

### Basic Course Information

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|-------------------|--|---------------------|--|
| Semester:         | <b>Summer 2016</b>                       | Instructor Name:    | <b>Donald Sillings</b>                           |
| Course Title & #: | <b>ESL 004 Grammar &amp; Composition</b> | Email:              | <b>Donald.sillings@imperial.edu</b>              |
| CRN #:            | <b>30025</b>                             | Webpage (optional): | <b>BlackBoard</b>                                |
| Classroom:        | <b>213</b>                               | Office #:           | <b>2789</b>                                      |
| Class Dates:      | <b>20 June – 28 July, 2016</b>           | Office Hours:       | <b>By Appointment</b>                            |
| Class Days:       | <b>M, T, W, H</b>                        | Office Phone #:     | Voice 760-355-6398 Text as shown in class        |
| Class Times:      | 7:30 – 11:15am                           | Emergency Contact:  | Maria Sell, Department Secretary<br>760-355-6337 |
| Units:            | 5  |                     |  |

### Course Description

ESL004 is a grammar class in an English-only environment designed for the high-intermediate ESL student. The course will emphasize grammar, writing sentences, and paragraphs. (Nontransferable, nondegree applicable)

### Student Learning Outcomes

1. Correctly form and use verbs in a variety of tenses.
2. Write and/or identify a variety of sentences (simple, compound, complex, and compound-complex), including questions and negatives.
3. Write a topic sentence with a topic and controlling idea.

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate ability in using conditionals, both real and unreal, in the present and in the past following "if ' or "when" and following "wish."
2. Demonstrate mastery in creating affirmative and negative statements, yes/no questions, and wh-questions in the simple present and present progressive; demonstrate competency with the following tenses: future, simple past, past progressive, present perfect, and present perfect progressive; demonstrate ability with the following tenses: past perfect, past perfect progressive, future progressive, and future perfect in the above forms.
3. Demonstrate mastery to use, recognize, and produce modal verbs of ability , request, permission, advice, suggestion, preference, and necessity; demonstrate competency with modal verbs of prohibition, expectation, possibility, impossibility, and conclusion; demonstrate competency in using, recognizing, and producing modal verb forms for past possibility, past impossibility, belated advice, past conclusions, and past opportunity not taken.
4. Demonstrate competency with recognizing and using comparative, superlative, and equative forms.

5. Demonstrate competency in using gerunds and infinitives as subjects and objects; understanding infinitives of purpose; and using verb+ infinitive, verb+ gerund, and verb/noun/adjective+ infinitive/gerund combinations.
6. Demonstrate ability in using, recognizing, and producing the stative and causative (get/have) passive voice and with participial adjectives.
7. Demonstrate competency in identifying sentence parts (subject, verb, and complement) and parts of speech (nouns, verbs, pronouns, adjectives, adverbs, articles, conjunctions, and prepositions).
8. Demonstrate ability to understand advanced subject/verb agreement.
9. Demonstrate competency in recognizing level appropriate time expressions and writing in appropriate tense according to these expressions.
10. Demonstrate competency in recognizing and using noun, adjective, and adverb clauses in reported speech and in "that-clauses."
11. Demonstrate ability in recognizing and producing adjective clauses using relative pronouns (who, whom, which, that, whose, when, and where).
12. Demonstrate competency in recognizing various sentence types (simple, compound, and complex) and producing dependent and independent clauses; compound sentences with coordinating conjunctions and semicolons, transitions, and correct punctuation; and complex sentences with adverb clauses and correct punctuation.
13. Demonstrate ability to understand the relationships and functions of connecting devices including conjunctions and transitions.
14. Demonstrate competency in writing topic sentences with topics and controlling ideas.
15. Demonstrate competency with using a variety of prewriting skills (brainstorming, outlining, clustering) which lead to the development of ideas and topics for paragraphs.
16. Demonstrate ability in writing well-organized, coherent paragraphs (with topic, supporting and concluding sentences) of 6-12 sentences with the following organization patterns: listing order, giving instructions, reason/example, and opinion.
17. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises with focus on vocabulary used in academic content areas.

### **Textbooks & Other Resources or Links**

Focus on Grammar (4<sup>th</sup> ed.) Fuchs, M. and Bonner, M. Pearson. ISBN 978-0-13-254649-2

### **Course Requirements and Instructional Methods**

Assignments must have your name, date, and class title, and the assignment's name or page number and homework is due at the beginning of class on the due date. Late tests, or homework must be completed within the 6 calendar days. No late quizzes will be accepted.

The assignments will be quizzes, tests, and written paragraphs. For this class, a paragraph will have no fewer than 10 sentences. You will be graded on grammar, relativeness, length of paragraph, and sentence structure.

You may be required to study the lessons away from class and to use email/class time to clarify and strengthen your understanding. It is important to remember that the Department of Education policy states that one (1) credit hour [1 unit] is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement. You should spend 10 hours per week away from class studying for this class.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Tests and Quizzes will each have a stated number of points. “Writings” will be scored 20 points for perfect grammar, sentence structure, and paragraph structure. The score will be reduced one point for each instance of certain errors. Other errors will cause a loss of only one point no matter how many times the error occurs. A separate descriptive rubric sheet will be provided at the beginning of the semester. If a paragraph is shorter than 10 sentences, the score will be reduced one point for each missing sentence. If a paragraph is off-topic, the score will be reduced by 5 points. “Re-writes” will be scored 10 points for the perfect paragraph and reduced as described above.

In addition to the chapters in the textbook, additional handouts or white-board material may appear on the tests and quizzes.

Grades will be recorded in the class Blackboard gradebook so that a student can track his or her cumulative course grade. Students will be sent an email each time the Blackboard gradebook has been updated. Questions about grades should wait until after that email notice has been sent.

The course grade is a letter grade based on the percentage of the total points possible. The conversion from percentage to letter grade is traditional: A = 90+%, B = 80-89%, C = 70-79%, D = 60-69%, and F = 0-59%..

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return

messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### **Academic Honesty**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **[Blackboard Support Site](#)**. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **[Learning Services](#)**. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#)**. There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

*[Required Information – Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]*

| Date or Week | Activity, Assignment, and/or Topic            | Pages/ Due Dates/Tests |
|--------------|---|------------------------|
| Week 1       | Units 1 - 6                                   | Pages 2-98             |
| Week 2       | Units 7 - 12 Writing 1 & Rewrite 1            | Pages 99-203           |
| Week 3       | Units 13 - 14 Writing 2 & Rewrite 2           | Pages 205-238          |
| Week 4       | Units 15 – 20 Writing 3 & Rewrite3            | Pages 239-338          |
| Week 5       | Units 21 – 24 Writing 4 & Rewrite 4           | Pages 339-400          |
| Week 6       | Units 25 – 29 Final Exam on last day of class | Pages 401-480          |

**\*\*\*Tentative, subject to change without prior notice\*\*\***