ESOL 1310: Reading English as a Second Language
CRN: **31423** / Semester/Year: **Summer I 2014**

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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.

Required textbooks/materials:
- Silberstein, S., Dobson, K., & Clarke, M. (2011). *Reader's Choice* (5th Ed.). Univ. of Michigan Press.
- Pabis, D. C., & Hamer, 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, 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 journals, quizzes, presentation, final exam, as well as homework. Active participation in class and completion of reading-to-write assignments also are evaluated. No make-up quizzes or exams 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:

		Grades are assigned on this scale:
Assignments/Journals/Participation: 30 %		A = 90 - 100
Quizzes:	30 %	B = 80 – 89
Final Exam:	30 %	C = 70 -79
Presentation	10%	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 encouraged to go to the Writing Center in 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
- 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 and 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. <u>Academic dishonesty will not be tolerated</u>. 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, <u>each student MUST do his/her own work</u>. 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 **U**niversity 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 responsibility to contact the instructor after contacting the CASS to ensure provision of such accommodations.

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. <u>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.</u>

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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 in order to participate in all class activities and engage in active practice. **Good attendance is a course requirement**. Therefore, <u>if a student is absent an excessive number of times</u> during the drop period (from the first day after the end of late registration through the last day for faculty to drop students), <u>the instructor will drop the student from the course</u>.

<u>IMPORTANT RULES TO KEEP IN MIND</u>:
- **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 <u>2.5 points for every absence in summer courses</u>.

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 <u>ten calendar days before the fact</u>; documentation of hospitalization must be provided as soon as possible.

<u>**Important Note**</u>**: 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.**

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Tentative Weekly Schedule (subject to change)

Week 1
    ESOL 1310 Syllabus. Introduction to the Course.
    Reader's Choice
        Unit 1 (p.1-27)
        Unit 2 (p.29-58)
        Unit 3 (p.59-94)
    Builder's College Vocabulary Strategies Chapter 1& 2

Week 2
    Reader's Choice
        Unit 4 (p.95-124)
        Unit 5 (p.125-146)
        Unit 6 (p.147-170)
    Builder's College Vocabulary Strategies Chapter 3

Week 3
    Reader's Choice
        Unit 7 (p.171-207)
        Unit 8 (p.209-239)
        Unit 9 (p.241-258)
        Unit 10 (p.259-286)
    Builder's College Vocabulary Strategies Chapter 4

Week 4
    Reader's Choice
        Unit 11 (p.287-315)
        Unit 12 (p.317-349)
    Review

Final Exam – July 3, 2014 10:00-12:45

NOTE* Quizzes and other reading assessments (reading cards, summaries) may be given after each chapter.

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/

- Student Development Center – Union West 106, 747-5670; http://sa.utep.edu/sdc/