

# **HYFLEX ESOL 1310: Reading English as a Second Language**

CRN:26152 Semester/Year: **SP 2024**

**Instructor:** Jennifer Mansour **Email:** [jlmansour@utep.edu](mailto:jlmansour@utep.edu)

**Office address:** Graham 110A **Office hours:** T 3-4 PM, Graham 110A; Zoom W, Th 9-11

**Link:** <https://utep-edu.zoom.us/j/2194914637> (The Link will also be in Blackboard)

**Class Meetings:** Monday 9-10:20 CRBL C301

**\*Note:** The course being Hyflex means that students have the flexibility to choose their mode of attendance. They can opt for in-person classes, participate through Zoom, or engage asynchronously online. Blackboard has our class Zoom meeting link.

## **HYFLEX (Hybrid Flexible) COURSE DELIVERY**

*This course is delivered in the Hybrid-Flexible “HyFlex” format.* Students can choose to take the class online, in the classroom, or both. (This is the *Flexibility* part of *HyFlex*.) However, if students decide to take the class online synchronously, they must secure an excellent internet connection to participate in all class activities and follow through. **Equally important, they are required to have their microphone and a camera on when taking the class synchronously online.** Thus, no matter which mode they choose, they are responsible to follow through with each weekly learning module.

However, if students decide to take the class online synchronously on Zoom, they must secure an excellent internet connection to participate in all class activities and follow through.

If for some reason they decide to join the class via Zoom Live Synchronous Class Meeting, they need to go to Blackboard and click on the Zoom link but they need to make **sure to log in with their official UTEP name and not any nickname or they will miss attendance.** Equally important, they are required to have their microphone and a camera on.

HyFlex classes demand that students develop good organizational and time-management skills, that they interact with instructors and classmates via computer-mediated communication as needed or required, and that students develop the ability to work independently. As with any other class, it is important to attend all sessions and it is crucial to devote the necessary computer time to the class (see attendance policy below).

## **Course description**

This course is designed to develop effective academic reading skills, with emphasis on vocabulary development, text analysis, and critical thinking required for favorable 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 is designed 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.

## 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, 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 on reading tests (open-ended, multiple-choice, true-false, essay questions);
- Expand active and passive lexical knowledge through specific vocabulary learning activities and through extensive reading;
- Recognize the importance 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 one's level of understanding.

## Teaching approach

Reading a text involves a process 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 text, 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.

Thus, it is essential to devote time to, and focus attention on, reading, and to be willing to actively participate in class activities. In this course, most class sessions are devoted to improving reading skills, learning vocabulary, developing critical thinking, and conducting reading-to-write activities.

## **EDGE**

- Gain career-practice experience by attending sometimes extensive training at the Center for Community Engagement.
- Gain leadership skills by being active participants in community engagement.
- Students will develop confidence, communicative skills, and the ability to engage in teamwork through working on team-based activities.

## **Why Get Involved?**

Whether you are a new, transfer, or returning student, being involved is one of the most important aspects of your college education. Not only will you increase your likelihood of graduation, but you will also strengthen your skills and develop your Edge Advantage, which will assist you in finding meaningful employment and pursuing graduate studies. Through the Edge Experiences, UTEP provides you with great opportunities to explore your potential, take risks, and try out new things and ideas.

### **Here are some other reasons to get involved:**

- It will make your college experience a valuable and enjoyable one.
- You will be part of the campus community and make new friends.
- You will build better relationships with other students, staff, and faculty.
- You will build a support network.
- It will enhance your interpersonal and leadership skills that are necessary for driving change.
- You will fulfill your civic and social awareness and responsibilities.

## **How Do I Get Involved?**

- As a college student, determining how to invest your time and energy will have a great impact on your college experience. To determine what sparks your interest, consider the following questions:
- What activities have you been involved with in the past that you have enjoyed? Some examples include student organizations, part-time employment, academic competitions, and community service.

- What are some new things you want to do while you are in college? For example, meet new friends, step out of your shell, and build leadership skills.
- What are your strengths? These may include listening to others, making others feel included, maintaining an active social media presence, and meeting people of different cultures and backgrounds.

## Homework assignments

In order to maximize reading time, many texts must be read at home. It is crucial to dedicate time outside of class to reading, analyzing, and responding to texts, and to completing 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 projects, mid-term and final exams, as well as homework. Active participation in class and completion of reading-to-write assignments also are evaluated. No make-up quizzes or exam are given. Exceptions to this rule can be made only in case of appropriately documented illness or serious medical issues (see course policies below).

