

ESL 012**Speaking and Listening for ESL 2**

(5 units)

SPRING 2013 (CRN: 20580 / 20581)

T/R – 7:30-10:00 / 12:55-3:25

Room: 2733/ 413

Office Hours: M/W: 9:25-10:55 a.m.

T/R: 10:05-10:35 a.m.

Professor: J. Ponce

Office #2793

355-6475

e-mail address:

 *Josefina.ponce@imperial.edu***CATALOG DESCRIPTION:**

ESL 012 is a grammar-based speaking class in an English-only environment, for the low intermediate ESL student. Students will further develop listening comprehension and will increase fluency, accuracy and confidence in oral production. (Nontransferable, non-degree applicable)

COURSE OBJECTIVES:

Student will be able to:

1. Demonstrate competency in using and recognizing the simple present, present progressive, future plans (be + going to), simple past, past progressive, and future (will).
2. Demonstrate competency to recognizing, responding to, and producing affirmative, negative and interrogative sentences.
3. Show competency in using, recognizing, and producing (in the correct word order) comparative, superlative, and equative forms of adjectives and adverbs in oral and aural exercises.
4. Demonstrate competency in using, recognizing and producing singular and plural nouns, subject and object pronouns, possessive adjective forms in oral and aural exercises.
5. Demonstrate competency in recognizing and producing long and short vowel sounds and third person singular (/s/, /z/, /iz/), and the past tense (/d/, /t/, /did/, /tid/).
6. Create and present short dialogs and impromptu conversations on limited topics illustrating a particular function or situation.
7. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises.

Student Learning Outcomes:

1. Produce common contractions in speaking (example: did not=*didn't*, I am=*I'm*, etc.).
2. Differentiate between similar sounding words by making a distinction between sounds /ð/, /t/, /d/, /θ/, and /f/.
3. Produce appropriate rising or falling intonation in Yes/No questions and Wh- Questions .
4. Apply pronunciation rules for 3rd. person (-s) endings and plural nouns (-s) endings in aural discrimination activities.
5. Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities.

BOOKS TO BE PURCHASED

1. Molinsky & Bliss, Side by Side, Plus, Book 2, Pearson, 2008
2. Molinsky & Bliss, Side by Side, Activity & Test Prep Workbook 2, Pearson, 2004
3. A good college dictionary (recommended)

Disruptive Students: Most of you are here to learn, but some students are not serious. To preserve a productive learning environment, students who disrupt or interfere with a class may be sent out of the room and told to meet with Sergio Lopez, Campus Disciplinary Officer, before returning to continue with coursework. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog.

Cheating and Plagiarism: IVC expects honesty and integrity from all students. A student found to have cheated on any assignment or plagiarized will receive a zero for the assignment and sent to Disciplinary Officer Sergio Lopez. A second occurrence of cheating or plagiarism may result in dismissal from class and expulsion from IVC as outlined in the General Catalog.

Attendance: Students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at instructor discretion if they miss more than a week of class hours continuously. Please make arrangements with instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason.

GRADING AND REQUIREMENTS:

It is estimated that each student should spend 10 hours a week on class preparation. Each student is responsible for required readings and written/spoken assignments from each unit in the textbook /workbook. In addition to that, as part of your assignments, you will be required to go to the Language Laboratory once a week for 1 hour (60 minutes) and work on specific assignments. (Student ID card is required to use the Language Laboratory.) Throughout the semester you will give a variety of speeches: 1) *My Role Model* (February 14, 2013); 2) *Demo Speech* (March 14, 2013); 3) *My Plans for the Future* (April 25, 2013).

