ESOL 1310: Reading English as a Second Language
CRN: 21404 Semester/Year: Spring 2015

Instructor: John F. Adams   Telephone*: 747-7046
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Office hours: MW 12:30 – 2:00 p.m.   (F2F)
            F   12:00 – 2:00 p.m.   (**Online only**)

Course description
This course is designed to develop effective academic reading skills, with emphasis on vocabulary development, text analysis, and critical thinking required for good academic performance at the college level. It is also designed to support the development of writing skills by creating a link between reading and writing. In addition, the course aims to help students develop effective reading strategies, reading fluency, and techniques for vocabulary learning. These strategies and techniques will be applied to different types of texts, both written and multi-modal genres, in order to expand students´ understanding of the relationships found between writers, texts, and readers.

Required textbooks/materials:
Silberstein, S., Dobson, K., & Clarke, M.A. (2011). *Reader's choice* (5th Ed.) University of Michigan Press.

Pobis, D. C & Homer, A. B (2014) *Building college Vocabulary Strategies* (3rd ed.) Pearson.

Objectives
At the end of the course, students will be able to:
- Read and understand a variety of texts reflecting different genres and topics, including multi-modal/digital texts.
- Analyze the structure and organization of ideas in a text, both in terms of development and coherence/cohesion.
- Identify main and secondary ideas, as well as important information and supporting details, in texts of different lengths.
- Use a variety of reading strategies (e.g., skimming, scanning) to extract information from texts.
- Recognize information presented in implicit ways, i.e., reading between the lines.
- Generate outlines and synthesize texts, paraphrase and summarize text excerpts.
- Understand text conventions (format, structure, register, expectations and assumptions) associated with different genres, both academic and non-academic.
- Generate personal responses or reactions to texts in written (free-writing, journal writing, online discussions) and spoken modes (in-class discussions, oral reports) in order to promote critical thinking and logical argumentation.
- Answer general and specific comprehension questions about texts in a variety of formats, especially those common in reading tests (open-ended, multiple-choice, true-false, essay questions).

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- Expand active and passive lexical knowledge through specific vocabulary learning activities and through extensive reading.
- Recognize the important of register in academic reading/writing and acquire and use words, phrases, and formulas commonly used in school-based genres (lecture notes, university announcements, catalog information), as well as in academic and professional texts.
- Access and use prior knowledge to predict, understand, and evaluate what is read.
- Use dictionaries and thesaurus efficiently.
- Pose questions about a text´s point of view and the author´s arguments and evidence.
- Self-monitor comprehension while reading and self-assess the level of understanding achieved.

Teaching approach
Reading a text involves <u>a process</u> that relies on both the readers´ knowledge of the world, background knowledge of the theme or topic at hand, skills to decode and interpret the ideas presented in a texts, *as well as* familiarity with the way information is presented in different types of texts and in various discourse communities. Both intensive and extensive reading activities, as well as guidance, support, and practice are necessary to become a good reader. This makes it essential to devote time and focus attention to reading, and to be willing to actively participate in in-class learning activities. In this course, most class sessions are devoted to improving reading skills, learning vocabulary, developing critical thinking, and conducting reading-to-write activities.

Homework assignments
In order to maximize reading time, many texts should be read at home. It is crucial to dedicate time outside of class sessions to read, analyze, and respond to texts, and to complete related assignments. Failure to complete homework assignments or lack of effort in completing these can lower the course grade considerably or result in a failing grade.

Grading
Course evaluation measures include quizzes, a mid-term and a final exam, as well as homework activities. Active participation in class and completion of reading-to-write assignments are also evaluated. No make-up quizzes or exam are given. Exceptions to this rule can be made only in case of illness or serious medical issues, and only if these are documented appropriately (see course policies below).

<u>The course grade is determined as follows</u>:   <u>Grading Scale</u>:

Assignments (CW <u>and</u> HW) 20%		A = 90 - 100
Journals:	25%	B = 80 - 90
Quizzes:	15 %	C = 70 -79
Midterm exam:	15 %	D = 60 - 69
Final Exam:	25 %	F = 0 - 59

In order to pass the course, a grade of "C" or higher must be obtained. If a grade of "D" or "F" is obtained, the course must be re-taken.

