

ESL 003 – Grammar and Composition

Course Syllabus – Fall 2013

Instructor: Prof. Javier Bernal

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CRN: 10449

Class Lecture: MW 630-900pm

Room: 2700-

2737

COURSE/CATALOG 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)

Student will be able to:

1. Demonstrate mastery in classifying the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs of frequency, 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, 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 and past perfect.
3. Demonstrate mastery in using, recognizing, and producing modal verbs of ability, request, permission, advice, suggestion, preference, necessity, 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 using, recognizing, and producing subject and object pronouns, and possessive adjectives; demonstrate competency in using, recognizing, and producing reflexive, and possessive pronouns, and forms of **other**+ [other(s), another, the other (s)].
6. 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.
7. Demonstrate the ability to use, recognize, and produce adjective clauses using relative pronouns (who, whom, which, that, whose, when, and where).

8. Demonstrate competency in using, recognizing, and producing 5 verb + gerund combinations, 5 verb+ infinitive combinations, and with 5 +infinitive or gerund combinations.
9. Demonstrate ability to use, recognize and produce two-word (phrasal) verbs.
10. Demonstrate mastery in using and recognizing the conjunctions **and**, **but**, **so**, and **or**; demonstrate ability in using, recognizing, and producing dependent and independent clauses in both compound and complex sentences.
11. Demonstrate ability to use, recognize, and produce the passive voice.
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 6-10 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).

Student Learning Outcome:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate the ability to select the correct verb tense (simple present and present progressive) needed to complete a passage in English [ISLO1, ISLO2].
2. Demonstrate an understanding of verb-gerund and verb-infinitive combinations by analyzing sentences for correct usage [ISLO1, ISLO2].
3. Demonstrate the ability to choose the correct verb tense (simple past/present perfect) needed to complete a sentence in English [ISLO1, ISLO2].
4. Demonstrate an understanding of modal verbs by choosing the correct modal needed to complete a sentence in English [ISLO1, ISLO2].
5. Demonstrate the ability to make negative sentences in a variety of verb tenses [ISLO1, ISLO2].

Prerequisite: Grade of C or better in ESL 002, or appropriate placement.

Required Text: Fuchs, Marjorie and others: *Focus on Grammar*, 4th Ed.

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Suggested Text: Dictionary (English only), Thesaurus (English only), Spanish-English Translator (paperback or electronic)

Attendance: Students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at the discretion of the instructor when absences exceed the number allowed. Please make arrangements with the instructor before absences.

Disruptive Students: Most students are here to learn. To preserve a productive learning environment, students who disrupt or interfere may be asked to leave the classroom. A meeting with campus disciplinary office may be scheduled as outlined in the General Catalog.

Cheating and Plagiarism: IVC expects honesty and integrity from all students. A student found to have cheated or plagiarized will receive a zero for the assignment, a second occurrence may result in dismissal from class and may result from expulsion from IVC as outlined in the General Catalog.

Disabilities Policy: “Any student with a documented disability who may need educational accommodations should notify the Disabled Student Programs and Services (DSP&S) office. The DSP&S office is located in the Health Sciences Building, Room 2117.”

Grade Distribution: 1) short paragraphs 30%, 2) textbook assignments/ class participation 20%, 3) class assignments/ handouts 20%, 4) mid-term and final exam 15% each

Class Schedule:

Week #	Monday	Wednesday
1	Class introduction, basic grammar, “Why is English difficult?”	1.8 paragraph, Unit 1
2	Nouns, Paragraph 1	Unit 2, Paragraph 2
3	Verbs, Unit 3	Verbs, Para.3
4	Subjects-predicate, Unit 4	Subjects-predicate, Para. 4
5	Adjective	Unit 5, para 5
6	Pronouns	Unit 6, para 6
7	Phrases/ clauses	Unit 7, para 7
8	Types of sentences	Midterm Exam
9	Commas, quotation marks	Unit 8, para 8
10	Colons, semicolons, apostrophe	Unit 9 para 9
11	End punctuation	Unit 10, para 10
12	Homonyms, homographs	Unit 11, para 11
13	Prepositions	Unit 12, para 12
14	Roots, Unit 13	Presentation explanation, Unit 14
15	Sentence construction, Unit 15	Presentation
16	Presentation	Final Exam

**Please read carefully:

1. Please come to class on time, arriving late disrupts learning.
2. Please put your phones away, if you need to use it, step outside.
3. Please be positive and think positive about your learning.

