



Course Title, Number, Section Number: Intensive Reading and Speaking/ Intensive Speaking and Reading Fluency ESL19/ESL9, Fall 2024

Course Meeting dates/times: Mon. & Wed. 1:15 to 3:15 PM and Friday 12:00- 1:15pm

Course Meeting room: Luther Bonney Room 509

Instructor: Ana Jacobs, MS Ed

Office Location: 101 Payson Hall

Email: ana.jacobs@maine.edu

Office Phone: (207)780-4586

Student Hours: before class on Mon. & Wed. and
after class on Friday

Course Materials & Books:

Required: 21st Century Reading: Creative Thinking and Reading with TED talks (3)

Supplemental: DO NOT BUY. Reading Power series, Mikulecky and Jeffries – on loan from ESOL Program --

Other required materials:

- Notebook and writing utensils for each class
- Laptop, tablet, or smartphone to bring to each class
- Daily home access to internet and laptop or desktop computer

Technology Requirements: Reliable internet access, a desktop or computer with keyboard, webcam, speakers, and a microphone, headphones (if needed), other electronic devices that would enable you to participate in the online class. Students must be comfortable with basic technology tools for this course, including email, Google Docs, Zoom, Google Hangout, and online navigation. This course will be delivered in person.

Computer Access

Participants will need a reliable PC or a Mac with the latest version of a web browser. In addition, students will need a broadband Internet connection (DSL or faster). Below is a suggested list of recommended software students may need to access electronic resources for this course.

Course Description, including format:

The goal of this class is to help you increase your English language fluency and speed in reading, improve presentation skills, and engage in critical thinking and reflection needed for success in university-level study and professional work situations. You will learn specific strategies to increase reading speed and comprehension. You will also gain specific skills for creating and delivering presentations and working effectively in a group. This course follows a semester-long theme of inquiry, as you learn about and discuss a variety of topics through the use of TED talks.

Learning Outcomes:**COURSE COMPONENTS****PUBLIC SPEAKING and PRESENTATIONS:**

In this class, we will focus on public speaking assignments which specifically show students' ability to think critically, and understand a variety of issues affecting modern life. Students will learn to plan and deliver clear and interesting presentations, and how to function effectively in a group. There will be at least 3-4 presentations required throughout the semester; this will include 1-2 group presentations and 1-2 individual presentations.

- **Presentations can not be made up, so please plan carefully to ensure that you attend class on the assigned presentation dates.**

READING SPEED AND FLUENCY:

Students will utilize a structured curriculum to build reading pace and comprehension. This will include regular exercises, homework, and tracking of data associated with reading speed and progress.

CRITICAL THINKING & DISCUSSING ISSUES:

Students in this class will strengthen their ability to think critically and explain their thoughts concisely in English. Students will listen to, discuss, and read about a variety of topics affecting today's society and will connect those ideas to both Maine and their home countries. Students will learn to analyze the issues we discuss in terms of important concepts such as the economy, the environment and the society/community.

HOMEWORK:

Students will be expected to conduct some out-of-class assignments in preparation for each class session, including reading activities and presentation development. You should plan on spending an average of five hours per week to complete your homework.

Class Structure and Assignments:

There are specific deadlines for course activities. The modules for course work include assigned reading, student responses to the reading, reporting and writing exercises that require independent work. There are some team or group activities. All assignments are to be the original and independent work of each student.

The syllabus might change throughout the semester. Your instructor will let you know when/if it happens and where you may find the most up to date version.

Assessment:

Course grades will be cumulative points gathered during the semester, based on quizzes, writing assignments and online discussions. There will be extra credit options, and late assignments will **not** be accepted. Working ahead of deadlines each week is the best strategy for accomplishing the course grade objects for this semester.

Grading Criteria:**EVALUATION:**

Attendance and punctuality:	5%
Daily Class participation/Group-work Skills:	15%
Reading speed activities/TED talk quizzes:	25%
Homework completion:	20%
Presentation Projects:	25%
Final Presentation _____	10%
	100%

Grade Scale

Grade Percentage	Letter Grade
100-93%	A
92-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-60%	D

Course Evaluations:

At the end of each semester every student has the opportunity to provide constructive feedback on the course. It is important to me that you take the time to let me know your thoughts about the course. I use your feedback to make improvements in the course materials, assignments, and outcomes.

COURSE POLICIES

ATTENDANCE POLICY

Students are expected to attend class regularly and be on time, in both face-to face meetings and online Zoom meetings.. If you plan to be absent from class, let me know ahead of time. Our class is a **learning community**, and participation in discussion and other activities is very important. Participation is part of your grade. **Only one absence will be permitted without a negative impact on grades.** Students who are late (more than 5 minutes) are marked as "late arrivals". Three late arrivals equal one absence ("L"). Students who leave early or leave the classroom for more than a very brief period will also be marked "L". In the event of serious illness or other major occurrence, please speak to me personally so that I can decide what type of arrangement is reasonable. This arrangement may involve a brief virtual meeting with me to overview your assignments and completion strategies.