1. Attendance & Participation	10 points
2. Progress Tests	35 points
3. Assignments (Including language lab work)	10 points
4. Oral presentations	10 points
5. Final Exam	<u>35 points</u>
	Total 100 points

NOTES:

1. **NO makeup exams or quizzes will be given.** You will automatically receive "F's for missed exams or quizzes.
2. If you leave class earlier, it would be counted as an absence.
3. If you are absent the day of the final, you will not be allowed to take it later. If you know you must be absent the day of the final, you must make previous arrangements for an earlier date.
4. **No late assignments will be accepted** without previous arrangements.
5. **Research is needed for the last speech.** If you are absent the day of your presentation, you will automatically receive an "F" for that assignment. There are **NO MAKEUPS** for oral presentations. **NO EXCEPTIONS !**
6. No food/drinks/snacks allowed in the classroom. Exception: Water in a bottle with a top.
7. No use of cell phones/radios/beepers. They must be off or on silent mode.

Disabled Student Programs and Services:

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. Visit or call DSP&S Mel Wendrick Access Center, Room 2117. (760) 355-6312

- Weeks 1-2:
- 1) Introduction to class materials, expectations, and procedures
 - 2) Introduction: /s/, /z/, /iz/ ending sounds (3rd Person Singular)
 - 3) Chapter One – Review of Tenses: (Simple Present, Present Continuous
 - 4) Simple Past, Future: Going to); Like to; Time Expressions; Indirect Object Pronouns
 - 5) Test # 1 (Chapter One)
- Weeks 3-4:
- 1) Chapter Two – Count/Non-Count Nouns
 - 2) Test # 2 (Chapter Two)
 - 3) Chapter Three–Partitives; Count/Non-Count Nouns; Imperatives
 - 4) Test #3 (Chapter Three)
 - 5) Review: /s/, /z/, /iz/ ending sounds (3rd Person Singular)
- Weeks 5-6:
- 1) Speech #1: **My Role Model** (3 minutes)
 - 2) Chapter Four – Future Tense: Will; Time Expressions; Might
 - 3) Test #4 (Chapter Four)
 - 4) Chapter Five – Comparatives; Should; Possessive Pronouns
 - 5) Test # 5 (Chapter Five)
- Weeks 7-8:
- 1) Chapter Six – Superlatives
 - 2) Introduction: /d/, /t/, /id/ past tense ending sounds (regular verbs)
 - 3) Test #6 (Chapter Six)
 - 4) Chapter Seven – Imperatives; Directions
 - 5) Test #7 (Chapter Seven)
- Weeks 9-10:
- 1) Speech #2: **Demo Speech** (4 minutes)
 - 2) Chapter Eight – Adverbs; Comparative of Adverbs; Agent Nouns; If-Clauses
 - 3) Review: /d/, /t/, /id/ past tense ending sounds (regular verbs)
 - 4) Test #8 (Chapter Eight)
 - 5) Chapter Nine – Past Continuous Tense; Reflexive Pronouns; While-Clauses
- Weeks 11-12:
- 1) Test #9 (Chapter Nine)
 - 2) Chapter Eleven – Past Tense Review; Count/Non-Count Noun Review; Must; Mustn't vs. Don't Have to; Must vs. Should
 - 3) Review: /d/, /t/, /id/ past tense ending sounds (regular verbs)
 - 4) Chapter Ten – Could; Be Able to; Have Got to; Too + Adjective
 - 5) Test #10 (Chapter Ten)
- Weeks 13-14:
- 1) Speech #3: **My Plans for the Future** (5 minutes)
 - 2) Introduction: /ð/, /t/, /d/, /θ/, and /f/.
 - 3) Test #11 (Chapter Eleven)
 - 4) Chapter Twelve – Future Continuous Tense; Time Expressions
 - 5) Test #12 (Chapter Twelve)
- Weeks 15-16:
- 1) Chapter Thirteen – Some/Any; Pronoun Review; Verb Tense Review
 - 2) Test #13 (Chapter Thirteen)
 - 3) Review: /ð/, /t/, /d/, /θ/, and /f/.
 - 4) SLO Assessment
 - 5) IVC Student Evaluations
 - 6) Final Exam

100

