Sometimes you will do individual writings and exercises, and sometimes you will do pair/group writings and exercises. You should also expect that you will take tests throughout the term. Success: Acquiring another language requires focused effort. Sitting in class is simply not sufficient for you to succeed. You must study, speak, read, and listen to English as much as you possibly can outside of class.

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:

Computer Assisted Instruction
Demonstration

Discussion
Individual Assistance
Audio Visual

Group Activity
Computer Assisted Instruction
Discussion

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

Out-of-class	10%	Presentations	5%	Homework	15%	Book Reports	15%
Quizzes	15%	My English Lab	20%	Final Exam	20%		

90%+ = A 80-89% = B 70-79% = C 60-69% = D 59% or below = F

Course Policies

Online netiquette:

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own 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.

Other Course Information

Out-of-class:

Read a book of your choice. Write a 10-12 sentence paragraph summarizing the plot.

Reading and Writing:

1. Review a chart/graph provided by the instructor. Write a verbal interpretation of the chart/graph.
2. Read a verbal description of some data provided by the instructor. Create a chart/graph based on the data.

Work-based Learning

Career possibilities:

Work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experiences. These opportunities will provide you with a deeper, more engaging, and relevant learning environment. This semester, I will be offering the following WBL activities in order to provide you with the opportunity to explore career options in your field of interest.

WBL Activity Name	WBL Activity Description
WBL Activity 1: Research	Research current job data about the field the student is interested in pursuing for future employment.
WBL Activity 2: Interview	Interview a career professional in the field that the student is interested in pursuing for future employment.
WBL Activity 3: Resume	Create a Resume with the assistance of the College's Career Services Center.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course.

COURSE CALENDAR **

ESL 023

Spring 2021

Anticipated Class Schedule/Calendar		
	In Class	Out of Class/Homework
Week 1 2/16 – 20	Orientation, Introductions Review: Parts of Speech Autobiography Select independent reading book (200 pgs. minimum)	<ul style="list-style-type: none">• written/recorded autobiography• Independent book
Week 2	Vocabulary Building: Guidelines for Learning New Vocabulary; Vocabulary Notebook; Using Your Dictionary	<ul style="list-style-type: none">• Canvas Tasks

Anticipated Class Schedule/Calendar		
2/21 – 27	<p><u>Comprehension Skills:</u> Previewing & Scanning</p> <p><u>Extensive Reading:</u> Fiction and Non- Fiction; New Vocabulary in your Reading; Books; Selecting Your First E-Book</p> <p><u>MyEnglishLab Practice:</u> Block #1</p>	<ul style="list-style-type: none"> • TeenBookCloud Reading • MyEnglishLab Tasks
Week 3 2/28 – 3/6	<p><u>Vocabulary Building:</u> Learning New Words from Your Reading</p> <p><u>Comprehension Skills:</u> Previewing & Predicting</p> <p><u>Extensive Reading:</u> Reading Circle- E-Book #1</p> <p><u>MyEnglishLab Practice:</u> Block #2</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks
Week 4 3/7 - 13	<p><u>Vocabulary Building:</u> Guessing Meaning from Context</p> <p><u>Comprehension Skills:</u> Making Inferences, Part 1</p> <p><u>Extensive Reading:</u> Writing About your Book (Book Report #1)</p> <p><u>MyEnglishLab Practice:</u> Block #3</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks
Week 5 3/14 – 20	<p><u>Vocabulary Building:</u> Words Parts; Dictionary Practice</p> <p><u>Comprehension Skills:</u> Making Inferences, Part 2</p> <p><u>Extensive Reading:</u> Selecting Your Second E-Book</p> <p><u>MyEnglishLab Practice:</u> Block #4</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks
Week 6 3/21 – 27	<p><u>Vocabulary Building:</u> How Words Are Used Together, Part 1; Dictionary Practice</p> <p><u>Comprehension Skills:</u> Focusing on the Topic, Part 1</p> <p><u>Extensive Reading:</u> E-Book #2 Reading Circle</p> <p><u>MyEnglishLab Practice:</u> Block #5A</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks
Week 7 3/28 – 4/3	<p><u>Vocabulary Building:</u> How Words Are Used Together, Part 2; Dictionary Practice</p> <p><u>Comprehension Skills:</u> Focusing on The Topic, Part 2</p> <p><u>Extensive Reading:</u> Book Report #2</p> <p><u>MyEnglishLab Practice:</u> Block #5B</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks
4/4 – 4/10	Spring Recess	
Week 8 4/11 – 17	<p><u>Vocabulary Building:</u> How Words Work in Sentences, Part 1; Dictionary Practice</p> <p><u>Comprehension Skills:</u> Understanding Paragraphs, Part 1</p> <p><u>Extensive Reading:</u> Selecting Your Third E-Book</p> <p><u>MyEnglishLab Practice:</u> Block #6A</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks
Week 9 4/18 – 24	<p><u>Vocabulary Building:</u> How Words Work in Sentences, Part 2; Dictionary Practice</p> <p><u>Comprehension Skills:</u> Understanding Paragraphs, Part 2</p> <p><u>Extensive Reading:</u> E-Book #3 Reading Circle</p> <p><u>MyEnglishLab Practice:</u> Block #6B</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks

