

## Welcome to ESL 005

# WELCOME

I am really looking forward to being your instructor this semester! First things first, feel free to call me Kemp. It's short, easy, and I'll know you're talking to me. To help you get to know me, here's my background: I am from El Centro, I have been teaching at IVC for about seven years now, and I really enjoy helping students learn and achieve their goals.

I think that my job as a teacher is to help students learn the skills that they need to achieve their future goals. That means we'll be talking about what you want to learn or get better at so that I can help you. It also means that I am going to try my best to use class time to focus on things that I think are useful. I expect a lot from my students, but I know that you can do all the assignments, practice your English, and really improve your conversation, pronunciation, and speaking skills this semester.

I LOVE to hear and answer your questions because I know that you will be getting the information you need. Please ask me anything and tell me if you have any confusion, problems, or issues. Again, my goal is to make sure you learn what you need to learn in order to be successful and meet your goals. We can do it together!

## Basic Course Information

### THE CLASS

**Semester:** Spring 2020

**Course Title & #:** ESL 005: Grammar and Comp for ESL 5

**CRN #:** 21545

**Classroom:** 213

**Class Dates:** Feb. 18 – June 12, 2020

**Class Days:** Tuesdays and Thursdays

**Class Times:** 11:15am – 12:50pm

**Units:** 5

**Emergency Contact:** If you have an emergency, call the ESL receptionist at 760-355-6337

### WHERE TO FIND ME

**Instructor Name:** Elizabeth Kemp

**Email me:**

Elizabeth.kemp@imperial.edu

**Find our Canvas class:**

Imperial.instructure.com

**Visit my office:** 2790 (upstairs in the big building)

**Office Hours:** M/W 12-12:50pm  
online via email

T/Th 10:00-11:00am in my office (2790)

**Call my office:** 760-355-6398 (be sure to leave a message with your name and number so that I can call you back)



## Course Description – What is this class?

**What IVC says:** ESL 005 is a grammar class in an English-only environment designed for the advanced ESL student. The course will emphasize grammar and writing sentences and paragraphs in a variety of rhetorical modes. (Nontransferable, nondegree applicable)

**What that means:** We're going to focus on writing different types of paragraphs as well as an essay with grammar review throughout. NOTE: this is a hybrid class, which means half of your class is online. Make sure you give yourself enough time to complete 10-15 hours of online homework a week. Writing takes practice!

## Course Prerequisite(s) and/or Corequisite(s) – What preparation do students need?

ESL 004 or appropriate placement

## Student Learning Outcomes – What are our main learning goals?

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

1. Correctly form and use verbs in a variety of tenses (ILO 1, ILO 2).

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

### Course Objectives – What should students be able to do before the end of the class?

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

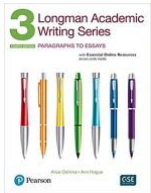
1. Demonstrate mastery in classifying parts of speech and identifying parts of a sentence.
2. Demonstrate mastery in all tenses previously introduced at prior levels, and the ability to use such in affirmative, negative, and interrogative sentences
3. Demonstrate competency in identifying and correcting sentence level errors: run-ons, comma splices, and fragments.
4. Demonstrate competency in using a variety of prewriting skills (brainstorming, clustering, and outlining) which lead to the development of ideas and topics for paragraphs.
5. Demonstrate mastery of all modals previously introduced at prior levels in both past and present forms.
6. Demonstrate the ability to write a multi-paragraph essay.
7. Demonstrate advanced competency in writing well-organized, coherent paragraphs of 8-12 sentences using correct capitalization, grammar, and mechanics.
8. Demonstrate advanced competency with writing topic sentences with topics and controlling ideas.
9. Demonstrate advanced competency with identifying and writing simple, compound, and complex sentences with correct punctuation; demonstrate competency in identifying and writing compound-complex sentences.



### Textbooks & Other Resources or Links – What tools do students need to be successful?

We'll be learning some grammar and improving our English with the help of some tools:

1. **A textbook.** You'll need *Longman Academic Writing Series 3: Paragraphs to Essays* by Alice Oshima and Ann Hogue. Published by Pearson.



ISBN: 978-0134663326

2. **The internet.** Make sure you can either use the internet at home or schedule time for yourself to use the computer labs at school. You can use computers in the library, language lab, or tutoring center.

3. **Paper and a pen or pencil.** We're going to learn a lot. You probably should write some things down
4. **Your tutor.** We have an embedded tutor in this class. The tutor will be in class taking notes and answering your questions with me. After class, the tutor can help you understand assignments and figure out Canvas.
5. **Each other!** We're going to be doing a lot of practicing. Be brave, kind, and respectful as we practice speaking and learning a new language together

### Course Requirements and Instructional Methods – How are students going to learn?

This class is hybrid, which means half of the class is face to face (regular) and half of the class is online. This class will consist of both online and in-class activities including homework assignments, handouts, quizzes, discussions, and online assignments. We will study grammar and work on our writing and communication skills. Students will need to write 4 paragraphs and 1 essay. There will also be a midterm and final exam.