CLASS CANCELLATION

Your teacher will let you know as soon as possible IF class has been canceled. Please check your USM email daily

ATTENDANCE POLICY: Inclement Weather

From time to time USM will close the University due to inclement weather. When the cancellation is for an entire day, the class content will be made up at another time or through additional, outside of class, assignments.

When the school opens late or closes early, and the time selected is during the middle of class, we will still hold the class unless you are otherwise notified by me. Two examples:

- If class starts at 1pm, but the University is closing at 1:30pm, we will still have class unless you hear from me.
- If class starts at 1pm, but the University is opening at 1:30pm, we will still have class unless you hear from me.

Technology

Technology Support Center (Help Desk)

If students need technical support at any time during the course (especially concerning Brightspace), please contact the Technology Support Center:

Phone: 207-780-4029

or 1-800-696-4357

Email: help@maine.edu

- Students need a maine.edu account to access most of our online resources. If students can't remember their account information, visit accounts.maine.edu or contact IT at 1-800-696-4357 and ask them to help access their maine.edu account.
- The USM Portal (my.usm.maine.edu) can be used to reach their student email, Brightspace, MaineStreet and most other university online tools through a single website.

- If this is the first time students have used Brightspace, visit the university pages for instructions and help resources.

Computer Access

Participants will need a reliable PC or a Mac with the latest version of a web browser. In addition, students will need a broadband Internet connection (DSL or faster). Below is a suggested list of recommended software students may need to access electronic resources for this course.

Latest Versions of Web Browsers

- [Mozilla Firefox](#) (Windows / MacOS) - Recommend
- [Google Chrome](#) (Windows/MacOS) - Recommended
- [Safari](#) (MacOS - Update through the App Store)

Note that Brightspace and many other web-based applications used in USM courses do not work well in Microsoft's browsers, Edge and Internet Explorer.

Technology in the Course Space

Students should minimize visual and auditory distractions while working on the course materials. If recordings are created, downloaded or uploaded, students should be aware of the interference that local distractions might create for the product and effectiveness of that work. If working from home, students should set aside a private, quiet space for uninterrupted work during class meetings.

- Web cameras must be on during Zoom sessions to ensure meaningful participation and engagement and to build learning community

TECHNOLOGY IN THE CLASSROOM

Cell phones and laptops are allowed in the classroom ONLY to be used as educational and/or emergency tools.

ACADEMIC INTEGRITY / PLAGIARISM

Everyone associated with the University of Southern Maine is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. Violations of academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one's research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy which are contrary to the academic purposes for which the University exists. Acts that violate academic integrity disrupt the educational process and are not acceptable.

Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the office of Community Standards and Mediation, online

at usm.maine.edu/community-standards-mediation/academic-integrity or by calling and requesting a copy at (207) 780-5242.

FINAL EXAMINATIONS/FINAL PROJECT

There will be a final presentation project for this course the week before the last week of classes.

It is a USM academic policy that no tests or exams may be scheduled during the last week of classes.

UNIVERSITY POLICIES AND RESOURCES

DISABILITY ACCOMMODATIONS

The university is committed to providing students with documented disabilities equal access to all university programs and services. If you think you have a disability and would like to request accommodations, you must register with the Disability Services Center. Timely notification is essential. The Disability Services Center can be reached by calling 207-780-4706 or by email dscusm@maine.edu. If you have already received a faculty accommodation letter from the Disability Services Center, please provide me with that information as soon as possible. Please make a private appointment so that we can review your accommodations.

TUTORING AND WRITING ASSISTANCE

Tutoring at USM is for *all* students, not just those who are struggling. Tutoring provides active feedback and practice, and is available for writing, math, and many more subjects. Walk-in tutoring is available at the Glickman Library in Portland, the Gorham Library, and the LAC Writing Center. For best service, we recommend making an appointment at <https://usm.maine.edu/learningcommons/schedule-tutoring-appointment>.

- [Peer Academic Coaches](#): for sessions relating to academic skills like notetaking, effective academic reading, and exam preparation
- [Learning Commons Navigators](#): for sessions relating to research for class projects and papers
- [Technology Assistants](#): for sessions relating to specific course technology (how to use Brightspace or other course technology tools)

Questions about tutoring should be directed to Naamah Jarnot at 207-780-4554. Interested in becoming a more effective, efficient learner? Check out <https://usm.maine.edu/agile!>

COUNSELING

Counseling is available at USM. The best way to schedule an appointment is by phone at 780-5411. More information is available at <https://usm.maine.edu/uhrs>.

RECOVERY ORIENTED CAMPUS CENTER (ROCC)

A peer support community for students in recovery from substance abuse and other mental health conditions is available at USM. More information may be found online at <https://usm.maine.edu/recovery> or by contacting ROCC at 207-228-8141.

