

# Imperial Valley College Course Syllabus – Grammar and Composition for ESL: ESL 005

## Basic Course Information

Semester	Fall 2014	Instructor Name	P. Brian McNeece
Course Title & #	Grammar & Composition for ESL ESL 005	E-Mail	<a href="mailto:brian.mcneece@imperial.edu">brian.mcneece@imperial.edu</a>
CRN #	CRN 10154 meets Tues & Thurs	Webpage (optional)	
Room	7:30 to 10:00 a.m. in room 1307	Office	2797 (upstairs)
Class Dates	CRN 10156 meets Mon & Wed	Office Hours	MW 9-10 a.m. TuTh 12:45-1:45 p.m.
Class Days	10:15- 12:45 p.m.in room 1307	Office Phone #	760-355-6438
Class Times		Office contact for emergency.	Maria Sell 760-355-6337
Units	5 units		

## Course Description

ESL 005 is a grammar class in an English-only environment designed for the advanced ESL student. The course will emphasize grammar and writing sentences and paragraphs in a variety of rhetorical modes. (Nontransferable, non-degree applicable)

## 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. Demonstrate competency in writing a topic sentence with topic and controlling idea.
2. Demonstrate competency in identifying and writing simple, compound (with coordinating conjunctions), and complex (with adverb and adjective clauses) sentences correctly.
3. Demonstrate competency in choosing logical connective devices including subordinating and coordinating conjunctions and transitions.
4. Identify the subject and object in a simple sentence .
5. Demonstrate competency in applying prewriting skills to develop content for and organization of paragraphs.

## Course Objectives

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

- 1 Demonstrate competency in using conditionals, both real and unreal, in the present and in the past following "if" or "when", and following "wish."
- 2 Demonstrate mastery in creating affirmative/ negative statements, Yes/No-questions and Wh-questions in the simple present, present progressive, simple past, past progressive, and future tenses; competency with the present perfect, present perfect progressive, and past progressive tenses; and ability with the future progressive, future perfect, and past perfect progressive tenses
- 3 Demonstrate mastery of all modals in present forms and competency with past forms.
- 4 Demonstrate mastery in recognizing and using comparative, superlative, and equative forms.
- 5 Demonstrate competency with using verb+ infinitive, verb+ gerund, verb/noun/adjective

- +infinitive/gerund combinations and understanding infinitives of purpose; demonstrate mastery with recognizing gerunds and infinitives as subjects and objects.
- 6 Demonstrate competency with recognizing level-appropriate time expressions and writing in appropriate tense according to these expressions.
  - 7 Demonstrate mastery in recognizing prepositional phrases and understanding their punctuation.
  - 8 Demonstrate competency with using, recognizing and producing the stative and causative passive voice, and with participial adjectives.
  - 9 Demonstrate mastery with recognizing sentence types including simple, compound, and complex sentences.
  - 10 Demonstrate mastery in recognizing and using noun, adjective, and adverb clauses in reported speech and in "that-clauses."
  - 11 Demonstrate mastery in using, recognizing, and producing dependent and independent clauses.
  - 12 Demonstrate mastery in identifying parts of speech (nouns, verbs, adjectives, pronouns, adverbs, articles, conjunctions, and prepositions) and sentence parts (subject, verb, complement).
  - 13 Demonstrate competency in understanding advanced subject/verb agreement.
  - 14 Demonstrate competency with understanding the relationships and functions of connecting devices including conjunctions and transitions.
  - 15 Demonstrate mastery with writing complex sentences with adverb clauses and compound sentences with coordinating conjunctions, semicolons, and transitions; demonstrate competency with writing complex sentences with adjective clauses using relative pronouns (who, whom, which, that, which, when, and where).
  - 16 Demonstrate mastery to use a variety of prewriting skills (brainstorming, clustering, and outlining) which lead to the development of ideas and topics for paragraphs.
  - 17 Demonstrate mastery with writing topic sentences with topics and controlling ideas.
  - 18 Demonstrate mastery in writing simple sentences with correct punctuation; competency with writing well-organized, coherent paragraphs (with topic, supporting, and concluding sentences) of 6-12 sentences with the following organization patterns: listing order, giving instructions, reason/example, and opinion.
  - 19 Demonstrate mastery in using correct capitalization in English; competency with correct punctuation; and ability to recognize and correct run on sentences, comma splices, and fragments.
  - 20 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.

### Textbooks & Other Resources or Links

**Textbook:** *The Longman Academic Writing Series: Paragraphs to Essays* Level 3. Fourth Edition

**Publisher:** Pearson **Author(s):** Alice Hogue and Ann Oshima **ISBN:** 0-13291566-9

### Course Requirements and Instructional Methods

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.

