

## Basic Course Information

|                   |                               |                        |   |
|-------------------|-------------------------------|------------------------|---|
| Semester:         | <b>Spring 2025</b>            | Instructor Name:       | <b>Ingrid Sbacchi Bairstow</b>                            |
| Course Title & #: | <b>ESL 025 Reading 3</b>      | Email:                 | <b>Ingrid.bairstow@imperial.edu</b>                       |
| CRN #:            | <b>20166</b>                  | Webpage (optional):    | <b>n/a</b>  |
| Classroom:        | <b>#2728</b>                  | Office #:              | <b>2799</b>   |
| Class Dates:      | <b>Feb. 10 – June 6, 2025</b> | Office Hours:          | <b>M-Th 1-2; Th 5-6</b>                                   |
| Class Days:       | <b>Tuesday &amp; Thursday</b> | Office Phone #:        | <b>760-444-0968</b>                                       |
| Class Times:      | 11:20 am -12:45 pm            | Emergency Contact:     | <b>Lency Lucas, ESL Department Secretary 760-355-6337</b> |
| Units:            | 3                             | Class Format/Modality: | In-person (face-to-face)                                  |

## 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 skill 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 as a reading log and report.*

7. Correctly use an English-only dictionary to locate and decode words, identify parts of speech

## 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 are 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: 978-03160183967

## 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.

## Course Grading Based on Course Objectives

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

|                              |                   |
|------------------------------|-------------------|
| Orientation module           | 1% of final grade |
| Reflective Journals          | 5% of final grade |
| Textbook chapter assignments | 27%               |
| Literature work              | 27%               |
| Book Projects                | 20%               |
| Exams                        | 20%               |
| TOTAL:                       | 100%              |

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

## 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.

## IMPORTANT:

**AI Policy for this class, ESL 025: AI is restricted to permission by the instructor.** In other words, you may not use AI for assignments unless instructed by the teacher. (See Course Policy #4 below)

- If a student uses AI to complete their homework, the assignment will be given an automatic 0.
- If AI usage continues, the student will be counseled and may risk having to leave the school.

## Course Policies

**Attendance policy:** *This is an in-person class. You can submit some assignments on CANVAS, but exams and presentations will be made in the classroom. You must attend the first week of class, otherwise you will be dropped.*

**Participation policy:** *I encourage and expect all students to work together and participate in discussions and projects 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.*

**Plagiarism and Academic Honesty Policy:** *Plagiarism is when you copy words or ideas from somewhere else and submit it or repeat it as your own work. That is cheating and academic dishonesty, and it is a very serious problem. Plagiarism includes:*

1. Copying and pasting information from webpages (this includes using the internet for support and taking ideas, sentences, and summaries, etc., without giving credit);
2. Copying the work from another student in your class, in another class, or from a previous class;
3. Copying information from a webpage or book in Spanish and submitting the English translation as your work;
4. Using AI or text generators to complete your assignments.

*To help keep track of plagiarism, I use Similarity in our class. Similarity will run a report and show how much of your 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 for the assignment.*

## Other Course Information

*How much work will you do? You should expect to do at least 9 hours of work each week. The Department of Education states that one credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two 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                         | Academic Reading  | Literature work  |
|------------------------------|---|--|
| <b>Week 1</b><br>2/11 & 13   | Introduction & Syllabus<br>Print free book, "ESL 025 Reading Textbook"<br>Start Chapter 1 - Active Reading, pp. 4-6 | Get <i>The Boy in the Striped Pajamas</i>  |
| <b>Week 2</b><br>2/18 & 20   | Chapter 2, Previewing, pp. 7-10<br>Chapter 3, Begin - Vocabulary in Context, pp. 11-16                              | Prepare to read <i>The Boy in the Striped Pajamas</i>  |
| <b>Week 3</b><br>2/25 & 27   | Finish Chapter 3 - Vocabulary in Context  | Start reading <i>The Boy in the Striped Pajamas</i>  |
| <b>Week 4</b><br>3/4 & 6     | Begin Chapter 4 - Finding the Main Idea, pp. 22-35  | Continue reading <i>The Boy in the Striped Pajamas</i>   |
| <b>Week 5</b><br>3/11 & 13   | Finish Chapter 4 - Finding the Main Idea<br>Practice summarizing  | Continue reading <i>The Boy in the Striped Pajamas</i>   |
| <b>Week 6</b><br>3/18 & 20   | Begin Chapter 5 - Identifying Supporting Details; Reverse Outlining   | Continue reading <i>The Boy in the Striped Pajamas</i><br>Begin book report                            |
| <b>Week 7</b><br>3/25 & 27   | Finish Chapter 5 - Identifying Supporting Details   | Finish <i>The Boy in the Striped Pajamas</i><br>Present book reports                                   |
| <b>Week 8</b><br>4/1 & 3     | Begin Chapter 6 - Implied Main Ideas  | TEST <i>The Boy in the Striped Pajamas</i><br>GET <i>The Absolute True Diary of a Part-Time Indian</i> |
| <b>Week 9</b><br>4/8 & 10    | Finish Chapter 6 - Implied Main Ideas   | Begin reading <i>The Absolute True Diary of a Part-Time Indian</i>                                     |
| <b>Week 10</b><br>4/15 & 17  | Begin Chapter 7 - Making Inferences   | Continue reading <i>The Absolute True Diary of a Part-Time Indian</i>                                  |
| 4/20-26                      | SPRING BREAK - NO CLASS   |  |
| <b>Week 11</b><br>4/29 & 5/1 | Finish Chapter 7 - Making Inferences  | Continue reading <i>The Absolute True Diary of a Part-Time Indian</i>                                  |
| <b>Week 12</b><br>5/6 & 8    | Begin Chapter 8 - Patterns of Organization  | Continue reading <i>The Absolute True Diary of a Part-Time Indian</i>                                  |
| <b>Week 13</b><br>5/13 & 15  | Finish Chapter 8 - Patterns of Organization   | Continue reading <i>The Absolute True Diary of a Part-Time Indian</i>                                  |
| <b>Week 14</b><br>5/20 & 22  | Begin Chapter 9 - Purpose and Tone  | Finish reading <i>The Absolute True Diary of a Part-Time Indian</i>                                    |
| <b>Week 15</b><br>5/27 & 29  | Finish Chapter 9 - Purpose and Tone   | TEST <i>The Absolute True Diary of a Part-Time Indian</i>  |
| <b>Week 16</b><br>6/3 & 5    | Final Exam  |  |

\*The professor reserves the right to make changes as needed.

Updated 6/2023