The course grade is determined as follows:

Speaking Activities	15%
Assignments	20%
ESOL Lab	5%
Participation	10%
Discussions	15%
Midterm Exam	15%
Final Exam	20%

Grades are assigned on this scale:

<b>A</b>	90 – 100%
<b>B</b>	80-89%
<b>C</b>	70-79%
<b>D</b>	60-69%
<b>F</b>	0-59%

*In order to pass the course, a grade of “C” (70) or higher must be obtained. If a lower grade is obtained, the course must be re-taken.*

# COURSE POLICIES

## ASSIGNMENTS

- All assignments must be completed and turned in on the scheduled dates and the corresponding exams taken on scheduled dates in order to obtain a passing grade. Late work will not be accepted. No make-up exams will be given. Exceptions to these rules may be considered only for properly documented medical emergencies (or similar extraordinary circumstances).
- 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 to consult with ESOL tutors/instructor (depending on availability) in order to revise and edit their work before submitting it.

## ESOL LANGUAGE LAB

- In addition to regular classroom sessions, students are required to complete 8 hours in the ESOL lab. This semester the lab will be a “virtual” lab. You will NOT go to a physical location on campus. Our virtual lab will offer writing tutoring, computer-assisted language learning (CALL) activities, conversation practice, among other activities. You may also visit UTEP’s online Writing Center to complete your ESOL lab hours. Even though you will not be going to a physical location, we will be providing you with opportunities to interact online with other classmates.

## STUDENTS WHO MAY REQUIRE SPECIAL ACCOMMODATIONS

- Students who need special instructional accommodations due to a permanent or temporary disability are strongly encouraged to consult personnel in 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.
- *Monday thru Friday 8:00a.m.-5:00p.m.*  
*Phone:(915) 747-5148*

## ATTENDANCE AND PARTICIPATION IN HYBRID ESOL COURSES

- During the fall or spring semester, students accumulating 3 absences will NOT receive a passing grade in the class. A warning will be given to students once they reach 2 absences. If a student is absent 3 times, the student will receive a notification advising them to drop the class. **It is up to the student to drop the class. Instructors will NOT drop the student.**
- It is also important to keep in mind that students may also fail 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.

- Late arrivals and early departures will also carry penalties for purposes of dropping or lowering the course grade (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). Documentary 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.

**NOTE: Students who are sick and may be contagious should NOT come to class. If you do not have medical documentation that you are too sick to come to class, your two allowable unexcused absences can be used without penalty, and you may make up the classwork. It is therefore important that you do not miss class unless absolutely necessary, so you have the allowable absences available in case of illness.**

## **SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

## **PLAGIARISM DETECTING SOFTWARE**

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

## **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

## **TEST PROCTORING SOFTWARE**

Course assessments will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on Blackboard.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

## Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. You will need:

- ✓ A computer, webcam and microphone
- ✓ A working UTEP email account
- ✓ Stable internet access
- ✓ Access to Blackboard (Bb). This tool will be used for most handouts, messages and announcements. Accordingly, all work will only be transmitted and submitted online.
- ✓ A Blackboard-friendly browser—Google Chrome & Mozilla Firefox are the best. Software including: MS Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) **for free** via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.
- ✓ Respondus Lockdown Browser (free download from Blackboard)

**IMPORTANT:** Check that your computer hardware and software are up-to-date and able to access all parts of the course. If your browser is not equipped to navigate the new Blackboard environment, then you may contact the technology “help” desk. You will also need to check the functionality of your sound drivers and flash and java plugins for participation in Collaborate sessions. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk \(helpdesk@utep.edu\)](mailto:helpdesk@utep.edu) as they are trained specifically in assisting with technological needs of

[students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!](#)

## ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

## NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

## Effective Electronic Communication

(Based on Doering's 2013: Netiquette: Rules of Behavior on the Internet)

- **Identify yourself:** Begin messages with a salutation and end them with your name.
- **Include a subject line:** Give a descriptive phrase in the subject line of the message header that tells the topic of the message (not just "Hi, there!").
- **Avoid sarcasm:** People who do not know you may misinterpret its meaning.
- **Use appropriate language:** Avoid coarse, rough, or rude language; observe good grammar and spelling.

Use appropriate emoticons (emotion icons) to help convey meaning. Use "smiley's" or punctuation such as :- ) to convey emotions. See website list of emoticons at <http://netlingo.com/smiley.cfm> and <http://www.robelle.com/smugbook/smiley.html>.

- **Avoid "flaming":** (online "screaming") or sentences typed in all caps.



## Professionalism

### Discussion Boards

- Students should post answers to each discussion questions (100-150 words) by Thursday at 11:59 pm. The answers should be brief, meaningful, well thought-out, and grammatically correct. The follow up responses (replies to two classmates – between 50-75 words) must be posted in the following three days, in other words, Sunday at 11:59 by the latest.
- Students will be responsible for reading their peers’ responses and interacting with them in a constructive manner.

- **Extra Credit**

- You have the option of earning up to a maximum of 2% extra credit towards your final grade in this course. You can do this by completing extra credit assignments towards the end of the course or by participating in one or more research studies (approved by the ESOL Director) if they are offered to your class. Each assignment or study participation is worth 1% extra credit.

