



Basic Course Information

Semester:	Spring 2021	Instructor Name:	Rebeca Salcedo
Course Title & #:	ESL 025 – ESL Reading 3	Email:	rebeca.salcedo@imperial.edu
CRN #:	20355	Webpage (optional):	
Classroom:	Online	Office #:	
Class Dates:	2/16 – 6/11/21	Office Hours:	Wednesdays – 5-6 pm (email or Pronto)
Class Days:	Asynchronous	Office Phone #:	
Class Times:	Asynchronous	Emergency Contact:	Lency Lucas – Dept Secretary Lency.lucas@imperial.edu
Units:	3	Class Format:	Asynchronous

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.

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

- Demonstrate mastery in using reading skills such as skimming, scanning, vocabulary in context, making inferences, previewing and making predictions to aid in overall comprehension;
- Demonstrate mastery identifying topics of readings, main ideas (both implicit and explicit), and major/minor details.
- Demonstrate competency in summarizing short text and reading selections, and the ability to summarize longer selections.
- Identify text structures - listing, time order, comparison/contrast, cause/effect, sequencing, problem/solution, extended definition - for the purpose of drawing a conclusion;
- 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;
- 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.
- 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

- **Smith, L. C. (2017).** *Longman Academic Reading Series 5: Reading skills for college*. Hoboken, NJ. Pearson .ISBN: 978-0-13-276067-6
- **Boyne, J. (2007).** *Boy in the striped pajamas*. David Fickling Books; Reprint edition ISBN: 978-0-385-75153-7
- **Bradbury, R. (2012).** *Fahrenheit 451*. Simon & Schuster. ISBN: 9781451673319

Course Requirements and Instructional Methods

Course Requirements:

1. Review of reading skills and application of skills to improve reading efficiency: skimming, scanning, vocabulary in context, inferencing, previewing, and making a prediction.
2. Analysis of reading to determine topic; analysis of stated and unstated main ideas; analysis of a selection to determine major and minor supporting details.
3. Using writing to communicate information about a reading or a text, drawing generalizations or themes from supporting evidence, and presenting the information in an abbreviated form.
4. Recognition of basic paragraph and expository development from the standpoint of the reader: listing order, time order, comparison/contrast, cause/effect, sequencing, problem/solution, extended definition.

5. Analysis of information presented for validity, credibility, writer's purpose and point of view and the ability to apply background knowledge in order to make judgment about the appropriateness of the text for a given purpose.
6. Review of library skills and techniques for reading independently;
7. Dictionary skills

Instructional Methods:

Audio Visual, Discussion, Individual Activities, Lecture

Method Of Evaluation To Determine If Objectives Have Been Met:

Textbook assignments
 Online assignments
 Participation in Discussions
 Written assignments
 Assessments

Course Grading Based on Course Objectives

Activity	Percentage of Final Grade
Orientation	1%
Reflective Journals	5%
Think and Discuss	10%
Scholarly Writings	15%
Chapter/Reading Assignments	24%
Literature Work (Boy in the Striped Pajamas/Fahrenheit 451)	30%
Exams	15%
TOTAL	100%

A = 90-100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, F = 59% or below.

Work Week: Modules always open on Sunday and close at 11:59 pm on Saturday night. You should have all of your work completed for the week by Saturday at 11:59 pm

Late Work: As a rule, late work is not accepted and make-up exams are not allowed. If you have an emergency or a health issue and your work will be late, please contact me so we can make arrangements for you to complete your work.

This course must be taken for a letter grade. You will be assigned a final grade based on your the work you do online. It's important, therefore, that you complete assignments and do your best on quizzes and the final exam. In order to pass the course, you must pass the final exam.

Homework: All homework assignments must be submitted on the date they are due. If you fail to complete or turn in the homework on the date it is due, you will receive a grade of zero for that assignment. All units are open at the beginning of the term. It is your responsibility to make sure you have completed your work by the due date.

Exams: All modules are open at the beginning of the term, but will close after each week. Because you have access to all materials, no make-up exams will be allowed. Final work must be submitted by Friday, June 11th to receive credit. Any work that is not completed by the deadline will be given a zero.

Course Policies

First Day Assignment: You must log into Canvas and complete the first day assignment or you will be dropped from the course.

Plagiarism: Plagiarism happens when you copy work from somewhere else and submit it as your own work. Plagiarism is academic dishonesty and is a very serious problem. Plagiarism includes:

- copying and pasting information from webpages;
- 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 UniCheck in our class. UniCheck 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 UniCheck 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 work 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.

This course must be taken for a letter grade. You will be assigned a final grade based on your the work you do online. It's important, therefore, that you complete assignments and do your best on quizzes and the final exam. In order to pass the course, you must pass the final exam.



Homework: All homework assignments must be submitted on the date they are due. If you fail to complete or turn in the homework on the date it is due, you will receive a grade of zero for that assignment. All units are open at the beginning of the term. It is your responsibility to make sure you have completed your work by the due date.

Exams: All modules are open at the beginning of the term, but will close after each week. Because you have access to all materials, no make-up exams will be allowed. Final work must be submitted by Friday, June 12th to receive credit. Any work that is not completed by the deadline will be given a zero.

All work must be completed by the posted deadline. You may work ahead, but you may not submit work after the deadline. If you do not submit your work, you will receive a non-passing grade.

