

**Basic Course Information**

Semester:	<b>Fall 2019</b>	Instructor Name:	<b>Sydney Rice</b>
Course Title & #:	<b>ESL 014 Listening/Speaking 4 (Hybrid)</b>	Email:	<b>Sydney.rice@imperial.edu</b>
CRN #:	<b>11497 and 11352</b>	Webpage (optional):	
Classroom:	<b>3111</b>	Office #:	<b>2700 Bldg, Room 2788</b>
Class Dates:	<b>Aug 19 - Dec 14, 2019</b>	Student Hours:	<b>MW 9:30 - 11:00 (Office) TR 4:15 - 4:45 (Office)  NOTE: If you need help, please ask! Other times are always available.</b>
Class Days:	<b>MW - At IVC Other days online as required to complete coursework</b>	Office Phone #:	<b>760-355-6228</b>
Class Times:	<b>11497 - 11:15 - 12:50 11352 - 1:00 - 2:25</b>	Emergency Contact:	<b>Please contact Department Secretary, Lency Lucas 760-355-6337</b>
Units:	<b>5 units</b>		

**Course Description**

ESL 014 is a grammar-based speaking class in an English-only Environment, for the high intermediate ESL student. Students will further develop listening comprehension and will demonstrate greater fluency, accuracy, and confidence in oral production. (Nontransferable, nondegree applicable)

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

ESL 013 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. Apply knowledge of English pronunciation rules in oral and/or aural exercises. (ILO 1, ILO 2)

2. Participate in speeches/ conversations/ presentations utilizing the format and vocabulary of the identified speech act. (ILO 1, ILO 2)
3. Listen to a passage or conversation and identify the main ideas and supporting details, either orally or in writing. (ILO 1, ILO2)

## Course Objectives

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

1. Demonstrate mastery in using and recognizing the past progressive and future to express plans, certainty, or willingness (be going to, will, and simple present); demonstrate competency in recognizing and using the present perfect.
2. Demonstrate competency in using, recognizing, and producing gerunds and infinitives in aural and oral exercises.
3. Demonstrate mastery in using and recognizing the modal auxiliary verbs for ability, permission, requests, advice, suggestions, preferences, necessity, expectations, possibility, and deductions in oral and aural exercises; demonstrate competency with modal auxiliary verbs in the past tense forms.
4. Demonstrate mastery in using, recognizing, and producing comparative, superlative, and equative forms; demonstrate the ability to use and produce adverbial, adjectival, and relative clauses.
5. Demonstrate competency in using nouns clauses, tag questions, and reported speech in oral and aural exercises.
6. Demonstrate competency in using, recognizing, and producing object pronouns and two-word (phrasal) verbs in oral and aural exercises.
7. Demonstrate competency in recognizing and producing vowel and consonant contrasts in minimal pairs, /t/ and /th/, /b/ and /v/, /j/ and /y/, /ch/ and /sh/, long and short vowel sounds, the third person singular, possessive, and plural (/s/, /z/, /iz/), the past tense (/tid/, /did/ /d/, or /t/), and /s/+ consonant combinations.
8. Create and participate in a variety of speech acts including short dialogs, oral reports, and role plays, both scripted and unscripted.
9. Demonstrate ability to take accurate notes on information presented in academic lectures, movies, and other audio material in order to show understanding; use academic listening skills and strategies including inferring meaning from context clues, listening for comparisons and contrasts, identifying pronoun reference, and the ability to paraphrase.
10. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises [with specific focus on vocabulary used in academic content areas (life science, earth science, health, art, business, psychology, history, etc.)].

## Textbooks & Other Resources or Links

21<sup>st</sup> Century Communication – Listening, Speaking, and Critical Thinking 3  
Student Book with Online Workbook  
AUTHOR: Bonesteel, Lynn (2017) ISBN: 978-1-33-727582-8

NOTE: You are not required to buy a new book. However, you must have access to the online workbook. You cannot complete the coursework required for the class without the online workbook.

### Course Requirements and Instructional Methods

This is a HYBRID course. You will come to class for two hours each week and you will complete your other coursework outside of class. It is VERY important for you to make sure you do your work each week! Because of the flexibility to complete your work outside of class, deadlines WILL NOT be extended.

**Manage your time.** Do not try to complete your assignments in one day. It will be too much for you to do and too much for your brain to handle. “Hybrid” or “online” does not mean “easy”. If you do not do your work, or you do not submit your work when it is due, you will not pass the class.