Anticipated Class Schedule/Calendar		
Week 10 4/25 – 5/1	<p><u>Vocabulary Building</u>: How Words Work in Sentences, Part 2; Dictionary Practice</p> <p><u>Comprehension Skills</u>: Understanding Paragraphs, Part 2</p> <p><u>Extensive Reading</u>: Book Report #3</p> <p><u>MyEnglishLab Practice</u>: Block #6C</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks
Week 11 5/2 – 8	<p><u>Vocabulary Building</u>: How Words Work in Sentences, Part 3; Dictionary Practice</p> <p><u>Comprehension Skills</u>: Understanding Paragraphs, Part 3</p> <p><u>Extensive Reading</u>: Selecting Your Fourth E-Book</p> <p><u>MyEnglishLab Practice</u>: Block #6D</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks
Week 12 5/9 – 15	<p><u>Vocabulary Building</u>: Focus on Vocabulary, Part 1</p> <p><u>Comprehension Skills</u>: Interpreting Charts and Graphs, Part 1</p> <p><u>Extensive Reading</u>: E-Book #4 Reading Circle</p> <p><u>MyEnglishLab Practice</u>: Block #7A</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks
Week 13 5/16 – 22	<p><u>Vocabulary Building</u>: Focus on Vocabulary, Part 2</p> <p><u>Comprehension Skills</u>: Interpreting Charts and Graphs, Part 2</p> <p><u>Extensive Reading</u>: Book Report #4; Selecting your Fifth E-Book; Book Project (Padlet) Instructions</p> <p><u>MyEnglishLab Practice</u>: Block #7B</p>	<ul style="list-style-type: none"> • Canvas Tasks • TeenBookCloud Reading • MyEnglishLab Tasks
Week 14 5/23 – 29	<p><u>Vocabulary Building</u>: Focus on Vocabulary, Part 3</p> <p><u>Comprehension Skills</u>: Identifying the Pattern, Part 1</p> <p><u>Extensive Reading</u>: E-Book #5 Reading Circle</p> <p><u>MyEnglishLab Practice</u>: Block #8A</p>	<ul style="list-style-type: none"> • Canvas Tasks • MyEnglishLab Tasks
Week 15 5/30 – 6/5	<p><u>Vocabulary Building</u>: Focus on Vocabulary, Part 4</p> <p><u>Comprehension Skills</u>: Identifying the Pattern, Part 2</p> <p><u>Extensive Reading</u>: E-Book #5 Book Report</p> <p><u>MyEnglishLab Practice</u>: Block #8B</p>	<ul style="list-style-type: none"> • Canvas Tasks • MyEnglishLab Tasks • WBL due • Independent reading book report due.
Week 16 6/6 – 11	FINAL EXAM	

Tentative, subject to change without prior notice