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ESL 04 Grammar and Composition for ESL 4--5 units
Spring 2015—CRN: 20524; Room 313B
10:15 am--12:45 pm Tuesdays & Thursdays
Office #1716 (across from the tennis courts)
Office hours: T/W/Th 1:00-2:00 pm; F 3:15-4:15 pm

Welcome

Course Catalog Description: ESL 004 is a grammar class in an English-only environment designed for the high-intermediate ESL student. The course will emphasize grammar, writing sentences, and paragraphs. (Nontransferable, nondegree 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. Use and identify simple, progressive, and perfect tenses in the present, past, and future.
2. Use and identify real and unreal conditionals in present, past, and future tenses.
3. Use and identify independent and dependent clauses (adjective, adverb, and noun).
4. The student will demonstrate competency in applying the knowledge of adjective clauses to solving various life problems.
5. Demonstrate the knowledge of noun clauses by creating sentences using given stems.

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

1. Demonstrate ability 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 and negative statements, yes/no questions, and wh-questions in the simple present and present progressive; demonstrate competency with the following tenses: future, simple past, past progressive, present perfect, and present perfect progressive; demonstrate ability with the following tenses: past perfect, past perfect progressive, future progressive, and future perfect in the above forms.
3. Demonstrate mastery to use, recognize, and produce modal verbs of ability, request, permission, advice, suggestion, preference, and necessity; demonstrate competency with modal verbs of prohibition, expectation, possibility, impossibility, and conclusion; demonstrate competency in using, recognizing, and producing modal verb forms for past possibility, past impossibility, belated advice, past conclusions, and past opportunity not taken.
4. Demonstrate competency with recognizing and using comparative, superlative, and equative forms.
5. Demonstrate competency in using gerunds and infinitives as subjects and objects; understanding infinitives of purpose; and using verb+ infinitive, verb+ gerund, and verb/noun/adjective+ infinitive/gerund combinations.
6. Demonstrate ability in using, recognizing, and producing the stative and causative (get/have) passive voice and with participial adjectives.
7. Demonstrate competency in identifying sentence parts (subject, verb, and complement) and parts of speech (nouns, verbs, pronouns, adjectives, adverbs, articles, conjunctions, and prepositions).
8. Demonstrate ability to understand advanced subject/verb agreement.
9. Demonstrate competency in recognizing level appropriate time expressions and writing in appropriate tense according to these expressions.
10. Demonstrate competency in recognizing and using noun, adjective, and adverb clauses in reported speech and in "that-clauses."
11. Demonstrate ability in recognizing and producing adjective clauses using relative pronouns (who, whom, which, that, whose, when, and where).
12. Demonstrate competency in recognizing various sentence types (simple, compound, and complex) and producing dependent and independent clauses; compound sentences with coordinating conjunctions and semicolons, transitions, and correct punctuation; and complex sentences with adverb clauses and correct

punctuation.

13. Demonstrate ability to understand the relationships and functions of connecting devices including conjunctions and transitions.

14. Demonstrate competency in writing topic sentences with topics and controlling ideas.

15. Demonstrate competency with using a variety of prewriting skills (brainstorming, outlining, clustering) which lead to the development of ideas and topics for paragraphs.

16. Demonstrate ability in writing well-organized, coherent paragraphs (with topic, supporting and concluding sentences) of 6-12 sentences with the following organizational patterns: listing order, giving instructions, reason/example, and opinion.

17. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises with focus on vocabulary used in academic content areas.

Course Requirements and Instructional Methods

Required Text: (purple) Focus on Grammar 4, A High-Intermediate Course for Reference and Practice, 4th Ed. Student Book—ISBN-13:978-0-13-254649-2 and online *MyEnglishLab*

Suggested Resources: Thesaurus, Dictionary

Homework/Written Assignments/ Participation: Please write your name, date, class code, and page number to identify your homework. Homework is due at the beginning of the class. **I will not accept homework that does not have the class code and page number written on it.** Your written assignments from the units will be in academic paragraph, letter, and web page form. For our class, an academic paragraph should be between 6-10 sentences. Chatting, repeated exits from the classroom, sleeping, and doing other homework, etc. do not show good participation and are disruptive to the class. ☹ ☹ ☹

Lab Work Completion: You will need access to a computer in order to complete this work. I will assign all lab work from *MyEnglishLab*. The access code is on the inside cover of the textbook. This is an online grammar course in connection with your textbook. There will be assignments, exercises, and quizzes online.