COURSE POLICIES

Assignments
- It is very important to submit all major assignments and take the corresponding exams in order to obtain a passing grade. All assignments must be completed and turned in on the scheduled dates. Any assigned work that is not submitted by the due date will not get the corresponding points/credit. Late work will not be accepted. Exams should be taken on scheduled dates. No make-up exams will be given. Exceptions to these rules may be considered only for medical emergencies (or similar extraordinary circumstances) which must be properly documented.
- All work must be edited and revised. Written assignments that do not conform to the specifications outlined by the instructor may receive a failing grade. Students are strongly encouraged to go to the Writing Center at the library or to consult with ESOL tutors (depending on availability) in order to revise and edit their work before submitting it.

Mobile phones, laptops, and other electronic devices
- All students must turn off their cell phones, pagers, iPods, MP3 players, and any other similar devices while in class. If a student uses a cell phone (including checking email or texting) or if his/her use of any electronic device disrupts the class, the student will be reported to the Dean of Students' Office.
- In classes that meet in a computer lab, students must NOT check email, surf the web, or do work that is unrelated to the class activity being conducted at the moment.
- The use of laptops and similar devices while in the classroom may be prohibited if the instructor considers them a distraction.

Academic honesty
- Students are expected to adhere to and comply with standards of academic honesty. Academic dishonesty will not be tolerated. All cases are reported to the Dean of Students for administrative and/or academic sanctions, which may include expulsion. All work submitted must be original (created by each student for the class) and any information from external sources must be properly cited. Work from other courses may not be submitted for grade. Forms of academic dishonesty include (but are not limited to): *collusion*—lending your work to another person to submit as his or her own; *fabrication*—deliberately creating false information on a works cited page, and *plagiarism*—the presentation of another person's work as your own (i.e., copying parts of or whole papers off the Internet).
- Any type of cheating or plagiarism constitutes a violation to university policies and to the code of conduct to which all students must adhere. Violations are reported to the Dean of Students. See the website at http://www.utep.edu/dos/acadintg.htm for more information.
- As in any course, each student MUST do his/her own work. However, this does not rule out getting assistance or guidance from the class instructor or university

tutors. It is important to differentiate between this type of help and non-acceptable types. Some examples of 'help' that is NOT acceptable include copying papers or parts of papers, copying on tests, using "cheat sheets," having someone else do one's work, letting someone else change parts of one's work, or using texts from a published source (magazine, book, or newspaper) without proper documentation.

Copyright and fair use
- The University of Texas at El Paso requires all members of its community to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend students nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.

Students who may require special accommodations
- Students who need special instructional accommodations due to a permanent or temporary disability are strongly encouraged to report to the Center for Accommodations and Support Services (CASS), located in the East Union Building, room 106. Students with a documented sensory and/or learning disability may receive special accommodations according to university policies. It is the student responsibility to contact the instructor after contacting the CASS to ensure provision of such accommodations.

Attendance and participation during class
- Attendance is mandatory and active participation (in-class and/or online) is required. All in-class and/or online activities ensure that students learn the material and help them to acquire effective skills and strategies. Instructors may drop students from the class if they miss too many classes (see attendance policy below) or class performance shows lack of effort.

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ATTENDANCE POLICY FOR ALL ESOL COURSES
To expand their language proficiency and academic literacy skills, students must be *present* in class so as to participate in all class activities and engage in active practice. **Good attendance is a course requirement**. Therefore, if a student is absent an excessive number of times during the drop period (from the first day after the end of late registration through the last day for faculty to drop students), the instructor will drop the student from the course.

IMPORTANT RULES TO KEEP IN MIND:
- During the fall or spring semester, students will be dropped from a MWF class after being absent four times in a row or after accumulating a total of six absences, and from a TR class after being absent three times in a row or after accumulating a total of four absences. During a four-week summer session, students will be dropped after being absent two times in a row or accumulating a total of three absences. It is also important to keep in mind that students can also be dropped from the class for lack of effort (e.g., not turning in major assignments on time). Exceptions due to medical emergencies or illness must be properly documented.
- All truly "exceptional" circumstances should be documented and discussed with the class instructor as soon as possible. Absences due to exceptional circumstances should be reported to the class instructor as soon as possible in order to explain the situation (sending an email message is recommended). This does not necessarily mean that absences will be excused, but it gives the class instructor an opportunity to assess the situation before dropping the student from the class.
- Late arrivals and early departures also carry penalties for purposes of dropping or lowering the course grade (e.g., two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence). It is the responsibility of each student who arrives late to notify the instructor at the end of the class period so his/her attendance can be recorded.
- The final course grade can be lowered by 1 point for every absence in MWF courses, 1.5 points for every absence in TR courses, and 2.5 points for every absence in summer courses.

