

### Basic Course Information

Semester:	<b>Spring 2020</b>	Instructor Name:	<b>Elizabeth Kemp</b>
Course Title & #:	<b>ESL 014: Speaking and Listening for ESL 4</b>	Email:	<b>Elizabeth.kemp@imperial.edu</b>
CRN #:	<b>21320</b>	Webpage:	<b>Imperial.instructure.com</b>
Classroom:	<b>304A</b>	Office #:	<b>2790</b>
Class Dates:	<b>Feb. 18 - June 12, 2020</b>	In-Office Student Hours:	<b>T/TH 10:00-11:00am in 2790</b>
Class Days:	<b>M/W</b>	Online Student Hours:	<b>M/W: 12:00-12:50pm by email</b>
Class Times:	<b>1:00-2:35pm</b>	Office Phone #:	<b>760-355-6398</b>
Units:	<b>5</b>	Emergency Contact:	<b>ESL Receptionist (760)355-6337</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)

NOTE: This is a HYBRID course. Students will be expected to do portions of the class online

### 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)

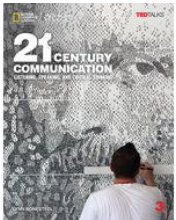
### Course Objectives

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



- Bonesteel, L. *21st Century Communication: Listening, Speaking and Critical Thinking 3: Student Book with Online Workbook* National Geographic Learning ISBN: 978-1337275828.
- MyELT online site (code included with textbook)

You will also need:

Notebook or paper

Pen or pencil and highlighter

Regular access to a computer with internet, Canvas, email, and Microsoft Word or Google Docs

Webcam or video camera and microphone for recording video discussions

Good notes

\*note: we will be using technology in this course. Assignments, quizzes, and discussions will be held or submitted on Canvas. Additionally, you may be asked to download and print resources.

### Course Requirements and Instructional Methods

This is a hybrid course, which means parts of the class are online. This class will consist of both online and in-class activities including presentations, quizzes, discussions, and online assignments. We will watch videos and lectures about different subjects, practice note-taking, study grammar, and work on our presentation and communication skills. There will also be a midterm and final oral exam.

Videos, readings, pronunciation practice, and various assignments will be posted and submitted online.

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.

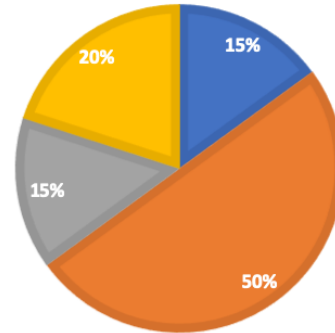
**Course Grading Based on Course Objectives**

This class uses a weighted grading system. The points for each assignment count toward a category. The weights are as follows:

Category	Percentage of Total Grade
Assignments, homework, quizzes	15%
Presentations and projects	50%
Midterm	15%
Final	20%
<b>Total</b>	<b>100%</b>

**GRADE CALCULATION**

■ Assignments, homework, quizzes ■ Presentations and projects ■ Midterm ■ Final



- 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% or higher as a final grade to pass the class

**Attendance**

- I do not drop students after the first week. If at any time a student decides he or she would not like to continue in the course, the student is responsible for dropping the class or receiving a grade that reflects the amount and quality of work he or she has or has not done at the end of the course.
- 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**

- 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.
- 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](#).
- Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Online Netiquette

- I expect all students to be treated with respect. If someone disagrees with an opinion, it is not an opportunity for name calling or belittling. It is a time to respectfully listen, contemplate, and learn. We do not have to agree in the discussion boards, but we do have to be respectful and kind.
- Any instances of disrespect in a discussion or group collaboration should be brought to the instructor's attention and may result in the disrespectful student losing points or being reported to the campus disciplinary officer.
- 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**

Due dates may change throughout the semester. Pay attention to in-class and online announcements

Week/Theme	In-class
Week 1 – Feb. 17-24 Orientation	Syllabus Introductions My ELT set up
Week 2 – Feb. 24- March 2	Infographics Start Unit 1 Part 1
Week 3 – March 2-9	Unit 1, Part 1: Bringing Dreams to Life MyELT
Week 4 – March 9-16	Unit 1, Part 2: 5 Ways to Kill Your Dreams Speech 1: How NOT to Learn a Foreign Language
Week 5 – March 16-23	Unit 2, Part 1: Say It Your Way MyELT
Week 6 – March 23-30	Unit 2, Part 2: Go Ahead! Make Up New Words Speech 2: Made Up Words
Week 7 – March 30- April 6	Unit 3, Part 1: To the Rescue! MyELT
Week 8 – April 6-13	Unit 3, Part 2 Invention Project
APRIL 12-19 – SPRING BREAK	
Week 9 – April 20-27	Mid-Term Interviews
Week 10 – April 27- May 4	Unit 5, Part 1: Stress: Friend or Foe? MyELT
Week 11 – May 4-11	Unit 4, Part 2: How to Make Stress Your Friend
Week 12 – May 11-18	Unit 6, Part 1: Treasured Places MyELT
Week 13 – May 18-25 NO SCHOOL MAY 25	Unit 6, Part 2: Treasured Places
Week 14 – May 25- June 1	Unit 7, Part 1: Live and Learn
Week 15– June 1-8	Unit 7, Part 2: Live and Learn Speech: Which Types of Classes Are Best?
Week 16 – June 8-12	Final interviews

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