

Imperial Valley College Course Syllabus

Basic Course Information

Semester:	Spring 2019	Instructor Name:	Manuel Guzmán
Course Title & #:	ESL 003 - Grammar and Comp for ESL 3	Email:	manuel.guzman@imperial.edu
CRN #:	20306	Office #:	405
Units:	5	Office Hours:	T/Th: 3-4 pm. Room 405
Classroom:	3112	Online Office Hours:	F/S: 3-4 pm. by e-mail
Class Dates:	02/11 – 06/07/2019		
Class Days:	T/Th	Office Phone #:	(760)355-6386
Class Times:	10:15 am. - 12:45 pm.	Emergency Contact:	760-355-6337 (Lency Lucas)

Course Description

ESL 003 is a grammar class in an English-only environment designed for the intermediate ESL student. The course will emphasize grammar, writing sentences, and short paragraphs. (Nontransferable, nondegree applicable)

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

ESL 002 with a minimum grade of C or better or appropriate placement

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 (ILO 1, ILO 2).
2. Correctly form and use verbs in a variety of tenses (ILO 1, ILO 2).
3. Identify the part of speech of a word, phrase, or clause and use it correctly in a sentence (ILO 1, ILO 2).
4. Demonstrate knowledge of, and ability to use, correct punctuation and mechanics (ILO 1, ILO 2).
5. Write and/or identify a variety of sentences (simple, compound, complex, compound-complex), including questions and negatives (ILO 1).

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 mastery in creating affirmative and negative statements, yes/no questions, and wh-questions, and competency with the verb "be" and other verbs in the simple present; demonstrate

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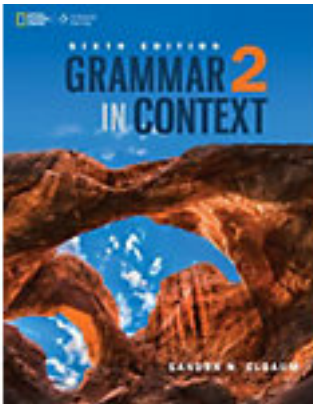
competency to use the present progressive, the simple past, past progressive, and the four future forms to indicate planning, predicting, and scheduling; demonstrate the ability to use, recognize, and produce the present perfect and present perfect progressive.

3. Demonstrate competency in using, recognizing, and producing modal verbs of ability, request, permission, advice, suggestion, preference, necessity; demonstrate ability to use, recognize, and produce modal verbs of prohibition, expectation, possibility, impossibility, and conclusion.
4. Demonstrate mastery using singular and plural nouns including correct spelling and appropriate possessive forms, and with expressions of quantity for count and non-count nouns with corresponding articles.
5. Demonstrate mastery in recognizing and using expressions of quantity for count and non-count nouns.
6. Demonstrate mastery in using, recognizing, and producing subject and object pronouns, and possessive adjectives;
7. Demonstrate mastery in recognizing and using prepositions of time and location.
8. Demonstrate mastery in using, recognizing, and producing adjectives in correct word order as well as adverbs of frequency; demonstrate the competency to use, recognize and produce comparative, superlative, and equative forms.
9. Demonstrate competency in using, recognizing, and producing verb + gerund combinations, verb+ infinitive combinations, and verb+ infinitive or gerund combinations; demonstrate the ability to understand infinitives of purpose and gerunds/infinitives as subjects and objects.
10. Demonstrate ability in using, recognizing, and producing dependent and independent clauses in both compound and complex sentences.
11. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises.
12. Demonstrate ability to identify sentence parts: subject, verb, and complement.
13. Demonstrate competency in understanding basic subject/verb agreement.
14. Demonstrate competency in recognizing level appropriate time expressions and the ability to write in appropriate tense according to these expressions.
15. Demonstrate the ability to recognize sentence types including simple, compound, and complex sentences; write noun, adjective, and adverb clauses in reported speech and that-clauses; write compound sentences with coordinating conjunction and semicolons, transitions, and correct punctuation.