Exceptions to the above-stated attendance policies are only made under the following circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty, or (3) official UTEP business such as athletics, debating team, or band. These circumstances must be properly documented (official proof). Documented proof of official UTEP business or jury duty must be provided ten calendar days before the fact; documentation of hospitalization must be provided as soon as possible.

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ESOL SEQUENCE OF COURSES:
Students enrolled in ESOL courses are required to take courses in sequence according to their placement into the program. The sequence of courses in the ESOL program is as follows:
Level 1) ESOL 1910
Level 2) ESOL 1610
Level 3) ESOL 1406 & ESOL 1309 (both must be completed before enrolling in the next courses)
Level 4) ESOL 1311 & ESOL 1310
(both must be completed before enrolling in the next course)
Level 5) ESOL 1312
ESOL 2303 ONLY students majoring in the Humanities and Social Sciences may be required to
take this class. Please check corresponding degree plan.
Note 1: ESOL 1311 and ESOL 1312 are credit-bearing courses with credits that count toward graduation, as they are equivalent to ENGL 1311 and ENGL 1312 (required first year composition courses at UTEP).
Note 2: All ESOL courses must be passed with a "C" or better before enrolling in the next course. Students who receive a D or F must retake the course and pass with a C or better before enrolling in the next level.

HELPFUL INFORMATION
- Academic Advising Center – Academic Advising, 1st floor, 747-5290; http://academics.utep.edu/Default.aspx?tabid=59454
- Center for Accommodations and Support Services - Union East 106, 747-5148; http://sa.utep.edu/cass/
- Department of Language and Linguistics – Liberal Arts 137, 747-5767; http://academics.utep.edu/Default.aspx?tabid=44572
- Enrollment Services -Academic Services Building 101, 747-6186; http://webcontent.utep.edu/enrollmentservices/
- ESOL Program – Liberal Arts 114, 747-7038; http://academics.utep.edu/Default.aspx?tabid=51677
- ESOL Lab and Tutoring Services – Liberal Arts 238; http://academics.utep.edu/Default.aspx?tabid=51678
- ESOL Student Online Resources; http://academics.utep.edu/Default.aspx?tabid=51679
- Financial Aid - Academic Services 204, 747-5204; http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/finaid
- International Programs - Union East 203, 747-5664; http://studentaffairs.utep.edu/Default.aspx?tabid=52367
- Office of Student Life - Union West 102, 747-5648; http://www.utep.edu/dos/acadintg.htm
- Registration & Records -Academic Services 123, 747-5544; http://academics.utep.edu/Default.aspx?tabid=40826

- Student Health Center - Union East 100, 747-5624;
  http://chs.utep.edu/health/
- Scholarships - Academic Services Building 202, 747-5478;
  http://ia.utep.edu/Default.aspx?alias=ia.utep.edu/scholarships
- University Counseling Center, Union West 202, 747-5302;
  http://sa.utep.edu/counsel/
- University Career Center, Union West 103, 747-5640; www.utep.edu/careers
- Writing Center - University Library 227, 747-5112;
  http://academics.utep.edu/writingcenter/

Tentative Topic Calendar (Subject to Change)

WEEKLY Summary of _Reader's Choice_ Topics
Week 1   Introduction to Course- Reading for Different Goals / Web Work
Week 2   Chapters 1 & 2 Reading for Different Goals and Language Policy
Week 3   Chapter 2 Essay (Memoir) and Globalization
Week 4   Chapter 3 Newspaper Advertisements
Week 5   Chapter 4 Educational Policy/Psychology
Week 6   Chapter 5 Questionnaire
Week 7   Chapters 6 -7 Economics
Week 8   Chapter 8, Semester Review and **Mid Term Exam**
Week 9   Spring Break
Week 10   Chapter 9 Bus Schedule (Sun Metro)
Week 11   Chapter 10 Genetic Engineering
Week 12   Chapter 11 Road Map
Week 13   Chapter 12 Anthropology
Week 14   Chapter 13 Psychology
Week 15   Chapter 14 Short Story
Final exams (see official date in UTEP´s Final Exam Schedule)

NOTE* Quizzes and other reading assessment tools (reading cards, summaries) may be given after each chapter may also include material taken from _Building College Vocabulary Strategies._ Exams will reflect semester quiz content.

