



Welcome to ESL 025!

WELCOME

I am really looking forward to being your instructor this semester! First things first, feel free to call me Kemp. It's short, easy, and I'll know you're talking to me. To help you get to know me, here's my background: I am from El Centro. I have been teaching at IVC for over ten years now, and I really enjoy helping students learn and achieve their goals.

I think that my job as a teacher is to help students learn the skills that they need to be successful in the future. That means I am going to try my best to use our time in this class to focus on things that I think are useful. I expect a lot from my students, but I know that you can do all the assignments, practice your English, and really improve your reading skills this semester.

I LOVE to hear and answer your questions because I know that you will be getting the information you need. Please ask me anything and tell me if you have any confusion, problems, or issues. Again, my goal is to make sure you learn what you need to learn in order to be successful and meet your goals. We can do it together!

Basic Course Information

Semester:	Spring 2024	Instructor Name:	Elizabeth Kemp
Course Title & #:	ESL 025: ESL Reading 3	Email:	Elizabeth.kemp@imperial.edu
CRN #:	20166	Webpage (optional):	Imperial.instructure.com
Classroom:	411	Office #:	2790
Class Dates:	Feb. 13 – June 7, 2024	Office Hours:	Tuesday: 1:00-2:30 pm at IVC Wednesday: 12:30-1:30 pm ONLINE Thursday: 1:00-2:30 pm at IVC
Class Days:	Tuesdays and Thursdays	Office Phone #:	760-355-6398
Class Times:	11:20 am – 12:45 pm	Emergency Contact:	Lency Lucas (ESL Receptionist) 760-355-6337
Units:	3	Class Format/Modality:	Face-to-face (web enhanced)

Course Description

What IVC says: 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)

What that means: This class will help ESL students develop advanced reading skills by studying different reading strategies. We will focus on understanding different types of reading material by paying attention to how those materials are written and put together. We will do lots of practice to help you read faster and understand more.

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

ESL 024 or appropriate placement

Student Learning Outcomes

What IVC says: 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).

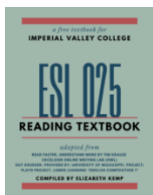
What that means: By the end of the class, you will be able to read something and identify the main idea and supporting ideas, the type of text that you're reading, and the definitions of words you don't know.

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

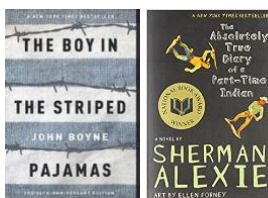


Textbook:

- *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
- Good notes

*Note: We will be using technology in this course. Assignments, quizzes, and discussions may be held or submitted on Canvas. Additionally, you may be asked to download, upload, and/or print resources. Please be sure that you have access to a reliable computer and internet connection.

Course Requirements and Instructional Methods

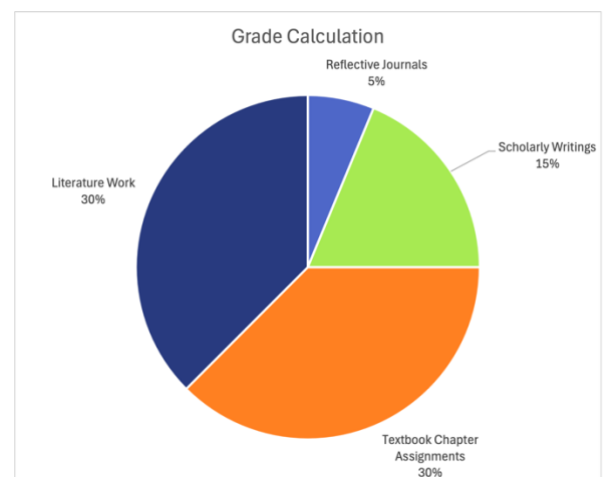
This class will consist of quizzes, discussions, readings, scholarly writings, and other, various assignments. We will discuss our own personal experiences, thoughts, and opinions. We will read about skills to help readers read faster and understand more, learn about different topics, and write scholarly 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 may 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
Reflective Journals	5%
Scholarly Writings	15%
Textbook Chapter Assignments	30%
Literature Work	30%
Exams	20%
Total	100%



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.

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.

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism, unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Course Policies

Attendance Policy: 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.

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 class;

- copying information from a webpage or book in Spanish and submitting the English translation as your work.
- using AI or text generators to complete your assignments.

To help keep track of plagiarism, I use Turnitin in our class. Turnitin 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 be asked to re-do the assignment. If more than one assignment is copied from another source during the semester, you may receive a 0 on the assignment.

What that means: You'll be expected to submit assignments on time or early, be kind and respectful to your classmates, and do all of your own work to the best of your ability without copying or using anyone else's words, ideas, or writing.

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

Date or Week	Activity, Assignment, and/or Topic
Week 1	Orientation Start Chapter 1 – Active Reading
Week 2	Chapter 2 – Previewing Start chapter 3 – Vocabulary in Context Scholarly Writing 1 Prepare to read <i>The Boy in the Striped Pajamas</i>
Week 3	Finish Chapter 3 – Vocabulary in Context Start Reading <i>The Boy in the Striped Pajamas</i>
Week 4	Chapter 4 – Finding the Main Idea Continue Reading <i>The Boy in the Striped Pajamas</i> Scholarly Writing 2
Week 5	Finish Chapter 4 – Finding the Main Idea Keep reading <i>The Boy in the Striped Pajamas</i> Practice Summarizing
Week 6	Chapter 5 – Identifying Supporting Details Reverse Outlining Keep reading <i>The Boy in the Striped Pajamas</i> Scholarly Writing

Date or Week	Activity, Assignment, and/or Topic
	Start preparing book report
Week 7	Finish Chapter 5 – Identifying Supporting Details Finish <i>The Boy in the Striped Pajamas</i> Present book reports
Week 8	Chapter 6 – Implied Main Ideas Take test on <i>The Boy in the Striped Pajamas</i> Scholarly Writing
Week 9	Finish Chapter 6 – Implied Main Ideas Start reading <i>The Absolutely True Diary of a Part-Time Indian</i>
Week 10	Chapter 7 – Making Inferences Continue reading <i>The Absolutely True Diary of a Part-Time Indian</i> Scholarly Writing
Week 11	Finish Chapter 7 – Making Inferences Continue reading <i>The Absolutely True Diary of a Part-Time Indian</i>
Week 12	Chapter 8 – Patterns of Organization Continue reading <i>The Absolutely True Diary of a Part-Time Indian</i> Scholarly Writing
Week 13	Finish Chapter 8 – Patterns of Organization Continue reading <i>The Absolutely True Diary of a Part-Time Indian</i>
Week 14	Chapter 9 – Purpose and Tone Finish reading <i>The Absolutely True Diary of a Part-Time Indian</i>
Week 15	Finish Chapter 9 – Purpose and Tone Take test on <i>The Absolutely True Diary of a Part-Time Indian</i>
Week 16	Finals week!

Subject to change without prior notice. Check Canvas for up-to-date information and due dates