

Fall 2018
ESOL 1310: Reading English as a Second Language (Hybrid)

CRN: 19517 - Semester/Year: Fall 2018

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Description:

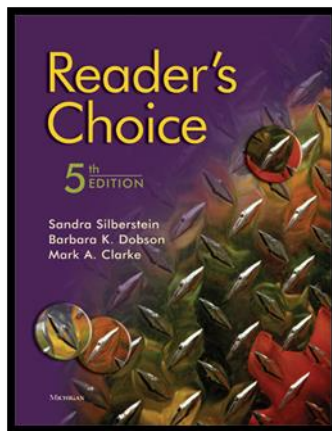
This course is designed to develop academic reading skills with emphasis on vocabulary development, text analysis, and critical thinking that are required for good academic performance at the college level. It is also designed to develop writing skills by creating a link between reading and writing. You will also learn to construct a reading process that works for you, and you will work to increase your reading speed. You will learn better in college if you improve your reading. Therefore, the purpose of this course is to sharpen your abilities as a college reader.

Hybrid course delivery

This section of ESOL 1310 is delivered in a hybrid format, with some class sessions held in the classroom and other instructional sessions or components conducted on-line. Hybrid 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).

OPTIONAL textbooks/materials:

1. Silberstein, S., Dobson, K., & Clarke, M. (2011). *Reader's choice* (5th Ed.). Univ. of Michigan Press.



Objectives

ESOL 1310 objectives are to improve students' reading skills in order to help them improve their writing and editing skills, to think and evaluate reading critically, and to effectively display on exams what one has learned and thought as a result of reading. Class meetings focus on developing reading, editing, writing and vocabulary skills.

Criteria for success

1. Comprehend normal-length articles on a variety of topics.
2. Analyze the structure of sentences to determine the relationship of ideas within a sentence.
3. Analyze the main idea of a reading passage, and answer questions about specific details in the passage, and draw conclusions based on an understanding of the passage.
4. Write summaries, outlines, vocabulary sheets, and paraphrase from reading texts.
5. Understand the conventions of writing to improve reading creating a link between reading and writing.
3. Brainstorm lists of ideas, freewrite in response to reading material, and write summary responses and reactions to reading material.
4. Write study sheets and exam answers in response to both study reading and critical reading exam questions.
5. Develop vocabulary in context skills, learn word analysis, and use a monolingual dictionary.
6. Access and use prior knowledge to predict, understand, and evaluate what is read.
7. Develop a reading process that involves using information from a reading text and knowledge of the world in order to interpret a passage.
8. Understand reading material that is not primarily arranged in sentences and paragraphs.
9. Be able to skim and scan reading passages.
10. Make judgments about what is read. Students should be able to pose questions and answers about a reading text's point of view, the author's arguments and evidence, and their experience to support that of the author's.
11. Be able to produce and understand by answering questions and/or summarizing a 10 to 20 minute oral presentation.
12. Attend and participate regularly and meet homework and assignment deadlines.

Requirements of the course:

Each class will be devoted to learning vocabulary, improving reading skills, and developing critical reading. You will take reading and vocabulary quizzes, participate in group activities, write summaries and outlines, and keep a reading journal. Class participation in English is a must.

All homework, exercises, handouts, and assignments are due during the class in which they are assigned unless otherwise specified by your instructor. No late work will be accepted.

To pass this course, a student must have an average of C or better. If a student receives a D, he must retake this course.

Grades:

There will be no make-ups for missed quizzes.

Grades will be calculated according to the following formula (subject to minor revision):

Quizzes (Reading/Unit/Vocabulary)	30%
Assignments (Blackboard and hard copy)	10%
Journals	10%
Midterm	10%
Final Exam	20%
Group Presentation	10%
Participation	10%

Grades are assigned on this scale:

A = 90 - 100	D = 60-69
B = 80 - 89	F = 0 - 59
C = 70 - 79	

COURSE POLICIES

- It is necessary to submit all major assignments and take the course exams in order to obtain a passing grade. All assignments must be completed and turned in on the scheduled dates. No late work will not be accepted. Exams must be taken on scheduled dates. 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 encouraged to go to the Writing Center in the library or to consult with ESOL tutors (depending on availability) in order to revise/edit their work before submitting it.

Documentation styles

- Instructors will introduce students to in-text, parenthetical documentation early in the semester and require these documentation conventions throughout the course. Students will learn and use the American Psychological Association (APA) or Modern Language Association (MLA) documentation format and style.

- The most important words in a paper are the students', not those found in sources consulted. Students should always strive to draw inferences from research material and weave into their papers their reaction and evaluation of source material.

Attendance and participation in class

- Attendance is mandatory and active participation (in-class and/or online) is required. All in-class and/or online activities are designed to help students learn the material and 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 a lack of effort.

Mobile phones, laptops, and other electronic devices

- Students must turn off their cell phones, pagers, iPods, MP3 players, and any other similar devices while in class. Any unauthorized use of cell phones or electronic devices in class will be reported to the Dean of Students' Office.