Tentative Calendar details: (**note**: both _Reader's Choice_ (RC) _Building College Vocabulary Strategies_ (BCVS) are included on the detailed pacing calendar that follows. Chapters from BCVS are divided into A and B. Sections labeled "A" will be covered during class time and used for activities and discussions while sections labeled "B" represent work that will be completed outside of class, but both sections are available for testing and quizzing at the instructor's discretion.

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Reminder: Textbook labeled as "RC" (*Reader's Choice)* and "BCVS" (*Building College Vocabulary Strategies)*

Week 1
Course Introduction; texts and using the "vocabulary" text
RC   Preface, Introduction and Chapter 1

BCVS chps. 1 & 2

Week 2
Reading strategies and Note-taking exercises
RC   chp. 1 (all exercises)

BCVS chp. 3

Week 3
RC chp. 2 "Globalization" – "Memoir" (short) Read. p. 41 – 44 and
46 – 47 (Memoir Worksheet) and all work on 45

BCVS chp. 4

Week 4
RC chp. 3 "Newspaper Advertisements" p. 60 – 61 and 65 (Critical Reading and
Web Work p.63); Exercise 2 (p. 73 –74)

BCVS chp 5

Week 5
RC chp 4 "Educational Policy" / "Psychology" Read p. 97 –99; 103; 117 -118
(Discussion / Composition p.100); Discussion / Composition p. 20)

BCVS (none)

Week 6
RC chapter 5 Questionnaire (p. 125-130 p. 125-130 (answer all exercises on these
pages)

BCVS chp 6

Week 7
RC Chps 6 and 7 "Economics" and "Charts and Graphs " p. 149 – 151; 160 – 163
(Comprehension, p. 152 – 155); Vocabulary from Context, p. 157 and 165. p. p.
172 – 173; 180; 182 – 183 Comprehension (p. 173); Critical Reading (p. 183)

BCVS chp 7

Week 8 Review and Testing
RC Chapter 8 "Business" p. 209 – 210; 220 – 222 Critical Reading (p. 212); Discussion / Composition (p. 224).

BCVS chp 8

Midterm *week 8*

Week 9

Spring Break

Week 10
RC Chapter 10 "Genetic Engineering" p. 260 – 261 Comprehension (p.262 – 263); Critical Reading (p. 264)

BCVS chp 9

Week 11 Group Research Project

Week 12
RC Chapter 11 "Road Map" p.291; 310 – 315 Critical Reading (p. 297); Prediction (p. 310 – 312).

BCVS chp 10

Week 13
RC Chapter 12 Anthropology p. 322 – 325; 333 Discussion / Composition (p. 326 - 327); Vocabulary (335)

BCVS chp 11

Week 14
RC Chapter 13 "Psychology" p. 355 – 360 Comprehension (p. 357 – 358); Figurative
Language and Idioms (p. 363)

BCVS (review)

Week 15
RC Chapter 14 "Short Story" p. 347 - 348 Comprehension (p. 348); Discussion / Composition (p. 349)

BCVS (review)

Class Final Exam Date is available online via UTEP's "final exam schedule".

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https://adminapps.utep.edu/studentphotos/?c=20152021404

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19 Students Found

Al Saihati Laila S	Avila Raudel O	Ayala Marco A	Ayub Perez Aimee	Borgaro Cesar A
Brandi Lucia V	Bustillos Norma E	Castrejon Ponce Pablo E	Chavez Paz Rodrigo I	Cruz Terrazas Sarah A
Duarte Diego	Gonzalez-Benjumea Lina M	Guerrero Francis B	Gutierrez Ernesto	Hernandez Lozano Zalma M
Meraz Chacon Cesar A	Rangel Rubio Cesar O	Urquidi Cerros Yamile A	Valenzuela Saidah A	

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