**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.

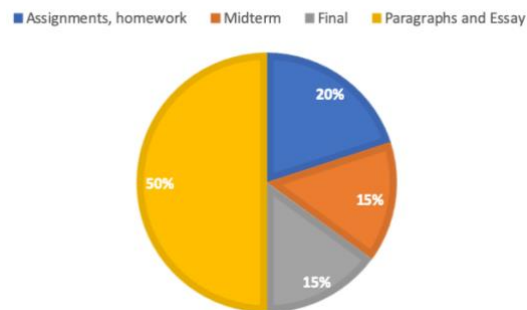
\*for this class, that means you may be doing up to 15 hours of homework a week. Plan time in your schedule

### Course Grading Based on Course Objectives – What are the grading and late work rules?

This class uses a weighted grading system. The points for each assignment count toward a category. The weights are as follows:

Group	Percentage of Total Grade
Assignments, homework	20%
Midterm	15%
Final	15%
Paragraphs and Essay	50%
<b>Total</b>	<b>100%</b>

PERCENTAGE OF TOTAL GRADE



- Grades for assignments will be posted in Canvas.
- Quizzes and discussion assignments will not be accepted late and must be completed **on or before** the original due date to get points.
- Student must earn 70% of higher as a final grade to pass the class

### Attendance – How often should students come to class?

**My attendance rule:** Since practice is so important when learning a language, it’s important that you come to class to practice and to help your classmates practice. I understand that you may need to miss due to an emergency. If that happens, you are responsible for turning assignments in on time or early. Missing class doesn’t mean you have to miss assignments. The internet is always open!

I do not drop students after the first week. If at any time you decide you would not like to continue in the course, you are responsible for dropping the class or receiving a grade that reflects the amount and quality of work you have or have not done at the end of the course.

**IVC’s attendance rules:** 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 – What are the rules and expectations for this class?

- All students are expected to practice English (when writing and speaking) for the entire class period
- All students are expected to be on time and prepared for class

- All students should be respectful to each other and the instructor. Remember that we are all here to learn, and learning requires practice. Nobody is perfect, and nobody in the class should feel scared or embarrassed about making mistakes. They are a part of learning!
- Students should ask questions if they are confused or need something repeated. Asking questions does not mean a person is stupid. Asking questions means that a student wants to learn and is paying attention.
- Written work should be neat and turned in on time.
- 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 are the rules and expectations for online work?

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 (!!!!)].

- Remember that you do need to work online regularly in this class. Pay attention to grammar and tone

### Academic Honesty – What are the rules for student work?

**My rule:** Do your own work. All the work in class and for homework is designed to help you practice and get better. As with any skill that you learn, you have to practice. If someone else (or the internet) is doing the work for you, they are getting the practice, and they will get better. That's your job as a student. Please do your own work.

**IVC's rule:** 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 – What kind of help does IVC provide its students?**

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) – Where do students who learn differently get help?**

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 – Where do students go if they need to talk?**

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 – Where do students who are veterans go for help?**

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) – Where do students struggling financially go?**

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](mailto: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](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program – How does IVC help underrepresented students?**

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 – What are your rights as a student?**

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 – Where do students go to find information and do research?**

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 – What is going on in class and online this semester?**

Due dates may change throughout the semester. Pay attention to in-class and online announcements

Week/Dates	In-class	Homework (fill this in as we go)
Week 1 Feb. 18-24	Introduction to Course Introduction to each other	Introduction to Online Learning Grammar Review
Week 2 Feb. 25-March 2	Intro to Academic Writing – Chapter 1	
Week 3 March 3-March 9	Intro to Academic Writing – Chapter 2	
Week 4 March 10-March 16	Intro to Academic Writing – Chapter 2	Paragraph 1 rough draft
Week 5 March 17-March 23	Intro to Academic Writing – Chapter 3	Paragraph 1 due Tuesday
Week 6 March 24-March 30	Intro to Academic Writing – Chapter 4	
Week 7 March 31-April 6	Intro to Academic Writing – Chapter 4	Paragraph 2 rough draft
Week 8 April 7-April 12	Intro to Academic Writing – Chapter 5	Paragraph 2 due Tuesday
APRIL 12-APRIL 19 SPRING BREAK – NO CLASSES		
Week 9 April 21-April 27	Intro to Academic Writing – Chapter 5 / Midterm	Paragraph 3 rough draft
Week 10 April 28-May 4	Intro to Academic Writing – Chapter 7	Paragraph 3 due Tuesday
Week 11 May 5-May 11	Intro to Academic Writing – Chapter 7	Paragraph 4 rough draft
Week 12 May 12-May 18	Intro to Academic Writing – Chapter 8/9	Paragraph 4 due Tuesday
Week 13 May 19-May 25	Intro to Academic Writing – Chapter 10	
Week 14 May 26-June 1	Intro to Academic Writing – Chapter 10	Essay 1 rough draft
Week 15 June 2-June 8	Review for final exams	Essay 2 due Tuesday
Week 16 - June 9	Final Exam	

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