

ONLINE ESOL 1310: Reading English as a Second Language

CRN: **17043** Semester/Year: **Fall 2020**

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Synchronous Class Meetings: **Tuesdays via Blackboard Collaborate Ultra**

Office hours: **Virtually via Blackboard Collaborate: Tuesdays and Wednesdays 12:00 – 2:00 p.m.**

Important comment: In light of our current pandemic situation, please read the COVID-19 Accommodations and Precautions below.

COVID-19 Accommodations and PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

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.

Online course delivery

This section of ESOL 1310 is delivered in an online format with the instructional sessions and additional components (assignments, peer-reviews, discussion boards, quizzes, and presentations) conducted on-line. Online 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).

Blackboard Collaborate Ultra Sessions

This class requires that you participate in scheduled Blackboard Collaborate sessions once a week. See blackboard for details on dates. The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussions.

Students are expected to participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard.

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 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 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 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. 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.

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/Participation	15%
Assignments	20%
ESOL Lab	5%
Journals	10%
Discussion Boards/Quizzes	15%

Midterm Exam	15%
Final Exam	20%

Grades are assigned on this scale:

A	90 – 100%
B	80-89%
C	70-79%
D	60-69%
F	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 class

- Active participation online is required. All online activities are designed to help students learn the material and acquire effective skills and strategies. Instructors may drop students from the class if their class performance shows lack of effort.

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!

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 (no less than 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 – no less than 50 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.

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 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.

Note1: 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.

ADDITIONAL HELPFUL INFORMATION

- Academic Advising Center – Academic Advising, 1st floor, 747-5290;
<http://academics.utep.edu/Default.aspx?tabid=59454>
- 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
- UTEP Library: 1900 Wiggins Way 747-5672; <https://www.utep.edu/library/>
- MLA & APA Documentation Style: <https://owl.purdue.edu/>
- Writing Center - University Library 227, 747-5112; <http://academics.utep.edu/writingcenter/>
- Student Development Center – Union West 106, 747-5670; <http://sa.utep.edu/sdc/>