

### Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Elizabeth Kemp</b>
Course Title & #:	<b>ESL 025 – ESL Reading 3</b>	Email:	<b>Elizabeth.kemp@imperial.edu</b>
CRN #:	<b>20353</b>	Webpage (Canvas):	<b>Imperial.instructure.com</b>
Classroom:	<b>ONLINE</b>	Office #:	<b>2790</b>
Class Dates:	<b>Feb. 16 – June 11, 2021</b>	Office Hours:	<b>M-Th 10-11am online via email</b>
Class Days:	<b>ONLINE – due dates on Wednesdays and Mondays</b>	Office Phone #:	<b>760-355-6398</b>
Class Times:	ONLINE - Make your own weekly schedule	Emergency Contact:	<b>ESL receptionist: 760-355-6337</b>
Units:	3	Class Format:	Traditional Online/asynchronous

### 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.

### 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

- Demonstrate mastery in using reading skills such as skimming, scanning, vocabulary in context, making inferences, previewing and making predictions to aid in overall comprehension;
- Demonstrate mastery identifying topics of readings, main ideas (both implicit and explicit), and major/minor details.
- Demonstrate competency in summarizing short text and reading selections, and the ability to summarize longer selections.
- Identify text structures - listing, time order, comparison/contrast, cause/effect, sequencing, problem/solution, extended definition - for the purpose of drawing a conclusion;
- 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;
- Demonstrate ability to choose a book of an appropriate level, read independently and provide supporting documentation of such, such a reading log and report.
- 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

You will also need:

- Notebook or paper
- Pen or pencil and highlighter
- Regular access to a computer with internet, Canvas, email, and Microsoft Word or Google Docs
- Webcam or video camera and microphone for recording video discussions
- Good notes

\*note: we will be using technology in this course. Assignments, quizzes, and discussions will be held or submitted on Canvas. Additionally, you may be asked to download, upload, and/or print resources

### Course Requirements and Instructional Methods

This class will consist of online activities including quizzes, discussions, readings, scholarly writings, and other, various online assignments. We will discuss our own personal experiences, thoughts, and opinions. We will read about different academic subject and write scholarly responses. We will also read two novels together and complete book reports.

Finally, you'll be asked to study some vocabulary and grammar and reflect on your learning as we go.

Discussions, quizzes, reflections, reading activities, and writing assignments will be posted and submitted online.

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.

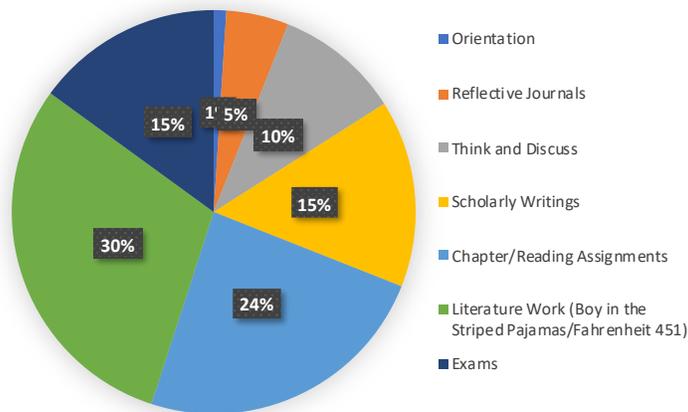
### Course Grading Based on Course Objectives

This class uses a weighted grading system. The points for each assignment count toward a category. The weights are as follows:

Activity	Percentage of Final Grade
Orientation module	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>



## Grade Calculation



A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or below. Students must earn 70% or higher to pass the class.

**Work Week:** Due dates are on Wednesdays and Mondays.

**Late Work:** All homework assignments must be submitted on the date they are due. As a rule, late work is not accepted and make-up exams are not allowed. If you have an emergency or a health issue and your work will be late, please contact me so we can make arrangements for you to complete your work.

## Course Policies

**Attendance Policy:** Attendance in an online class is determined by participation or submission of an assignment or activity. In this class, **students must submit an assignment by the third day of the semester** to remain in the class and avoid being dropped.

**Participation Policy:** People learn better when they are connected as a community. I encourage and expect all students to work together and participate in discussion boards, video posts, and occasional, optional video conferences using English only.

**Respectful Use and Speech Policy:** All students should be respectful to each other and the instructor. Remember that we are all here to learn, and learning requires practice. Nobody is perfect, and nobody in the class should feel scared or embarrassed about making mistakes. They are a part of learning! I expect all students to be treated with respect. If someone disagrees with an opinion, it is not an opportunity for name-calling or belittling. It is a time to respectfully listen, contemplate, and learn. We do not have to agree in the discussion boards, but we do have to be respectful and kind. Any instances of disrespect in a discussion or group collaboration should be brought to the instructor's attention and may result in the disrespectful student losing points or being reported to the campus disciplinary officer.

