

Basic Course Information

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|-------------------|--|---------------------|-------------------------------------|
| Semester: | Spring 2020 | Instructor Name: | Ms. Sandra Castro |
| Course Title & #: | Grammar and Composition For ESL 1 | Email: | sandra.castro@imperial.edu |
| CRN #: | 20301 | Webpage (optional): | N/A |
| Classroom: | Building 200 Room 203 | Office #: | Part-Timers: Room 809 |
| Class Dates: | February 18 - June 12, 2020 | Office Hours: | N/A for part-time faculty |
| Class Days: | T & Th | Office Phone #: | (760) 355-6337 (Lency Lucas) |
| Class Times: | 6:30-09:00 P.M. | Emergency Contact: | e-mail |
| Units: | 5.0 | | |

Course Description

ESL 001 is a grammar class in an English-only Environment, for the beginning or false beginning ESL student. The course will cover grammar and simple sentence writing. (Nontransferable, nondegree applicable)

Course Prerequisite(s) and/or Corequisite(s)

None

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- 1.- Write sentences in English with correct subject/verb agreement. (ILO1).
- 2.- Correctly form and use verbs in a variety of tenses. (ILO 1, ILO 2).
- 3.- Demonstrate knowledge of, and ability to use, correct punctuation and mechanics (ILO 1, ILO 2).

Course Objectives

- 1.- Write simple sentences demonstrating ability of the above-mentioned grammatical areas with correct grammar and mechanics.
- 2.- Demonstrate ability using there is/there are in affirmative, negative, and interrogative sentences, and with articles a/an.
- 3.- Demonstrate the ability to recognize and use prepositions of time and location.
- 4.- Demonstrate ability to use subject and object pronouns, and possessive adjectives.

- 5.- Demonstrate ability to use nouns: singular, plural, count, and non-count including correct spelling and appropriate possessive forms.
- 6.- Demonstrate competency in using the modal “can” for ability.
- 7.- Demonstrate ability to create statements and questions in the affirmative, negative, and imperative forms in the following tenses: - simple present – present progressive – simple past – future (be going to);
- 8.- Demonstrate ability to use basic subject/verb agreement.
- 9.- Demonstrate the ability to classify parts of speech and to identify parts of a sentence.

Textbooks & Other Resources or Links

Focus on Grammar 1 Fourth Edition student book by Irene Schoenberg and Jay Maurer / PEARSON with MY English LAB access code inside

Course Requirements and Instructional Methods

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

Attendance, Homework, participation, oral presentations and tests, will count for your final grade. If you are planning to be absent, talk to the teacher in advance if you wish to take the test sooner because of any anticipated absence.

Homework=15% Tests/Quizzes=15% Oral Presentations (1-2)=10% Mid-terms=30%

Final=30% Grading Scale- 100%-90%=A 89%-80%=B 79%-70%=C 69%-60%=D 59%-0%=F

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, only students enrolled in the class may attend; children are not allowed.

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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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 counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|-------------------------------|--|---|
| Week 1 February 18, 20 | Syllabus and Introduction, Buying their books , Explain, review and practice writing simple statements. | Getting Started pages 1- 2 and Cast of characters page 3. |
| Week 2 February 25, 27 | Unit 1 – This is / These are; Subject Pronouns pages 6-15. Homework- Do Unit 1. Unit 2 - Singular and Plural Nouns; Proper Nouns: A and An | Pages 17-26. Homework- Do Workbook Unit 2. |
| Week 3 March 3,5 | Unit 3 – Present of Be Statements pages 30-39. Homework – Do Workbook Unit 3. Unit 4 – This is / Those are; Possessive Adjectives | Pages 41-49. Homework – Do Workbook Unit 4. |
| Week 4 March 10, 12 | (TEST #1 Units 1-3) Unit 5 – Present of Be: Yes / No questions with Who and What pages 51 – 59. Homework – Do Workbook Unit 5. Unit 6 - Present of Be: Questions with Where; Prepositions of Place | Pages 61-70. Homework- Do workbook Unit 6. |
| Week 5 March 17, 19 | Unit 7 Past of Be : Statements and Yes / No Questions pages 74-82. Homework – Do Workbook Unit 7. Unit 8 Past of Be: Wh- Questions | Pages 84-92. Homework – Do Workbook Unit 8. |
| Week 6 March 24, 26 | (TEST#2 Units 4-6) Unit 9 Imperatives – Giving Directions pages 96 – 104. Homework – Do Workbook Unit 9. Unit 10 – Simple Present Staments | Pages 106-116. Homework – Do Workbook Unit 10. |
| Week 7 March 31 April 2 | Unit 11 - Simple Present: Yes / No Questions pages 118 – 126. Homework – Do workbook unit 11. Unit 12 – Simple Present: Wh- Questions | Pages 128 – 137. Homework – Do workbook unit 12. |
| Week 8 April 7, 9 | (TEST #3 Units 7-9) Unit 13 – Simple Present with Adverbs of Frequency (Habits) | Pages 139 – 148. Homework – Do Workbook Unit 13. |

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|-------------------------|--|---|
| Week 9 April 14, 16 | SPRING BREAK | N/A |
| Week 10 April 21, 23 | Unit 14 – ADJECTIVES (Describing People) Pages 152-162. Do Workbook Unit 14. Unit 15 - Comparative Adjectives | Pages 164 – 174. Do Workbook Unit 15. |
| Week 11 April 28, 30 | (TEST#4 Units 10, 12 and 14) Unit 16 – Present Progressive: Statements Do Workbook Unit 16. Unit 20 Possessive Nouns: This, These, That, Those (clothing) | Pages 178 – 187. Pages 224 – 233. Do Workbook Unit # 20. |
| Week 12 May 5, 7 | Unit 21 – Count and Non-Count Nouns; Some and Any Pages 235 – 245. Do Workbook Unit 21. Unit 22 – A, An, and The; One and Ones (Shopping) | Pages 247 – 257. Do Workbook Unit 22. |
| Week 13 May 12, 14 | Unit 24 – Simple Past Statements: REGULAR Verbs pages 272 – 281. Do Workbook Unit 24. Unit 25 – Simple Past: Irregular Verbs | Pages 283 – 294. Do Workbook Unit 25. |
| Week 14 May 19, 21 | Unit 23 – Subject and Object Pronouns pages 259 Unit 27 – How many and How much: Quantity Expressions Unit 28 – There is, There are, There was, and There were | Pages 310, 322 |
| Week 15 May 26, 28 | Students will give a one minute oral presentation about their “Best Friend”, who they are going to interview first and then present orally. | TEST on Irregular Verbs |
| Week 16 June 2, 4 | Continue with oral presentations (My Best Friend). | Oral presentations |
| Week 16 June 9, 11 | REVIEW FOR FINAL EXAM and GIVE FINAL EXAM! | Final Exam |

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