



Note to Instructor: Replace the placeholder text beneath the headings with the appropriate information for your course. Please note that all sections, with the exception of "Other Course Information," are required elements.

Basic Course Information

Semester:	Fall 2022	Instructor Name:	Scheuerell, Edward
Course Title & #:	ESL READING 1 – ESL 023	Email:	edward.scheuerell@imperial.edu
CRN #:	10167	Webpage (optional):	
Classroom:	2726	Office #:	2784
Class Dates:	15 AUG 2022 – 10 DEC 2022	Office Hours:	MTWR 11:15-12:15pm
Class Days:	F	Office Phone #:	(760) 355-6349
Class Times:	0800-1110am	Emergency Contact:	Lency Lucas (760)355-6337
Units:	3	Class Format:	Face-To-Face

Course Description

ESL 023

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)

none

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.
2. Use knowledge of vocabulary and structure to determine the rhetorical mode of a reading.
3. Apply knowledge of usage of an English-only dictionary to aid in reading comprehension.

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

Recommended – Longman Advanced American Dictionary – ISBN 978-1-4058-2954-0

Course Requirements and Instructional Methods

[Describe course activities, assignments, tests, homework, etc.]

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.

Course Grading Based on Course Objectives

GRADING:

Reading Quizzes	= 20%
Oral Reading	= 20%
Book Assignments	= 20%
Test 01	= 20%
Final	= 20%
A = 100-90	
B = 89-80	
C = 79-70	
D = 69-60	
F = 59 or below	

Course Policies

[Describe other policies such as attendance, academic honesty, netiquette, expected classroom behavior, etc.]

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, no one who is not enrolled in the class may attend, including children.*

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 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.

Other Course Information

- 1. *DO NOT* make counseling or financial aid appointments during class time.
- 2. Try to be on time because many quizzes are at the beginning of class.
- 3. If you are late for class, *DO NOT* interrupt the class to explain why you were late. Just sit down and start to work. Talk to me after class to mark you on the attendance list.
- 4. No makeup quizzes are available for any reason.
- 5. Please do not sharpen pencils during the class. It is very distracting to students when they are trying to do work. You may want to bring 3 or 4 sharpened pencils to class.
- 6. No beepers or cell phones in class. Please! They are very distracting.
- 7. No food in the room. No drinks in the room. Water is OK if it is in a bottle with a top.
- 8. Be respectful of others. When someone is talking, please listen. You may be removed from class for cause.
- 9. Speak English in class.
- 10. Don't cheat. You will get an F. You may be removed for cause.

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

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

(Content may change depending on need.)

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Tentative Schedule

(Content may change depending on need.)

Tentative Schedule

Week	Topic	Topic	Topic	Topic
1	Introduction			
2	1984 Section 1	Dictionary Skills <ul style="list-style-type: none"> ■ Phonemes ■ Parts of speech ■ Definitions 	Reading Skills <ul style="list-style-type: none"> ■ Main Ideas ■ Major/Minor Details ■ Making Inferences 	1984 Quiz 1 SSR Supplemental Reading Supplemental Vocabulary
3	1984 Section 2	Dictionary Skills <ul style="list-style-type: none"> ■ Alphabetical Order ■ Suffixes 	Reading Skills <ul style="list-style-type: none"> ■ Skimming / Scanning ■ Vocabulary in Context ■ Identify Text Structures 	1984 Quiz 2 SSR Supplemental Reading Supplemental Vocabulary