## Imperial Valley College Course Syllabus – Grammar and Composition for ESL: ESL 005

Homework. You'll have homework assignments from every class session. It will consist of writing exercises and grammar-based exercises. Writing will be based on life experience and observation, some reading, and some interview. Some of your writing will be posted on Blackboard, so you need to know how to use it.

Compositions: the pre-writing and first drafts will be counted as homework, but the final draft will receive a grade in points. You'll be graded on your clarity of purpose, coherence, grammar, spelling, and punctuation. Final drafts must be typed. Later in the class, you'll be submitting your work to Blackboard. You'll need to check your IVC email regularly for this class.

1. Person who made a difference 40 points
2. Narrative 50
3. Analytical 60
4. Process 70
5. Definition 80
6. Cause/Effect 100

Grammar Quizzes: These will check your understanding of how English sentences go together and are punctuated.

Midterm and Final Compositions will be based on discussions and some reading from previous class sessions.

Journals: You'll be asked to keep a notebook of your personal reflections and ideas for writing.

### Course Grading Based on Course Objectives

Homework/Blackboard/In Class Assignments	100 pts	A = 100 – 90%
Compositions (Paragraphs) 40, 50, 60, 70, 80, 100pts	400 pts	B = 80 – 89%
Grammar Quizzes	150 pts	C = 70 – 79%
Mid-term Composition (in-class)	100 pts	D = 60 – 69%
Final Composition (in class)	150 pts	F = 59% and below
Journals	100 pts	
<b>TOTAL</b>	<b>1000 pts</b>	

This may be modified as needed to meet instructional needs. Please don't ask for extra credit work.

### 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.
- Only absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
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### Classroom Etiquette

- This is an English-only classroom. We are all here to learn English, right?
- 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.
- 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.

### Academic Honesty

- 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 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 School 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 Help

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several labs on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- 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, 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. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

**Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

**Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

**Anticipated Class Schedule / Calendar**

**TENTATIVE SCHEDULE**

**NOTE:** This schedule is only a guideline. The schedule may change depending on what we are doing in class and if we need more or less time.

**IMPORTANT DATES:** Last day to drop the class

Date	Topics and Assignments	Tests and other Due Dates
Week 1	Introduction to Course Grammar Review Diagnostic Test  Writing Sample – Paragraph: Introduce yourself Who needs to learn to type?	Buy Book! Get voucher, borrow money. Buy the book!  Writers’ loosening up exercises Introduce yourself
Week 2	<i>Paragraphs to Essays</i> Chapter 1 Academic Paragraphs Rules for Capital Letters. Simple Sentences Clauses (find the verbs marked for tense)	First paragraph: a person who made a difference
Week 3	<i>Paragraphs to Essays</i> Chapter 1 Academic Paragraphs Rules for Capital Letters. Simple Sentences Clauses (find the verbs marked for tense)	Quiz: Capitalization, clauses, fragments. Simple and compound sentences.
Week 4	<i>Paragraphs to Essays</i> Chapter 2 Narrative Paragraphs	Second composition due: Narrate

Imperial Valley College Course Syllabus – Grammar and Composition for ESL: ESL 005

	Time order; coordinating conjunctions	an event. Memorable experience.
Week 5	<i>Paragraphs to Essays</i> Chapter 3 Basic Paragraph Structure Topic Sentences: Details, support, transitions Sentence combining	Quiz: time order of sentences, coherence, transitions of time. Coordinating conjunctions
Week 6	<i>Paragraphs to Essays</i> Chapter 4 Logical Division of Ideas	Third paragraph due: analytical paragraph. Transitions of addition.
Week 7	<i>Paragraphs to Essays</i> Chapter 4 Logical Division of Ideas	Quiz: Using the right transition words; run-ons and comma splices.
Week 8	Review for Mid-Term	Mid-term composition. What would you do?
Week 9	<i>Paragraphs to Essays</i> Chapter 5 Process Paragraphs How to do things. Instructions, recipes, ceremonies, special events.	Quiz: Using modals correctly; phrasal verbs;
Week 10	<i>Paragraphs to Essays</i> Chapter 6: Definition Paragraphs	Fourth Paragraph due Process. Transitions of process.
Week 11	<i>Paragraphs to Essays</i> Chapter 7 Cause/ Effect Paragraphs	Quiz: sentence combining. metaphors and analogies.
Week 12	<i>Paragraphs to Essays</i> Chapter 7 Cause/ Effect Paragraphs	Fifth Composition due Definition
Week 13	<i>Paragraphs to Essays</i> Chapter 8: Comparison/Contrast Paragraphs	Quiz: prefixes and suffixes; cause-effect transition words.
Week 14	<i>Paragraphs to Essays</i> Chapter Comparison/Contrast Paragraphs	Sixth composition due Cause and Effect.
Week 15	Review for Final Exam	Grammar final quiz
Week 16	Final Exam Final Writing	Writing Final Exam