

Basic Course Information

Semester:	2018	Instructor Name:	Kevin Howell
Course Title & #:	ESL 002 Grammar and Composition	Email:	Kevin.howell@imperial.edu
CRN #:	21208	Webpage (optional):	
Classroom:	315	Office #:	Arts and Letters 2781
Class Dates:	2/12- 6/8/18	Office Hours:	Monday and Wednesday via Zoom from 8-9 a.m. and Tuesday and Thursday in room 2900 from 7-7:30 a.m and in my office from 12:50- 1:20
Class Days:	Tuesday and Thursday	Office Phone #:	760-355-5712
Class Times:	10:15-12:45	Emergency Contact:	Department Secretary or Email or Text me.
Units:	5		

Course Description

ESL 002 is a grammar class in an English-only environment designed for the low-intermediate ESL student. The course will cover grammar and simple sentence writing. (Nontransferable, nondegree applicable)

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

ESL 001 or
appropriate placement

Student Learning Outcomes

1. Demonstrate knowledge of definite and indefinite articles by completing sentence (ISLO1, ISLO2).
2. Differentiate the correct use of prepositions with regard to time or location (ISLO1, ISLO2).
3. Identify the correct form of a verb to convey the meaning of a completed past event (ISLO1, ISLO2).
4. Identify the correct form of a verb to convey the meaning of a routine or a repeated action in the third person singular present tense form (ISLO1, ISLO2).
5. Differentiate the correct form of a verb to use as determined by a time clue or time expression used to indicate either a simple completed past event or a simple repeated action/routine in the present tense (ISLO1, ISLO2).

Course Objectives

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

1. Demonstrate competency in classifying the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs, articles, conjunctions, and prepositions.

2. Demonstrate competency in creating affirmative and negative statements, yes/no questions, and wh-questions with the verb "be" and other verbs in the simple present, present progressive, and the simple past; demonstrate the ability to use the four future forms to indicate planning, predicting, and scheduling, and the past progressive and "used to" in the above mentioned forms; demonstrate the mastery to use affirmative and negative imperative forms.
3. Demonstrate mastery in using the modal "can" for ability; demonstrate the ability to use, recognize, and produce modal verbs of ability, request, permission, and advice.
4. Demonstrate competency in using singular and plural nouns, including correct spelling, and appropriate possessive forms, and with expressions of quantity for count and non-count nouns using corresponding articles.
5. Demonstrate competency with the use of subject and object pronouns, and possessive adjectives.
6. Demonstrate competency in using, recognizing, and producing adjectives in correct word order, adverbs of frequency, comparative, superlative, and equative forms.
7. Demonstrate competency in using, recognizing, and producing verb + gerund combinations, verb+ infinitive combinations and verb +infinitive or gerund combinations .
8. Demonstrate competency in using, recognizing, and producing prepositions of time and location.
9. Demonstrate competency to recognize and use expressions of quantity for count and non-count nouns.
10. Demonstrate competency in using and recognizing the conjunctions and, but, and or.
11. Demonstrate competency in using there is/there are in affirmative, negative and interrogative sentences, and with articles a/an, the/zero article.
12. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises.
13. Demonstrate the ability to write sentences, and a 5-7 sentence paragraph in one or more of the above-mentioned grammatical areas with correct capitalization and ending punctuation (period, question mark, and exclamation point).
14. Demonstrate ability to identify sentence parts: subject, verb, and complement.
15. Demonstrate competency in understanding basic subject/verb agreement.
16. Demonstrate competency in recognizing level appropriate time expressions and the ability to write in appropriate tense according to these expressions.

Textbooks & Other Resources or Links

- Title of Book: *Focus on Grammar 2 Student Book A* with MyEnglishLab: Focus on Grammar
- Author: Irene E. Schoenberg, Jay Maurer, Marjorie Fuchs, Margaret Bonner, Miriam Westheimer
- Edition: 4th ed.
- ISBN Number: 9780132114455

Course Requirements and Instructional Methods

1. **On-Line Work:** Much of your homework will take place online. You MUST, therefore, purchase and use the online part of this class. Please note that online access for this class is available for one year.

However, it can only be used by ONE person. You cannot share or sell your code. The program that the class uses is web-based. This means that you can access it from anywhere that you can access the internet.

You are expected to have your books and be registered online by the 2nd week of instruction. Online work will be assigned on a weekly basis and must be completed by the time stated by your instructor. Late assignments will NOT be accepted. This means that you can't wait until the end of the term to try to complete your work. If you have questions about the information covered online, you will need to bring these questions with you to class as we will not typically go over exercises that you complete online.

2. **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

Assignment Descriptors	Percentage
1. Online Homework and Student Book	20%
2. Writing Assignments	20%
3. Quizzes	20%
4. Irregular Verb Quizzes (No make-ups)	10%
5. Midterm/Final Exam	30%
	100%

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

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

Date or Week	Activity, Assignment, and/or Topic
Week 1 2/12	Needs assessment, Introductions, Grammar Terms, Parts of Speech, Parts of Sentences, and Review of Verb “to be”
Week 2 2/19	The simple present - yes/no and wh-questions and short answers (spelling and pronunciation of 3rd person sing, and noun plural –s - The verb to be versus to have Count nouns
Week 3 2/26	Descriptive adjectives -Capitalization
Week 4 3/5	The present progressive – affirmative and negative plus time expressions
Week 5 3/12	The present progressive - yes/no and wh-questions -Connecting with and, but, and or
Week 6 3/19	Prepositions of place – giving directions -This/That/These/Those -Possessive’s (nouns and adjectives) -Time word connectors: First, Next, After that, Then, Finally (spelling and pronunciation)

Date or Week	Activity, Assignment, and/or Topic
Week 7 3/26	Can/Could
Week 8 4/9	-Review for midterm -Midterm on Thursday
Week 9 4/16	The simple past regular verbs –spelling and pronunciation
Week 10 4/23	The simple past irregular verbs -The expression “used to” -Past progressive and the simple past
Week 11 4/30	Yes/No and Wh- questions in the simple past -Past progressive and the simple past cont.
Week 12 5/7	-Subject and object pronouns -Count vs Non count nouns -Gerunds and infinitives
Week 13 5/14	Comparatives and superlatives -The future affirmative and negative
Week 14 5/21	-The future yes/no and wh-questions
Week 15 5/28	Would, Should, Ought to, and Had better (Modals) Review for Final
Week 16 6/4	Finals Week