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16. Demonstrate the ability to use a variety of prewriting skills (brainstorming, outlining, clustering) which lead to the development of ideas and topics for paragraphs; demonstrate the ability to write topic sentences with topics and controlling ideas.
17. Demonstrate the ability to write a 7-10 sentence paragraph in one or more of the above-mentioned grammatical areas with correct capitalization, commas, and ending punctuation (period, question mark, and exclamation point).

Textbooks & Other Resources or Links



[Grammar in Context 2 \(w/Access Code\)](#)

Author: Elbaum
Edition: 6th
ISBN: 9781305386945
Copyright Year: 2016
Publisher: Cengage Learning

Course Requirements and Instructional Methods

If you intend to master English, you must use it. Therefore, you should be prepared to speak and write with your classmates and teacher in English. You may be expected to speak in English in the following contexts:

(1) with a partner; (2) in a small group; (3) in a formal presentation in front of the class; (4) with your teacher; (5) in telephone assignments; (6) with strangers in out-of-class assignments.

You will also listen to audio clips and watch videos and will be expected to discuss and write about the content in English.

We will do a variety of activities in class. Sometimes there will be lecture and you will need to take notes (and ask questions!). Sometimes you will do individual writings and exercises, and sometimes you will do pair/group writings and exercises. You should also expect that you will take tests throughout the term.

Success: Acquiring another language requires focused effort. Sitting in class is simply not sufficient for you to succeed. You must study, speak, read, and listen to English as much as you possibly can outside of class. College guidelines suggest that you study two hours for every hour of class. Since this is a five-hour class, this would mean that you are expected to study or participate in some other learning activity for an additional ten hours every week.

Additional Responsibilities: I lecture on topics. I do not necessarily cover the book page-by-page. It is your responsibility to read the section in the textbook relevant to the topic on which I lecture. If you have questions about material you have read that you feel I did not address in my lecture, it is your responsibility to raise those questions in class.

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Method of Evaluation to Determine If Objectives Have Been Met by Students:

- Mid-Term/Final Exam(s)
- Oral Assignments
- Quizzes
- Written Assignments
- Class Activity

Instructional Methodology:

- Audio Visual
- Computer Assisted Instruction Discussion
- Group Activity
- Lecture
- Simulation/Case Study
- Individual Assistance

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.

Out-of-class Assignments:

1. Watch a movie of your choice. Summarize the plot in a 7-10 sentence paragraph including simple, complex, and compound sentences.
2. Watch a movie of your choice. Write a 7-10 sentence paragraph predicting what will happen to the main characters after the end of the story. Use some of the four tenses expressing future and a variety of simple, complex, and compound sentences.

Reading and Writing:

1. Read a newspaper/magazine article provided by the instructor; create an outline for this article.
2. Organize pictures in a story board. Create a 10-sentence story based on the pictures.

Course Grading Based on Course Objectives

Out-of-class	15%	Presentations	5%	Participation	5%	Homework	10%
Quizzes	15%	MyELT	10%	Midterm	20%	Final Exam	20%

90%+ = A 80-89% = B 70-79% = C 60-69% = D 59% or below = 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, 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.

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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.

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Anticipated Class Schedule/Calendar

The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course.

COURSE CALENDAR **

ESL 003

Spring 2019

Week 1	Introduction to the Course: Syllabus, review – parts of speech, parts of a sentence, writing a paragraph. Write an autobiography.	Autobiography
Week 2	➤ Chapter 1	MyELT
Week 3	➤ Chapter 2	MyELT
Week 4	➤ Chapter 3	MyELT
Week 5	➤ Chapter 4	MyELT
Week 6	➤ Chapter 5	MyELT
Week 7	➤ Chapter 6	MyELT
Week 8	➤ Chapter 7	MyELT
Week 9	➤ MIDTERM ➤ Chapter 8	MyELT
Week 10	➤ Chapter 8 ➤ Presentations	MyELT
Week 11	No Class – Spring Recess (4/22-27)	
Week 12	➤ Chapter 9	MyELT
Week 13	➤ Chapter 10	MyELT
Week 14	➤ Chapter 11	MyELT
Week 15	➤ Chapter 12	MyELT
Week 16	➤ Chapter 13	MyELT
Week 17	➤ Chapter 14 ➤ FINAL EXAM	MyELT

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