



## Basic Course Information

Semester:	<b>Fall 2022</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>10708</b>	Webpage (optional):	<b>Imperial.instructure.com</b>
Classroom:	<b>ONLINE</b>	Office #:	<b>2790 / Zoom</b>
Class Dates:	<b>Aug. 15 – Dec. 10, 2022</b>	Office Hours:	<b>TBA</b>
Class Days:	<b>ONLINE - Due dates Wednesdays and Mondays</b>	Office Phone #:	<b>760-355-6398</b>
Class Times:	<b>ONLINE – make your own weekly schedule</b>	Emergency Contact:	<b>ESL Receptionist – 760-355-6337</b>
Units:	<b>3</b>	Class Format:	<b>Traditional online/asynchronous</b>

## 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

Textbook:

- *ESL 025 Reading Textbook: A Free Textbook for Imperial Valley College Students*. Adapted from *Read Faster, Understand More* by Tim Krause, and the Excelsior Online Reading Lab. Compiled by Elizabeth Kemp.

↑ This textbook is free! Links to pdfs will be provided in Canvas

Novels:

- Boyne, J. (2007). *The Boy in the Striped Pajamas*. Ember, Random House; Reprint edition ISBN: 978-0385751537
- Alexie, S. (2009). *The Absolutely True Diary of a Part-Time Indian*. Little, Brown. Reprint Edition. ISBN: 978-0316013697

You will also need:

- Regular access to a computer with internet, Canvas, email, and Microsoft Word or Google Docs
- Speakers and ability to watch instructional videos
- 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

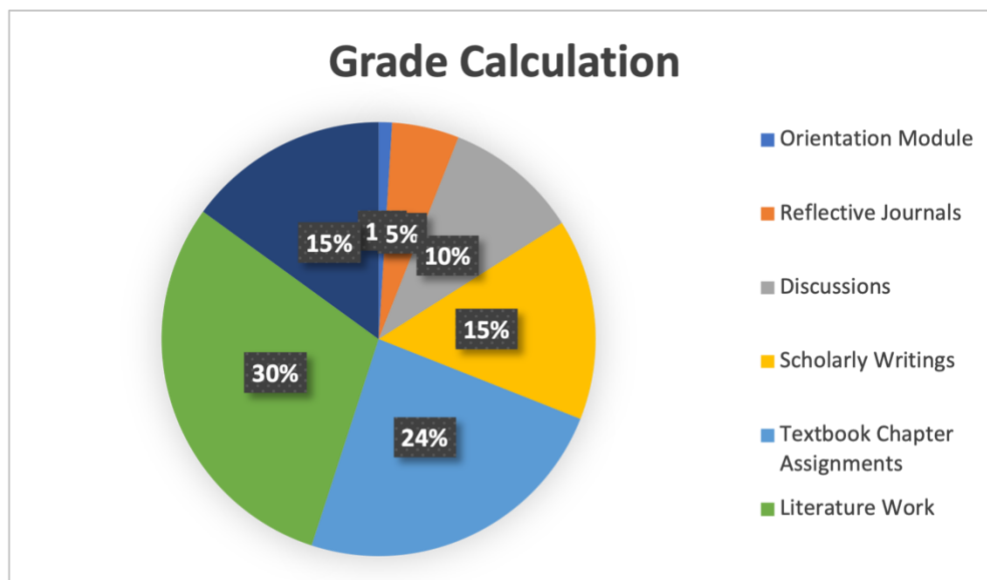
This class will consist of online activities including quizzes, discussions, readings, scholarly writings, and other, various online assignments. We will discuss our own personal experiences, thoughts, and opinions. We will read about skills to help readers read faster and understand more, learn about different topics, 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%
Discussions	10%
Scholarly Writings	15%
Textbook Chapter Assignments	24%
Literature Work	30%
Exams	15%
<b>Total</b>	<b>100%</b>



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 or before the date they are due. As a rule, late work is not accepted, and make-up exams are not allowed. It's recommended that you submit assignments early and not wait until the due date.

If you have an emergency or a health issue and that prevents you from participating in the course for a few days or longer, 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 (this includes using the internet for support and taking ideas, sentences, summaries, etc. without giving credit);
- 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 Ouriginal in our class. Ouriginal 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 Ouriginal 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**

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>
<b>Week 1</b>	Orientation Start Chapter 1 – Active Reading
<b>Week 2</b>	Chapter 2 – Previewing Start chapter 3 – Vocabulary in Context Scholarly Writing 1 Prepare to read <i>The Boy in the Striped Pajamas</i>
<b>Week 3</b>	Finish Chapter 3 – Vocabulary in Context Start Reading <i>The Boy in the Striped Pajamas</i>
<b>Week 4</b>	Chapter 4 – Finding the Main Idea Continue Reading <i>The Boy in the Striped Pajamas</i> Scholarly Writing 2
<b>Week 5</b>	Finish Chapter 4 – Finding the Main Idea Keep reading <i>The Boy in the Striped Pajamas</i> Practice Summarizing
<b>Week 6</b>	Chapter 5 – Identifying Supporting Details Reverse Outlining Keep reading <i>The Boy in the Striped Pajamas</i> Scholarly Writing Start preparing book report
<b>Week 7</b>	Finish Chapter 5 – Identifying Supporting Details Finish <i>The Boy in the Striped Pajamas</i> Present book reports
<b>Week 8</b>	Chapter 6 – Implied Main Ideas Take test on <i>The Boy in the Striped Pajamas</i> Scholarly Writing
<b>Week 9</b>	Finish Chapter 6 – Implied Main Ideas Start reading <i>The Absolutely True Diary of a Part-Time Indian</i>
<b>Week 10</b>	Chapter 7 – Making Inferences Continue reading <i>The Absolutely True Diary of a Part-Time Indian</i> Scholarly Writing
<b>Week 11</b>	Finish Chapter 7 – Making Inferences Continue reading <i>The Absolutely True Diary of a Part-Time Indian</i>
<b>Week 12</b>	Chapter 8 – Patterns of Organization Continue reading <i>The Absolutely True Diary of a Part-Time Indian</i> Scholarly Writing
<b>Week 13</b>	Finish Chapter 8 – Patterns of Organization Continue reading <i>The Absolutely True Diary of a Part-Time Indian</i>
<b>Week 14</b>	Chapter 9 – Purpose and Tone Finish reading <i>The Absolutely True Diary of a Part-Time Indian</i>
<b>Week 15</b>	Finish Chapter 9 – Purpose and Tone Take test on <i>The Absolutely True Diary of a Part-Time Indian</i>
<b>Week 16</b>	Finals week!

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