**Plagiarism and Academic Honesty Policy:** Because I want to ensure that you are practicing and learning in this class, I take plagiarism pretty seriously. Plagiarism happens when you copy words or ideas from somewhere else and submit it or repeat it as your own work. We get better at what we practice, and when we copy, we only get better at copying, not the important English skills we should be practicing. Plagiarism is academic dishonesty and is a very serious problem.

Plagiarism includes:

- copying and pasting information from webpages;
- copying answers from an answer key or Teacher's book;
- copying the work from another student in your class, in another class, or from a previous term;
- copying information from a webpage or book in Spanish and submitting the English translation as your work.

To help keep track of plagiarism, I use UniCheck in our class. UniCheck will run a report and show how much of the paper is exactly like another paper or webpage. If more than 20% of your paper is copied from another source you will lose points off your base score. For example, if the UniCheck score shows 28% of your paper was copied, the best score you will be able to get is 72% (100 points – 28 points = 72 points).

## Other Course Information

How much work will you do? You should expect to do at least 9 hours of week each week for this class. 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.

## 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

Week	Activity, Assignment, and/or Topic
<b>Week 1</b> <b>(2/16 – 2/20)</b>	Complete Module 1 – Orientation
<b>Week 2</b> <b>(2/21 – 2/27)</b>	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 Boy in the Striped Pajamas; Learn about text structure. Reflect on your work.
<b>Week 3</b> <b>(2/28 – 3/6)</b>	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 The Boy in the Striped Pajamas and complete a short quiz; Use scholarly writing to respond to a prompt;
<b>Week 4</b> <b>(3/7 – 3/13)</b>	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 The Boy in the Striped Pajamas and take a short quiz; Learn about text structure; Use scholarly writing to respond to a prompt; Reflect on your learning.
<b>Week 5</b> <b>(3/14 – 3/20)</b>	Participate in a discussion on sociology and society; Take a test on Unit 1: Sociology; Read The Boy in the Striped Pajamas 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.
<b>Week 6</b> <b>(3/21 – 3/27)</b>	Participate in a discussion about art; Read an article about Impressionism; Practice reading skills.



	<p>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.</p>
<b>Week 7 (3/28 – 4/3)</b>	<p>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.</p>
<b>April 3 – April 10</b>	<p>SPRING BREAK !!! You don't have any work due this week, but Week 9 will be open if you want to get a headstart.</p>
<b>Week 8 (4/11 – 4/17)</b>	<p>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.</p>
<b>Week 9 (4/18 – 4/24)</b>	<p>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; Learn about concept maps.</p>
<b>Week 10 (4/25 – 5/1)</b>	<p>Participate in a discussion about concepts in Fahrenheit 451; Read an article about horticultural societies; Practice reading skills; Work on vocabulary; Finish reading Fahrenheit 451, Part 1: The Hearth and the Salamander; Take a test on Fahrenheit 451; Learn about writing summaries; Use scholarly writing to respond to a prompt; Reflect on your learning.</p>
<b>Week 11 (5/2 – 5/8)</b>	<p>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 Fahrenheit 451, Part 2: The Sieve and the Sand; Write a summary of Fahrenheit 451; Submit your concept map of Fahrenheit 451, Part 1. Use scholarly writing to respond to a prompt.</p>
<b>Week 12 (5/9 – 5/15)</b>	<p>Participate in a discussion on concepts from Fahrenheit 451. Take a test on Unit 3 - Anthropology; Read an article about the human migration; Practice reading skills; Work on vocabulary;</p>



	Continue reading Fahrenheit 451, Part 2: The Sieve and the Sand; Learn about using clues to help comprehension; Reflect on your learning.
<b>Week 13 (5/16 – 5/22)</b>	Participate in a discussion about concepts in Fahrenheit 451; Read an article about the 19th century human migration in North America; Practice reading skills; Work on vocabulary; Finish reading Fahrenheit 451, Part 2: The Sieve and the Sand; Take a test on Fahrenheit 451, Part 2: The Sieve and the Sand; Use scholarly writing to respond to a prompt.
<b>Week 14 (5/23 – 5/29)</b>	Participate in a discussion about the concepts on Fahrenheit 451; Read an article about the refugee migration from Europe to North America; Practice reading skills; Work on vocabulary; Finish reading Fahrenheit 451, Part 3: Burning Bright; Write a summary of Fahrenheit 451, Part 2: The Sieve and the Sand; Submit a concept map of Fahrenheit 451, Part 2: The Sieve and the Sand; Reflect on your learning.
<b>Week 15 (5/30 – 5/29)</b>	Participate in a discussion about Fahrenheit 451; Write a summary of Fahrenheit 451, Part 3: Burning Bright; Submit a concept map of Fahrenheit 451, Part 3: Burning Bright; Begin your final scholarly writing assignment to submit next week; Reflect on your learning this term; Prepare next week's exams and writing assignment!
<b>Week 16</b>	Exam – Fahrenheit 451 Exam – Unit 10 Final Scholarly Writing Course Evaluation

**\*\*\*Subject to change without prior notice\*\*\***