Quizzes:/Written Assignments: You will have announced and unannounced quizzes each week. Your written assignments will include the Grammar to Writing section of the unit. You will be graded on grammar, content and format.

Unit Tests: Each test will have two sections. You will be tested on the grammar structures of each unit, and you will write a paragraph using those grammar structures.

Final Exam: Final exams will be given on the first class meeting during finals week, and the final will be conducted in the same classroom where the class meets during the semester. If an instructor feels that more than one hour is needed to complete the final, he/she can opt to have students meet for a second time during finals week.

There will be no late or make up exams, homework, quizzes, etc. unless you have spoken to me before the due date or testing date.

Grading:

Homework	10%
MyEnglishLab (online homework)	10%
Quizzes/Grammar to Writing /Written Assignments	20%
Unit Tests	30%
Final Exam	30%

90 + = A 80 - 89 = B 70 - 79 = C 60 - 69 = D 59 - = F

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.

NOTE: The last day to drop with a "W" is May 16. It is YOUR RESPONSIBILITY to drop using WebSTAR.

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.
- **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.

Cheating and Plagiarism: Bad!! Bad!! Bad!! Do I really have to say it

- **Plagiarism** is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which 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) use of a commercial term paper service

Additional Help: Take advantage of these services. Don't get an attitude that says I don't need help, and don't wait until the last minute to ask for 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 Learning Services (library). You will be responsible for work completed in the Language Lab with the English Discoveries program.
- **Library Services:** There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSP&S): Any student with a documented disability who may need educational accommodations should notify me or the Disabled Student Programs and Services (DSP&S) office as soon as possible. DSP&S Health Sciences Building, Room 2117 (760) 355-6313

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

Information Literacy: Imperial Valley College is dedicated to help 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/>

Helpful Hints: Be sure to complete the review for each unit.
From Grammar to Writing sections in each part will count as quizzes.
Be sure to read through and review the appendices at the back of your book.
Also, look for the reference notes after the grammar notes. They give important information found in the appendices. See page 5 of the textbook for an example.

Please feel free to call me or come see me in my office if you have any questions.

Get names and phone numbers in case you miss the assignment or can't read your own handwriting. ☺

Class Contacts: Name _____ Phone _____
Class Contacts: Name _____ Phone _____

***I know you can do this.
Believe***

Week 1 Feb 16 Mon Hol	Intro, Syllabus, Review <u>Focus on Grammar 4</u> , Part I Present & Past Punctuation; review tenses--simple, perfect, progressive; writing requirements	
Week 2 Feb 23	Textbooks Required Part I—Units 2, 3, & 4	Pgs. 13-21 Pgs 26-37 Pgs 38-54
Week 3 Mar 2	Units 3 & 4 continued From Grammar to Writing	Pgs. 55-57
Week 4 Mar 9	Exam Part I Part II Future Part II—Unit 5	Pgs. 59-78
Week 5 Mar 16	Exam Part II Part IV Gerunds & Infinitives Part IV--Unit 9	Pgs 138-155
Week 6 Mar 23	Part IV—Unit 10 Exam Part IV	Pgs. 156-167
Week 7 Mar 30	Part VI—Adjective Clauses Part VI--Unit 13	Pgs. 206-220
April 6-11	Spring Break (campus closed)	
Week 8 Apr 13	Part VI continued	
Week 9 Apr 20	Part VI—Unit 14 From Grammar to Writing Exam Part VI	Pgs. 221-236 Pgs. 237-238
Week 10 Apr 27	Part IX—Conditionals (Adverb Clauses) Part IX—Unit 21 Part IX—Unit 22	Pgs. 340-355 Pgs. 356-368
Week 11 May 4	Part IX—Unit 23	Pgs. 369-383
Week 12 May 11	Part IX-Unit 24	Pgs. 384-398
Week 13 May 18	Part X—Indirect Speech (Noun Clauses) Part X--Unit 25	Pgs. 401-416
Week 14 May 25	Part X—Unit 26	Pgs. 417-431
Week 15 June 1	Part X Unit 28	Pgs. 445-460
Week 16 June 8	Final Exams begin	

***Subject to Change