4	1984 Section 3	Dictionary Skills <ul style="list-style-type: none"> ■ Phonemes ■ Parts of speech ■ Definitions 	Reading Skills <ul style="list-style-type: none"> ■ Main Ideas ■ Major/Minor Details ■ Making Inferences ■ Identify Text Structures 	1984 Quiz 3 SSR Supplemental Reading Supplemental Vocabulary
5	1984 Section 4	Dictionary Skills <ul style="list-style-type: none"> ■ Alphabetical Order ■ Suffixes 	Reading Skills <ul style="list-style-type: none"> ■ Skimming / Scanning ■ Vocabulary in Context ■ Identify Text Structures 	1984 Quiz 4 Voc / Inf #1 SSR Supplemental Reading Supplemental Vocabulary
6	1984 Section 5	Dictionary Skills <ul style="list-style-type: none"> ■ Alphabetical Order ■ Suffixes 	Reading Skills <ul style="list-style-type: none"> ■ Skimming / Scanning ■ Vocabulary in Context ■ Identify Text Structures 	1984 Quiz 5 SSR Supplemental Reading Supplemental Vocabulary



7	1984 Section 6	Dictionary Skills <ul style="list-style-type: none"> ■ Phonemes ■ Parts of speech ■ Definitions 	Reading Skills <ul style="list-style-type: none"> ■ Main Ideas ■ Major/Minor Details ■ Making Inferences 	Test 1 Voc / Inf #2 SSR Supplemental Reading Supplemental Vocabulary
8	1984 Section 6	Dictionary Skills <ul style="list-style-type: none"> ■ Alphabetical Order ■ Suffixes 	Reading Skills <ul style="list-style-type: none"> ■ Skimming / Scanning ■ Vocabulary in Context ■ Identify Text Structures 	1984 Quiz 6 SSR Supplemental Reading Supplemental Vocabulary
9	1984 Section 7	Dictionary Skills <ul style="list-style-type: none"> ■ Phonemes ■ Parts of speech ■ Definitions 	Reading Skills <ul style="list-style-type: none"> ■ Main Ideas ■ Major/Minor Details ■ Making Inferences 	Voc / Inf #3 Oral Reading Quiz SSR Supplemental Reading Supplemental Vocabulary



10	1984 Section 7	Dictionary Skills <ul style="list-style-type: none"> ■ Alphabetical Order ■ Suffixes 	Reading Skills <ul style="list-style-type: none"> ■ Skimming / Scanning ■ Vocabulary in Context ■ Identify Text Structures 	1984 Quiz 7 SSR Supplemental Reading Supplemental Vocabulary
11	1984 Section 8	Dictionary Skills <ul style="list-style-type: none"> ■ Phonemes ■ Parts of speech ■ Definitions 	Reading Skills <ul style="list-style-type: none"> ■ Main Ideas ■ Major/Minor Details ■ Making Inferences 	Voc / Inf #4 SSR Supplemental Reading Supplemental Vocabulary
12	1984 Section 8	Dictionary Skills <ul style="list-style-type: none"> ■ Alphabetical Order ■ Suffixes 	Reading Skills <ul style="list-style-type: none"> ■ Skimming / Scanning ■ Vocabulary in Context ■ Identify Text Structures 	1984 Quiz 8 SSR Supplemental Reading Supplemental Vocabulary
13	1984 Section 9	Dictionary Skills <ul style="list-style-type: none"> ■ Phonemes ■ Parts of speech ■ Definitions 	Reading Skills <ul style="list-style-type: none"> ■ Main Ideas ■ Major/Minor Details ■ Making Inferences 	Voc / Inf #5 SSR Supplemental Reading Supplemental Vocabulary

14	1984 Section 9	Dictionary Skills <ul style="list-style-type: none"> ■ Alphabetical Order ■ Suffixes 	Reading Skills <ul style="list-style-type: none"> ■ Skimming / Scanning ■ Vocabulary in Context ■ Identify Text Structures 	1984 Quiz 9 SSR Supplemental Reading Supplemental Vocabulary
15	1984 Section 10	Dictionary Skills <ul style="list-style-type: none"> ■ Phonemes ■ Parts of speech ■ Definitions 	Reading Skills <ul style="list-style-type: none"> ■ Skimming / Scanning ■ Vocabulary in Context ■ Identify Text Structures 	1984 Quiz 10 SSR Supplemental Reading Supplemental Vocabulary
16	Final			Final

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