

HYBRID ESOL 1310: READING ENGLISH AS A SECOND LANGUAGE

CRN: 14884 | FALL 2024 | Tuesdays from 5:00 PM - 6:20 PM (1 hour, 20 minutes) | LART 103

INSTRUCTOR	Ms. Tracy A. Huhn	HELP HOURS	Mondays and Wednesdays 5:00 - 6:00 PM *By appointment to be either in office or online
EMAIL	thuhn2@utep.edu		Tuesdays 6:20 - 7:00 PM *In-person after class or online by appointment on hybrid days
OFFICE	Kelly Hall, Room 213		

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 you 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 your understanding of the relationships found between writers, texts, and readers.

HYBRID COURSE DELIVERY

This section of ESOL 1312 is delivered in a hybrid format, with **some class sessions held in the classroom and other instructional sessions or components conducted online**. 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).

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 multimodal/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 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 registers 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.

ASSIGNMENTS

In order to maximize time, **assignments must be done outside of class**. It is crucial to dedicate time outside of class to reading, analyzing, and responding to texts, and to completing related assignments. Failure to complete assignments or lack of effort in completing these can lower the course grade considerably or result in a failing grade. **Assignments are due Mondays at 11:59 p.m..**

ESOL LAB

In addition to regular classroom sessions, students are required to **complete 8 hours in the ESOL Lab (located in Liberal Arts 238)**. The lab offers writing tutoring, computer-assisted language learning activities, conversation practice, and a reading improvement program. These activities provide extended opportunities to review the topics covered in class and to engage in individual practice. Schedule your appointment in-person or through email at esol.lab@utep.edu.

EXTRA CREDIT

Looking to boost your course grade? **Students can earn up to 2% in extra credit by participating in up to 4 credits of SONA experiments (0.5% in extra course credit per SONA credit)**. SONA is a Human Participant Pool System used for research conducted by faculty in the Department of Psychology and the Department of Latin-US and Linguistics. Students earn course credit by completing experiments that investigate a variety of issues in psychology and/or linguistics. Many of the studies posted in SONA are immediately relevant to linguistics because they investigate language use or depend on language use. A tutorial will be provided in class to show you how to use SONA to participate in research and earn extra credit for this class. **An alternative assignment option will be provided to you should you prefer not to participate in research (check Blackboard).**

GRADING

Course evaluation measures include discussion boards, mid-term and final exams, as well as assignments. Active participation in class and completion of reading-to-write assignments also are evaluated. **No late work, make-up quizzes/exams are given.** Exceptions to this rule can be made only in case of appropriately documented illness or serious medical issues given (see course policies below).

The course grade is determined as follows:

Participation	10%	Speaking Activities	15%
Assignments	20%	Midterm Exam	15%
Discussion Boards	15%	Final Exam	20%
ESOL Lab	5%	TOTAL	100%

Grades are assigned on this scale: *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 retaken.*

A	90 - 100	C	70 - 79	F	00 - 59
B	80 - 89	D	60 - 69		

ATTENDANCE AND PARTICIPATION

- During the 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.

UTEP EDGE EXPERIENCES

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 in finding meaningful employment and pursuing graduate studies. Through EDGE experiences, you can gain great opportunities to explore your potential, take risks, and try new things.

BENEFITS

- Gain **career-practice** experiences
- Build and enhance a supportive **network** of leadership and friends
- Grow **civic** and social awareness and **responsibilities**
- Develop **confidence, communication, team-building, listening, and inclusion leadership** skills
- Create a **memorable, valuable, fulfilling college experience** that you put 100% in
- Become recognizable on campus and in the community

EXAMPLES

- Student organizations
- Internships / part-time employment
- Academic competitions
- Community service

When approaching getting involved, think about what current strengths you possess to contribute and which ones you strive to be better at.

UTEP RESOURCES (Click [here](#) to view all)

DEPARTMENT/ESOL		
Department of Latin-US & Linguistics	Graham Hall - 202	747.5767
ESOL Program		
ESOL Lab	Liberal Arts - 238	esol.lab@utep.edu
ESOL Director: Dr. Mossman	Graham Hall - 306	samosman@utep.edu
HEALTH		
Counseling and Psychological Services (CAPS)	Union West - 202	747.5302
Student Health and Wellness Center	Union East - 100	747.5624
CAMPUS		
Technology Support Center	Library - 300	helpdesk@utep.edu
Free UTEP Download: Microsoft Office 365		
Career Center	Union West - 103	747.5640
Scholarships	Mike Loya - 202	747.5478
International Programs & Study Abroad	Union East - 203	747.5664
Student Life	Union West - 102	747.5648
Academic Advising Center	Library - 310	747.5290
Financial Aid	Mike Loya - 204	747.5204
Registration & Records	Mike Loya - 107	747.5544
Academic Integrity		
Volunteering: Center for Community Engagement	1514 Hawthorne	cce@utep.edu
Housing & Residence Life	Boquillas Hall	747-5352
WRITING		
Writing Center	Library - 227	747.5112
Library	1900 Wiggins Way	747.5672
Librarian: Jennifer Urban-Flores		jurbanflores@utep.edu
Writing Help Online		
MLA & APA		