4. Please come to class prepared for the class lesson, it is obvious you are copying or doing the work that should have been done at home.
5. The schedule may change slightly.
6. Students are responsible for assignments when late or absent, instructor may not have materials.
7. Write 2 questions for the instructor: (any questions: about the assignments/ procedures for this class, about his experience in teaching, about his experience in learning a language, about his hobbies/ entertainment)

Q1:

Q2:

ESL 024- ESL Reading 2

Course Syllabus – Fall 2013

Instructor: Prof. Javier Bernal

Email: jbernal@cusdk12.org; javier.bernal@imperial.edu

CRN: 10504

Class Lecture: Fri. 600pm – 910pm

Room: 3200-3200

- I. **COURSE/CATALOG DESCRIPTION:** This course is designed assist high-intermediate ESL students in developing reading skills and reading efficiency in English. Focus will be placed understanding text structure and overall comprehension of a variety of texts. Further development of reading skills will also be emphasized. Participation in instructor assigned reading lab activities is a required part of the course.
- II. **PREREQUISITES, if any:** ESL 023 with a minimum grade of C or better or appropriate placement
- III. **GRADING CRITERIA:** Letter Grade Only
- IV. **STUDENT LEARNING OUTCOMES:** Upon course completion, the successful student will have acquired skills, knowledge, and or attitudes as demonstrated by being able to:
 1. Distinguish between main ideas and major/minor details in a reading.
 2. Select appropriate vocabulary based on the readings' context clues to aid in overall comprehension.
 3. Identify the correct definition of a vocabulary word using an English-only dictionary.
- V. **MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":** Upon satisfactory completion of the course, students will be able to:
 1. Demonstrate competency in using reading skills such as skimming, scanning, vocabulary in context , making inferences, previewing and making predictions to aid in overall comprehension;
 2. Demonstrate competency identifying topics of readings, main ideas (both implicit and explicit), and major/minor details.
 3. Demonstrate ability to summarize short text and reading selections.
 4. Identify text structures - listing, time order, comparison/contrast, cause/effect, sequencing, problem/solution, extended definition - for the purpose of drawing a conclusion;
 5. Demonstrate mastery in interpreting charts and graphs;

6. Demonstrate ability to choose a book of an appropriate level, read independently and provide supporting documentation of such, such a reading log and report.

7. Correctly use an English-only dictionary to locate and decode words, identify parts of speech and antonyms and synonyms in order to understand texts.

VI: Required Text: 1. Barrall, Irene. *The Long Road to Lucca*. Boston: Heinle, 2011

2. Smith, Lorraine and Nancy Mare. *Concepts for Today*. Boston: Heinle, 2011.

VII: Suggested Text: Dictionary (English only), Thesaurus (English only), Spanish-English Translator (paperback or electronic)

VIII: Attendance: Students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at the discretion of the instructor when absences exceed the number allowed. Please make arrangements with the instructor before absences.

IX: Disruptive Students: Most students are here to learn. To preserve a productive learning environment, students who disrupt or interfere may be asked to leave the classroom. A meeting with campus disciplinary office may be scheduled as outlined in the General Catalog.

X: Cheating and Plagiarism: IVC expects honesty and integrity from all students. A student found to have cheated or plagiarized will receive a zero for the assignment, a second occurrence may result in dismissal from class and may result from expulsion from IVC as outlined in the General Catalog.

XI: Disabilities Policy: "Any student with a documented disability who may need educational accommodations should notify the Disabled Student Programs and Services (DSP&S) office. The DSP&S office is located in the Health Sciences Building, Room 2117."

XII: Grade Distribution:

1. *The Long Road to Lucca*: 20% (assignments, quizzes)
2. Textbooks chapters: 40% (assignments, quizzes)
3. Participation: 20% (based on class participation, assignments)
4. Final Project/ Test: 20%

XIII: Grade Computation:

1. 90-100%= A
2. 80-89%= B
3. 70-79%= C

4. 60-69= D

5. 59 and below= ☹

XIV: Class Schedule:

1. For textbooks chapters, must be completed before class:
 - a. read the article for the week
 - b. answer, on you own paper, to turn in: Exercises A, B, and C
2. For novel chapters, must be completed before coming to class:
 - a. read the chapter for that week
 - b. complete and turn in the graphic organizer for the chapter
3. All Unit and Chapter assignments must be completed before coming to class.
4. All Unit selections and novel chapters must be read before coming to class.
5. Additional assignments for textbook units and novel chapters will be completed in class and for participation.

Week	Textbook	Novel
1	<ul style="list-style-type: none">• Class Introduction• 4 aspects of learning language• “Why is English difficult?”	<ul style="list-style-type: none">• Narrative v. expository• BICS and CALPS
2	Chapter 1	
3	Chapter 2	Chapter 1
4	Ch 3	Chapter 2
5	Ch 4	Chapter 3
6	Ch 5	Chapter 4/ Novel Quiz 1
7	Ch 6	Chapter 5
8	Ch 7	Chapter 6
9	Ch 8/ Unit Quiz 1	Chapter 7

10	Ch 9	Chapter 8/ Novel Quiz 2
11	Ch 10	Chapter 9
12	Ch 11	Chapter 10
13	Ch 12	Chapter 11
14	Project Procedures/ Guidelines	Chapter 12/ Novel Quiz 3
15	Final Project Presentations	
16	Final Project Presentations	

XV: ****Please read****

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2. Please put your phones away, if you need to use it, step outside.
3. Please be positive and think positive about your learning.
4. Please come to class prepared for the class lesson, it is obvious you are copying or doing the work that should have been done at home.
5. Please be aware the schedule might change slightly.
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7. Write 2 questions for the instructor: (any questions: about the assignments/ procedures for this class, about his experience in teaching, about his experience in learning a language, about his hobbies/ entertainment)
 - 1.
 - 2.