



### Basic Course Information

Semester:	<b>Winter 2025</b>	Instructor Name:	<b>Dr. Sydney Rice</b>
Course Title & #:	<b>ESL 025 - ESL Reading 3</b>	Email:	<b>Sydney.rice@imperial.edu</b>
CRN #:	<b>15276</b>	Webpage (optional):	
Classroom:	<b>Fully online (asynchronous)</b>	Office #:	2788 Please note that I am not on campus in the Winter. Please contact me by email.
Class Dates:	<b>January 2 – February 2, 2025</b>	Office Hours:	<b>No Winter Office Hours</b>
Class Days:	<b>Fully online – no specific days</b>	Office Phone #:	760-355-6228 NOTE: I am not in my office this term. Please send me an email or a message on Pronto if you need to speak to me.
Class Times:	Fully online – No specific times	Emergency Contact:	<b>ESL Receptionist 760-355-6337</b>
Units:	3	Class Format/Modality:	Fully Online/asynchronous

### 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:** This textbook is free! Links to pdfs will be provided in Canvas

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.

**Novels:** Novels are available in the IVC Library. You can borrow them for free. If you want to buy books, you do not need new copies. Used copies are fine.

- Boyne, J. (2007). The Boy in the Striped Pajamas. Ember, Random House; ISBN: 978-03857515373

You will also need:



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- Regular access to a computer with internet, Canvas, email, and Microsoft Word (you can access Word through your IVC email);
- Speakers and ability to watch instructional videos;
- Webcam or video camera and microphone for recording video discussions;
- Good notes.

\*Note: This is an online course. 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. Please be sure that you have access to a reliable computer and internet connection.

### 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	10%
Textbook Chapter Assignments	24%
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

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pass the class.

**Work Week:** Modules open on Sunday are due the next Sunday, but you can always submit assignments early and make your own schedule. **USE THE CANVAS CALENDAR TO HELP YOU.**

**Late Work:** All homework assignments should be submitted on or before the date they are due.

These assignments cannot be submitted late. No late submissions are allowed:

- Discussions
- Scholarly Writing
- Exams

Other assignments can be submitted late, you will receive a 5% late penalty per day. 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:** Attendance in an online class is determined by participation or submission of an assignment or activity. In this class, you must complete the First Day Attendance Verification on Day 1 and you must submit an assignment by the 3<sup>rd</sup> 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



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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 or is suspected as being AI generated. If more than 20% of your paper is flagged, you will be asked to re-do the assignment. If more than one assignment is flagged from another source or as AI generated during the semester, you will receive 0s on those assignments.

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 (including AI) words, ideas, or writing.

## Other Course Information – Workload and Scheduling

How much work will you do?

Winter and summer courses are intensive. You are doing 16 weeks of work in 5 or 6 weeks. This means you will probably do 20 hours of work each week for the class. Sometimes you might do less; sometimes you might do more.

There are two keys to help you succeed:

1. Keep track of deadlines. The Canvas Calendar can help you.
2. Manage your time wisely. Do not wait until the due date to start your work. You will not have enough time. Do some work each day and you will be fine.

## 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

[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 Jan 2 – Jan 6	Orientation Think and Discuss Active Reading Textbook Chapter 1 – Active Reading Textbook Chapter 2 – Previewing Textbook Chapter 3 – Vocabulary in Context Activating Prior Knowledge Scholarly Writing 1 Reflective Journal  Begin Boy in the Striped Pajamas – Chapters 1 – 6	<b>DUE DATE – NO EXTENSIONS</b> Think and Discuss – January 6 Activating Prior Knowledge – January 6 Scholarly Writing 1 – January 8 Reflective Journal – January 6 <sup>th</sup>  All other exercises due January 6 <sup>th</sup> . Exercises can be submitted late <b>with a penalty.</b>
Week 2 Jan 6 – Jan 12	Think and Discuss Textbook Chapter 4 – Finding the Main Idea Textbook Chapter 5 – Identifying Supporting Details Revisit and Review Plagiarism  Finish Boy in the Striped Pajamas – Chapters 1-6	<b>DUE DATE – NO EXTENSIONS</b> Think and Discuss – January 12 <sup>th</sup> Novel Quiz 1 – January 12 <sup>th</sup> Scholarly Writing 1 – January 12  All other exercises due January 12 <sup>th</sup> . Exercises can be submitted late <b>with a penalty.</b>
Week 3 Jan 12 – Jan 19	Think and Discuss Chapter 6 – Implied Main Idea Chapter 7 – Making Inferences Scholarly Writing 2  Boy in the Striped Pajamas – Chapters 7 - 12	<b>DUE DATE – NO EXTENSIONS</b> Think and Discuss – January 19 <sup>th</sup> Novel Quiz 2 – January 19 <sup>th</sup> Scholarly Writing 2 – January 19 <sup>th</sup>  All other exercises due January 19 <sup>th</sup> . Exercises can be submitted late <b>with a penalty.</b>
Week 4 Jan 19 – Jan 26	Think and Discuss Paraphrasing Summarizing Chapter 8 – Patterns of Organization  Boy in the Striped Pajamas – Chapters 13 – 20	<b>DUE DATE – NO EXTENSIONS</b> Think and Discuss – January 26 Novel Quiz 3 – January 26 <sup>th</sup>  All other exercises due January 26 <sup>th</sup> . Exercises can be submitted late <b>with a penalty.</b>
Week 5	Chapter 9 – Purpose and Tone	<b>DUE DATE – NO EXTENSIONS</b>



<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Jan 26 – Feb 3	Scholarly Writing 3  Final Project – Boy in the Striped Pajamas	All work MUST be finished by Monday January 3 <sup>rd</sup> at 11:59 PM. There are NO EXTENSIONS. Any work you do not submit will receive a ZERO.  Test – Boy in the Striped Pajamas – Feb 3 <sup>rd</sup> Final Project – Boy in the Striped Pajamas

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