**Communicate in English in class.** This course is designed to help you improve your speaking and listening skills in English. If you do not practice using English or do not use English to communicate in class with your teacher and your classmate, your progress will be slower.

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 recorded, online 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 will also 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.’

**Instructional Methodology:** Demonstration Discussion Group Activity Individual Assistance Lecture Distance Learning Audio Visual Computer Assisted Instruction

**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

Tests/Quizzes	25%
Speeches (individual and group)	25%
Online Work and Video Notes	20%
Weekly Video Discussion	15%
Weekly Reflections	5%
Mid-Term and Final	10%
<b>TOTAL</b>	<b>100%</b>

### 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.
- If you are absent, you have 1 week to make up any speeches, tests, or assignments give in class.
- Because completing online coursework is flexible, deadlines will not be extended due to sickness or absence for the online portion of the class.

**REMEMBER:** Please communicate with your professor! If you are sick or will miss a class, please send an email or a message through Canvas or Remind. I am willing to work with you if I know the situation.

### 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](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**

- 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

Below is the anticipated schedule. We will follow the schedule as close as possible, but there may be changes on dates depending on our class.

For the most up-to-date information on due dates, check the calendar on Canvas. Also, please note the due dates for MyELT. Do not forget to do your exercises by the deadline! **I will not change the due dates!**

A hybrid class means you will come to class and do work, but you will also complete a lot of work online. The work will include weekly discussion video posts, weekly reflections, exercises in Canvas as well as exercises on MyELT. Each week to the course will **open on Sunday** and **close Saturday night at 11:59**. Your work must be complete by each Saturday night by 11:59. **Do not wait until the last minute to start your work.** You will not have enough time and you will lose points.

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 19 - 24	Syllabus Introduction to Canvas (Module 1)	Sign Up for Remind Complete Module 1
Week 2 Aug 25 – Aug 31	Practice Your Skills (Module 2)  **Please make sure you have your book for next week and that you register your code**	Video Discussion Note Taking Weekly Reflection
Week 3 Sept 1 – Sept 7	NO CLASS – MONDAY SEPT 1 (Labor Day). Unit 1 – Part 1	Video Discussion Weekly Reflection
Week 4 Sept 8 –Sept 14	Unit 1 – Part 2	Video Discussion Weekly Reflection MyELT – Unit 1 DUE
Week 5 Sept 15 – Sept 21	Unit 1 – Presentations Unit 2 – Part 1	Video Discussion Weekly Reflection Quiz Quiz – Vocab Unit 1 (In Class) Test – Unit 1 (Online)
Week 6 Sept 22 – Sept 28	Unit 2 – Part 2	Video Discussion Weekly Reflection MyELT – Unit 2 DUE
Week 7 Sept 29 – Oct 5	Unit 3 – Part 1	Video Discussion Weekly Reflection Quiz Quiz – Vocab Unit 2 (In Class)

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		Test – Unit 2 (Online)
Week 8 Oct 6 – Oct 12	Unit 3 – Part 2	Video Discussion Weekly Reflection Quiz MyELT – Unit 3 DUE
Week 9 Oct 13 – Oct 19	Mid-Term Interviews (Please make an appointment)	Test – Unit 3 (Online) MyELT – Unit 8 DUE
Week 10 Oct 20 – Oct 26	Unit 5 – Part 1	Video Discussion Weekly Reflection
Week 11 Oct 27 – Nov 2	Unit 5 – Part 2	Video Discussion Weekly Reflection MyELT – Unit 5 DUE
Week 12 Nov 3 – Nov 9	Unit 6 – Part 1	Video Discussion Weekly Reflection Quiz – Vocab Unit 5 (In Class) Test – Unit 5 (Online)
Week 13 Nov 10 – Nov 16	NO CLASS MONDAY, NOV 11 (Veterans’ Day) Unit 6 – Part 2	MyELT Unit 6 DUE
Week 14 Nov 17– Nov 23	Unit 7 – Part 1	Video Discussion Weekly Reflection Quiz – Vocab Unit 6 (In Class) Test – Unit 6 (Online)
Nov 25 & Nov 27	NO CLASS – Thanksgiving Week <b>NOTE:</b> You will need to complete online work.	
Week 15 Dec 1 – Dec 7	Unit 7 – Part 2	Video Discussion Weekly Reflection MyELT Unit 7 DUE
Week 16 Dec 8 – Dec 14	Final Presentations (online) Final Interviews (Please make an appointment)  <b>NOTE: Test Unit 7 MUST be complete by Friday, December 13<sup>th</sup>.</b>	Test – Unit 7 (Online) Final Interview Final Presentation

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