- In classes that meet in a computer lab, computer use unrelated to class work (i.e. checking email, surfing the web) is NOT permitted.

- The use of laptops or similar devices while in the classroom may be prohibited if the instructor considers them a distraction.

- No visitors will be allowed without the instructor's permission.

Academic honesty

- Students are expected to adhere to and comply with standards of academic honesty. Academic dishonesty will not be tolerated. All cases will be 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 a grade. Forms of academic dishonesty include (but are not limited to): collusion—lending one's 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 one's own (i.e., copying parts of or whole papers off the Internet).

- Any type of cheating or plagiarism constitutes a violation of University policies and of 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 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's responsibility to contact the instructor after contacting the CASS to ensure provision of such accommodations.

ATTENDANCE POLICY FOR ALL ESOL COURSES

To expand their language proficiency and academic literacy skills, students must be present in class in order to participate in 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 four consecutive absences or after accumulating a total of six absences, and from a TR class after three consecutive absences or after accumulating a total of four absences. During a four-week summer session, students will be dropped after two consecutive absences 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.

- Absences due to truly "exceptional" circumstances should be documented and 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 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 properly documented (official proof) medical emergency requiring hospitalization, (2) properly documented (official proof) jury duty, or (3) properly documented (official proof) official UTEP business such as participation in athletic events, debate team, or music band events. 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.

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 in 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

Level 6) **ESOL 2303: Required of all majors in the College of Liberal Arts.**

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](http://academics.utep.edu/Default.aspx?tabid=59454) – Academic Advising, 1st floor, 747-5290; <http://academics.utep.edu/Default.aspx?tabid=59454>
- [Center for Accommodations and Support Services](http://sa.utep.edu/cass/) - Union East 106, 747-5148; <http://sa.utep.edu/cass/>
- [Department of Language & Linguistics](http://academics.utep.edu/Default.aspx?tabid=44572) – Liberal Arts 137, 747-5767; <http://academics.utep.edu/Default.aspx?tabid=44572>
- [Enrollment Services](http://webcontent.utep.edu/enrollmentservices/) -Academic Services Building 101, 747-6186; <http://webcontent.utep.edu/enrollmentservices/>
- [ESOL Program](http://academics.utep.edu/Default.aspx?tabid=51677) – Liberal Arts 114, 747-7038; <http://academics.utep.edu/Default.aspx?tabid=51677>
- [ESOL Lab and Tutoring Services](http://academics.utep.edu/Default.aspx?tabid=51678) – Liberal Arts 238; <http://academics.utep.edu/Default.aspx?tabid=51678>
- [ESOL Student Online Resources](http://academics.utep.edu/Default.aspx?tabid=51679); <http://academics.utep.edu/Default.aspx?tabid=51679>
- [Financial Aid](http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/finaid) - Academic Services 204, 747-5204; <http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/finaid>
- [International Programs](http://studentaffairs.utep.edu/Default.aspx?tabid=52367) - Union East 203, 747-5664; <http://studentaffairs.utep.edu/Default.aspx?tabid=52367>
- [Office of Student Life](http://www.utep.edu/dos/acadintg.htm) - Union West 102, 747-5648; <http://www.utep.edu/dos/acadintg.htm>
- [Registration & Records](http://academics.utep.edu/Default.aspx?tabid=40826) -Academic Services 123, 747-5544; <http://academics.utep.edu/Default.aspx?tabid=40826>
- [Student Health Center](http://chs.utep.edu/health/) - Union East 100, 747-5624; <http://chs.utep.edu/health/>
- [Scholarships](http://ia.utep.edu/Default.aspx?alias=ia.utep.edu/scholarships) - Academic Services Building 202, 747-5478; <http://ia.utep.edu/Default.aspx?alias=ia.utep.edu/scholarships>
- [University Counseling Center](http://sa.utep.edu/counsel/), Union West 202, 747-5302; <http://sa.utep.edu/counsel/>
- [University Career Center](http://www.utep.edu/careers), Union West 103, 747-5640; www.utep.edu/careers .
- [Writing Center](http://academics.utep.edu/writingcenter/) - University Library 227, 747-5112; <http://academics.utep.edu/writingcenter/>
- [Student Development Center](http://sa.utep.edu/sdc/) – Union West 106, 747-5670; <http://sa.utep.edu/sdc/>

Schedule (Subject to Change)

Texts: *Reader's Choice*

<u>WEEK</u>	<u>CLASS MATERIALS</u>
Week 1	Introduction to Course Chapter 1 Reading for Different Goals-Web Work
Week 2	Syllabus Quiz Chapter 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	Chapter 6 Economics Midterm
Week 8	Chapter 7 Charts and Graphs
Week 9	Chapter 8 Business
Week 10	Chapter 9 Bus Schedule
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 exam during finals week: See schedule	