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	Activity, Assignment, and/or Topic
Week 1 (2/16 – 2/20)	Module 0 Orientation
Week 2 (2/21 – 2/27)	<ul style="list-style-type: none"> • Participate in a discussion about social norms and factors that influence people growing up; • Read an article about sociology from a textbook; • Respond to the article using scholarly writing; • Work on vocabulary; • Read an essay and complete a quiz about the academic discipline of sociology; • Prepare to read <i>Boy in the Striped Pajamas</i>; • Learn about text structure. Reflect on your work.
Week 3 (2/28 – 3/6)	<ul style="list-style-type: none"> • Participate in a discussion about "nature" versus "nurture"; • Read an article about the birth of personality from a textbook; • Work on reading skills; • Practice uncovering the text structure of an academic text; • Compare your text structure work with your classmates; • Begin reading <i>The Boy in the Striped Pajamas</i> and complete a short quiz; • Use scholarly writing to respond to a prompt;



<p>Week 4 (3/7 – 3/13)</p>	<ul style="list-style-type: none"> • Participate in a discussion about influences of the process of socialization; • Read an article about agents of socialization in the textbook; • Practice reading skills. • Read chapter 7 - 12 in <i>The Boy in the Striped Pajamas</i> and take a short quiz; • Learn about text structure; • Use scholarly writing to respond to a prompt; • Reflect on your learning.
<p>Week 5 (3/14 – 3/20)</p>	<ul style="list-style-type: none"> • Participate in a discussion on sociology and society; • Take a test on Unit 1: Sociology; • Read <i>The Boy in the Striped Pajamas</i> chapters 13-17 and take a short quiz; • Learn about paraphrasing; • Participate in a group writing project; • Use scholarly writing to produce a short composition.
<p>Week 6 (3/21 – 3/27)</p>	<ul style="list-style-type: none"> • Participate in a discussion about art; • Read an article about Impressionism; • Practice reading skills. • Read chapter 18 - 20 in <i>The Boy in the Striped Pajamas</i> and take a short quiz; • Learn about book reports; • Use scholarly writing to respond to a prompt; • Reflect on your learning.
<p>Week 7 (3/28 – 4/3)</p>	<ul style="list-style-type: none"> • Participate in a discussion about art; • Read an article about Post Impressionism; • Practice reading skills. • Submit a book report on <i>The Boy in the Striped Pajamas</i>; • Use scholarly writing to respond to a prompt.
<p>April 3 – April 10</p>	<p>!!! SPRING BREAK !!! You don't have any work due this week, but Week 9 will be open if you want to get a headstart.</p>
<p>Week 8 (4/11 – 4/17)</p>	<ul style="list-style-type: none"> • Participate in a discussion about various art forms; • Read an article about Abstract Expressionism; • Practice reading skills. • Take a test on <i>The Boy in the Striped Pajamas</i>; • Use scholarly writing to respond to a prompt; • Reflect on your learning.
<p>Week 9 (4/18 – 4/24)</p>	<ul style="list-style-type: none"> • Participate in a discussion about culture; • Take a test on Unit 2 - Origins of Modern Art; • Read in article about defining culture; • Practice reading skills; • Work on vocabulary; • Begin reading <i>Fahrenheit 451</i> - Part 1: The Hearth and the Salamander; • Learn about concept maps.
<p>Week 10 (4/25 – 5/1)</p>	<ul style="list-style-type: none"> • Participate in a discussion about concepts in <i>Fahrenheit 451</i>; • Read an article about horticultural societies;



	<ul style="list-style-type: none"> • Practice reading skills; • Work on vocabulary; • Finish reading <i>Fahrenheit 451</i>, Part 1: The Hearth and the Salamander; • Take a test on <i>Fahrenheit 451</i>; • Learn about writing summaries; • Use scholarly writing to respond to a prompt; • Reflect on your learning.
Week 11 (5/2 – 5/8)	<ul style="list-style-type: none"> • Participate in a discussion about legend and tradition; • Read an article about the Ojibway people of Minnesota; • Practice reading skills; • Work on vocabulary; • Begin reading <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand; • Write a summary of <i>Fahrenheit 451</i>; • Submit your concept map of <i>Fahrenheit 451</i>, Part 1. • Use scholarly writing to respond to a prompt.
Week 12 (5/9 – 5/15)	<ul style="list-style-type: none"> • Participate in a discussion on concepts from <i>Fahrenheit 451</i>. • Take a test on Unit 3 - Anthropology; • Read an article about the human migration; • Practice reading skills; • Work on vocabulary; • Continue reading <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand; • Learn about using clues to help comprehension; • Reflect on your learning.
Week 13 (5/16 – 5/22)	<ul style="list-style-type: none"> • Participate in a discussion about concepts in <i>Fahrenheit 451</i>; • Read an article about the 19th century human migration in North America; • Practice reading skills; • Work on vocabulary; • Finish reading <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand; • Take a test on <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand; • Use scholarly writing to respond to a prompt.
Week 14 (5/23 – 5/29)	<ul style="list-style-type: none"> • Participate in a discussion about the concepts on <i>Fahrenheit 451</i>; • Read an article about the refugee migration from Europe to North America; • Practice reading skills; • Work on vocabulary; • Finish reading <i>Fahrenheit 451</i>, Part 3: <i>Burning Bright</i>; • Write a summary of <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand; • Submit a concept map of <i>Fahrenheit 451</i>, Part 2: The Sieve and the Sand; • Reflect on your learning.
Week 15 (5/30 – 5/29)	<ul style="list-style-type: none"> • Participate in a discussion about <i>Fahrenheit 451</i>; • Write a summary of <i>Fahrenheit 451</i>, Part 3: <i>Burning Bright</i>; • Submit a concept map of <i>Fahrenheit 451</i>, Part 3: <i>Burning Bright</i>; • Begin your final scholarly writing assignment which you will submit next week; • Reflect on your learning this term; • Prepare next week's exams and writing assignment!



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Week 16

- Exam – Fahrenheit 451
- Exam – Unit 10
- Final Scholarly Writing
- Course Evaluation

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