### Due Dates

<b>Discussions</b>	Thursday by 11:59 pm (individual entries)
	Sunday by 11:59 pm (replies to classmates)

**Important Note: The syllabus provides a general plan for the course; modifications may be necessary and implemented as a result of students’ needs, course development, and classroom life in general.**

## **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 1610

Level 2) ESOL 1406 & ESOL 1309 (both must be completed before enrolling in the next courses)

Level 3) ESOL 1311 & ESOL 1310 (both must be completed before enrolling in the next course)

Level 4) ESOL 1312

*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.*

## **USE OF AI TECHNOLOGIES**

### **WHAT IS ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY?**

Artificial Intelligence (AI) technology refers to the development and implementation of computational systems that possess the ability to perform tasks that typically require human intelligence. Ideally, these tasks enable individuals to engage in a wide range of activities including learning, reasoning, problem-solving, perception, language understanding, and decision-making. Within educational contexts, understanding what AI tools exist to support these activities and developing individuals’ AI literacy (their ability to comprehend, critically evaluate, and apply AI output) is of essential importance.

### **EXAMPLES OF AI TOOLS IN HIGHER EDUCATION**

#### **Generative AI Tools**

Generative AI refers to a class of AI models and systems that has the ability to generate new content, data, or outputs that resemble and, in some cases, are indistinguishable from human-created content. These systems are designed to identify patterns and structures from existing data and then use that knowledge to create novel outputs.

Examples:

- ChatGPT is a conversational AI model developed by OpenAI, based on the GPT-3.5 architecture. It excels in natural language understanding and generation, allowing it to engage in dynamic and contextually-relevant conversations. Trained on diverse Internet text, ChatGPT can provide information, answer questions, and generate human-like responses across a wide range of topics.
- Grammarly is a writing assistance tool that helps users improve the quality and correctness of their written content. It employs advanced algorithms to identify and correct grammar, spelling, punctuation, and style issues in real time, providing users with suggestions to enhance the clarity and coherence of their writing. Grammarly is available as a browser extension, desktop application, and mobile app, making it a versatile tool for individuals seeking to enhance their writing proficiency.
- DALL-E is an artificial intelligence model created by OpenAI that specializes in image generation. It is a variant of the GPT-3 architecture and is capable of creating unique and diverse images based on textual descriptions. DALL-E can generate images from textual prompts, demonstrating the ability to create imaginative and novel visuals by extrapolating from the patterns it learned during training.

## USING AI IN YOUR ESOL 1310 CLASS

Some AI technologies or automated tools, particularly generative AI such as ChatGPT or Grammarly, can be beneficial for some class activities, and your instructor will inform you when it is applicable and permitted in this class and guide you as to its use. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. Furthermore, inappropriate use of AI can hinder your English language development, an important objective of this course.

AI cannot reproduce critical thought, reflection, or personal insights, and it is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, *is only allowed with approval from the instructor BEFORE being used*. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If you use any information or materials created by AI technology with the permission of your instructor, you must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>

Consider how this will affect your credibility as a writer and scholar before doing so. **Any direct use of AI generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).**

**REMEMBER:** You are responsible for any and all work that you put your name to, regardless of whether or not you used AI to complete it.

**NOTE:** The allowance of AI is dependent on the individual class and instructor. In some classes AI may be 100% prohibited

### **HELPFUL INFORMATION**

- Academic Advising Center – University Library, Suite 310, 747-5290; <https://www.utep.edu/advising/>
- Department of Latin-US and Linguistics – Graham Hall 202, 747-5767; <https://www.utep.edu/liberalarts/languages-and-linguistics/>
- ESOL Lab and Tutoring Services-Liberal Arts 238
- ESOL Program information <https://www.utep.edu/liberalarts/languages-and-linguistics/academic-programs/esol-program/>
- Campus Resources [https://www.utep.edu/advising/student\\_resources/index.html](https://www.utep.edu/advising/student_resources/index.html)
- Financial Aid <https://www.utep.edu/student-affairs/financialaid/contact-us/index.html>
- International Programs -Union East 203, 747-5664 <https://www.utep.edu/student-affairs/oipsa/>
- Student Life - Union West 102, 747-5648 <https://www.utep.edu/student-affairs/dean-of-students-office/>
- Registration & Records –Academic Services 123, 747-5544 <https://www.utep.edu/student-affairs/registrar/>
- Student Health Center – Union East 100, 747-5624; <https://www.utep.edu/chs/shc/>
- Scholarships - Academic Services 202, 747-5478; <https://www.utep.edu/student-affairs/scholarships/>
- Counseling and Psychological Services (CAPS) - Union West 202, 747-5302; <https://www.utep.edu/student-affairs/counsel/>
- University Career Center, Union West 103, 747-5640; [www.utep.edu/careers](http://www.utep.edu/careers)
- Utep Library - 1900 Wiggins Way 747-5672; <https://www.utep.edu/library/>
- MLA & APA Documentation Style; <https://owl.purdue.edu/>
- University Writing Center – University Library 227; <https://www.utep.edu/uwc/>