

Welcome to ESL 3

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: Fall 2019

Course Title & #: ESL 003: Grammar and Comp for ESL 3

CRN #: 10313

Classroom: 201

Class Dates: Aug. 19 – Dec. 14, 2019

Class Days: Tuesdays and Thursdays

Class Times: 10:00 am – 12:45 pm

Units: 5

Emergency Contact: If you have an emergency, call Lency Lucas 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 9-10:10 am 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 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)

What that means: We're going to focus on learning grammatical forms and functions and focus on communicating and writing more clearly in English.

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

ESL 002 or appropriate placement

Student Learning Outcomes – What should students be able to do at the end of the class?

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. Demonstrate knowledge of, and ability to use, correct punctuation and mechanics (ILO 1, ILO 2).

Course Objectives – More things students should be able to do at the end of the class

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

1. Demonstrate the ability to write sentences and an 8-10 sentence paragraph in one or more of the above-mentioned grammatical areas using correct capitalization, grammar, and mechanics.
2. Demonstrate the ability to write topic sentences with topics and controlling ideas.
3. Demonstrate the ability to identify and write simple, compound, and complex sentences with correct punctuation; demonstrate the ability to identify and write noun, adjective, and adverb clauses.
4. Demonstrate ability 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.
5. Demonstrate mastery in recognizing and using prepositions of time and location.
6. Demonstrate mastery in recognizing and using subject and object pronouns and possessive adjectives.
7. Demonstrate competency in using nouns: singular, plural, count, and non-count including correct spelling and appropriate possessive forms, and with expressions of quantity and corresponding articles.
8. Demonstrate competency in recognizing and using modal verbs of - Ability (can/could/be able to) - Permission (can/could/may) - Request (can, could will, would) - Advice (should, ought to, had better) - Necessity (have to/must/can't) - Possibility (may/might/could)
9. Demonstrate competency in creating create statements and questions in the affirmative, negative, and imperative forms in the following tenses: - simple present - present progressive - simple past - past progressive - future forms;
10. Demonstrate the ability to use the present perfect and the present perfect progressive.
11. Demonstrate competency in using subject/verb agreement.
12. Demonstrate competency in classifying parts of speech and identifying parts of a sentence.



Textbooks & Other Resources or Links – What do students need?



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

1. A textbook. You'll need Grammar in Context 2 (6thed.) with Online Workbook. By Ebaum, S. N. and Perman, J. Boston,MA. National Geographic (CengageLearning) ISBN:978-13053-86945
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. 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 web-enhanced, which means parts of the class are 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. 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 10 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	30%
Midterm	15%
Final	25%
Grammar quizzes	30%
Total	100%



- 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.

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 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?

- 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 – 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.

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 – 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
Week 1 – 8/20, 8/22	Grammar Fundamentals Parts of Speech and Parts of Sentences	handouts
Week 2 – 8/27, 8/29	Verb Review: Present and Future Tenses	Textbook Unit 1 and Unit 2
Week 3 - 9/3, 9/5	Simple Past Verb Tense	Textbook Unit 3
Week 4 – 9/10, 9/12	Possessives and Pronouns	Textbook Unit 4
Week 5 – 9/17, 9/19	Nouns and Quantifiers	Textbook Unit 5
Week 6 – 9/24, 9/26	Modifiers: Adverbs and Adjectives	Textbook Unit 6
Week 7 – 10/1, 10/3	Past Continuous and Time Works	Textbook Unit 7
Week 8 – 10/8, 10/10	Midterm Exam	Make sure you study!
Week 9 – 10/15, 10/17	Modals	Textbook Unit 8
Week 10 – 10/22, 10/24	Present Perfect and Present Perfect Progressive	Textbook Unit 9
Week 11 – 10/29, 10/31	Infinitives and Gerunds	Textbook Unit 10
Week 12 – 11/5, 11/7	Adjective Clauses	Textbook Unit 11
Week 13 – 11/12, 11/14	Superlatives and Comparatives	Textbook Unit 12
Week 14 – 11/19, 11/21	Voice/Articles and Indefinite Pronouns	Textbooks Units 13 and 14
Thanksgiving Break – No classes		
Week 15– 12/3, 12/5	Grammar Review and Writing	
Week 16 – 12/10, 12/12	Final Exam	

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