NONDISCRIMINATION POLICY

The University of Southern Maine is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Amie Parker, Interim Director of Equal Opportunity, The Farmhouse, University of Maine Augusta, Augusta, ME 04333, 207.581.1226, TTY 711 (Maine Relay System).

STATEMENT ON RELIGIOUS OBSERVANCE FOR USM STUDENTS

Absence for Religious Holy Days: The University of Southern Maine respects the religious beliefs of all members of the community, affirms their rights to observe significant religious holy days, and will make reasonable accommodations, upon request, for such observances. If a student's religious observance is in conflict with the academic experience, they should inform their instructor(s) of the class or other school functions that will be affected. It is the student's responsibility to make the necessary arrangements mutually agreed upon with the instructor(s).

TITLE IX STATEMENT

The University of Southern Maine is committed to making our campuses safer places for students. Because of this commitment, and our federal obligations, faculty and other employees are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating or domestic violence, and stalking). Disclosures of interpersonal violence must be passed along to the University's Deputy Title IX Coordinator who can help provide support and academic remedies for students who have been impacted. More information can be found online at <http://usm.maine.edu/campus-safety-project> or by contacting Sarah E. Holmes at sarah.e.holmes1@maine.edu or 207-780-5767.

If students want to speak with someone confidentially, the following resources are available on and off campus: University Counseling Services (207-780-4050); 24 Hour Sexual Assault Hotline (1-800-871-7741); 24 Hour Domestic Violence Hotline (1-866-834-4357).

COURSE PLANNER(*please note that these are subject to change and this list does not include all homework assignments, etc.)

Date	Course Plan
Week 1	Course expectations and technology, academic integrity policies, introduction to Google Slides, in class presentation project.
Week 2	Understanding reasons and key details, interpreting a statement and reflecting on own experiences, understanding main ideas and key details, connecting ideas using a concept map, making predictions and researching for a presentation on biomimicry. (UNIT 1)
Week 3	Identifying reasons and effects, understanding statistics and infographics, analyzing a writer's claims, evaluating an argument, understanding main ideas, classifications, metaphors and a speaker's message, evaluating an argument, synthesizing ideas from multiple sources, researching for a presentation about sleep. (UNIT 2)
Week 4	Understanding main ideas, key details and a process, analyzing an argument for evidence, evaluating possible problems, reflecting on one's own viewpoint, comparing similarities to other contexts, researching for a presentation on cyborg technology. (UNIT 3)
Week 5	Linking ideas using a summary chart, analyzing and evaluating an argument, understanding infographics, questioning statements in a text, recognizing a speaker's message , key details , main ideas and examples, questioning survey results, applying information to its own context and designing a plan for community happiness. (UNIT 4)
Week 6	Understanding sequence, reasons and figurative language, evaluating pros and cons, interpreting a statement, making predictions, understanding causes and effects, synthesizing information, evaluating pros and cons, creating a time-off plan for employees. (UNIT 5)
Week 7	Understanding key details, making comparison and understanding

	contrastive language, interpreting meaning, making predictions, applying information to new contexts, summarizing information, evaluating an argument, applying ideas to own experience, presenting an analysis of how people use texting. (UNIT 6)
Week 8	Understanding tone and purpose using a concept map, evaluating an argument using examples, understanding key details, a process and a sequence of events, identifying and synthesizing main ideas, applying ideas to their own context, critically evaluating an example of cultural stereotyping. (UNIT 7)
Week 9	Understanding sequence and classifications, identifying different viewpoints, making inferences, evaluating an argument using examples, understanding key details, cause and effect and a speaker's message, reflecting on one's own experience, applying ideas to other contexts, researching for a presentation on contributions to society. (UNIT 8)
Week 10	Understanding key details and reference, inferring conclusions, applying ideas to other contexts, understanding main ideas and key details, a speaker's message and sequence, reflecting on own experience, proposing and justifying a wildlife research project. (UNIT 9)
Week 11	Linking ideas and examples, creating a map of the text, understanding a process, questioning statements in a text, applying ideas to other contexts, recognizing and understanding main ideas and a sequence of events, interpreting descriptions and meaning. (UNIT 10)
Week 12	Designing a 3-day course for tackling phobias. Working on presentation skills, and presenting in front of an audience.
Week 13	Understanding the cultural context of the upcoming celebration of Thanksgiving Day: historical and cultural context.
Week 14	Final project: linking ideas and examples, researching on a specific topic, reflecting on one's own experience, applying ideas to other contexts, working on presentation skills, presenting in front of an audience.
Week 15	In Class Osher Map Presentation followed by discussion (practicing oral skills, fluency, analyzing details, critical thinking)

	Discussion: Most common phobias people have. Reading the article "Keep Calm" Linking ideas and Examples: Examples are used to illustrate main ideas and support the overall argument. Creating a Map of the Text Building Vocabulary and understanding a process. Final Presentations (part 1) Fun Friday: Vocabulary and Reading Fast Activities Final Presentations (part 2)
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