

**Basic Course Information**

Semester:	<b>Fall 2015</b>	Instructor Name:	<b>Josefina Ponce</b>
Course Title & #:	<b>ESL 012: Speaking and Listening for ESL 2</b>	Email:	<b>josefina.ponce@Imperial.edu</b>
CRN #:	10332	Webpage (optional):	
Classroom:	806	Office #:	2788
Class Dates:	8-17-15 to 12-11-15	Office Hours:	M/T/R: 4:25-4:55 p.m. F: 10:00-12:30
Class Days:	Monday/Wednesday /Friday	Office Phone #:	(760)355-6475
Class Times:	8:15 -9:50	Emergency Contact:	Maria Sell- Department Secretary is an option or email me. (760) 333-6337
Units:	5		

**Course Description**

ESL 012 is a grammar-based speaking class in an English-only environment, for the low intermediate ESL student. Students will further develop listening comprehension and will increase fluency, accuracy and confidence in oral production. (Nontransferable, non-degree applicable)

**Student Learning Outcomes**

1. Apply knowledge of English pronunciation rules in oral and/or aural exercises. (ILO 1)
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 competency in using and recognizing the simple present, present progressive, future plans (be going to), simple past, and the ability to use and recognize the past progressive, and future certainty or willingness (will and simple present),
2. Demonstrate in competency to recognizing, responding to, and producing affirmative, negative and interrogative sentences in aural and oral exercises.
3. Demonstrate the ability to use and recognize the modal auxiliary verbs for ability, permission, and requests in oral and aural exercises.
4. Demonstrate competency in using, recognizing, and producing adjectives in correct word order as well as adverbs of frequency in oral and aural exercises, and the ability to use, recognize, and produce comparative, superlative, and equative forms.
5. Demonstrate competency in using, recognizing, and producing singular and plural nouns, subject and object pronouns, possessive adjective forms, and with singular, plural, and possessive noun forms in oral

and aural exercises.

6. Demonstrate competency in using, recognizing, and producing prepositions of time and location 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 present short dialogs on limited topics illustrating a particular function or situation.
  9. Create and present impromptu conversations on limited topics illustrating a particular function or situation.
  10. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written 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

1. Molinsky & Bliss, Side by Side, Plus, Book 2, Pearson, 2008 (ISBN: 0-13-026757-0)
2. Molinsky & Bliss, Side by Side, Activity & Test Prep Workbook 2, Pearson, 2004 (ISBN: 0-13-026750-3)
3. A good college dictionary (recommended)

### Course Requirements and Instructional Methods

Lectures based on each lesson. Students will engage in activities related to the lessons – whole group activities, pair work, and individual work.

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 (Western Association of Schools and Colleges) has adopted a similar requirement.

It is estimated that each student should invest 10 hours a week on class preparation. Each student is responsible for required readings and written/spoken assignments from each unit in the textbook and workbook. In addition to that, as part of your assignments, you will be required to go to the Language Laboratory once a week for 1 hour (60 minutes) and work on specific assignments. (Student ID card is required to use the Language Lab.) Throughout the semester you will give a variety of speeches:

1) **My Role Model** (Sept. 16, 2015); 2) **Report on an Interview** (Oct 21, 2015); 3) **My Plans for the Future** (Dec. 02, 2015).

**NOTES:**

1. No makeup tests or oral presentations allowed (including the final exam).
2. Coming to class or leaving earlier will be considered as an absence.
3. You may be dropped after three absences.

**Course Grading Based on Course Objectives**

TASK	PERCENTAGE OF GRADE
1. Homework (Language Lab work)	15%
2. Speaking Tasks (4)	15%
3. Attendance and Participation	10%
4. Quizzes	30%
5. Final Exam	30%
	<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.

**Classroom Etiquette**

The teacher expects students will...

- contribute fully in individual and group work;
- speak English only in the classroom;
- be prepared for class by completing all homework assignments;
- ask questions, ask questions, ask questions!!!!
- 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, no one who is not enrolled in the class may attend, including children.

### 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.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

### 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.

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

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Assignments
Week 1	-Introduction to class materials, expectations, and procedures - Pronunciation Practice- /ð/, /t/, /d/, /θ/, and /f/.	Buy the textbook for the class
Week 2	Chapter One – Review of Tenses: Simple Present; Present Continuous; Simple Past; Future with <b>Going to</b> ); Like to; Time Expressions; Indirect Object Pronouns -Language Lab Orientation	Oral practice: Voiced and Voiceless sounds
Week 3	-Test # 1 (Chapter One) -Chapter Two – Count/Non-Count Nouns -Test #2 (Chapter Two)	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class
Week 4	Chapter Three Partitives; Count/Non-Count Nouns; Imperatives --Monday, Sept 7-Holiday (No Classes)	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class

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Date or Week	Activity, Assignment, and/or Topic	Assignments
Week 5	-Test #3 (Chapter Three) - Speech 1: <b>My Role Model</b> (3 minutes) (Sept. 16, 2015)	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class
Week 6	- Chapter Four - Future Tense with <b>Will</b> ; Time Expressions; Might - Introduction: /s/, /z/, /iz/ ending sounds (3 <sup>rd</sup> Person Singular) - Test #4 (Chapter Four)	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class
Week 7	- Chapter Five – Comparatives; Should; Possessive Pronouns - Test # 5 (Chapter Five) - Pronunciation Practice- /d/, /t/, /id/ past tense ending sounds (regular verbs)	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class
Week 8	- Chapter Six – Superlatives -Test #6 (Chapter Six) - Chapter Seven - Imperatives; Directions	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class
Week 9	-Test #7 (Chapter Seven) - Chapter Eight – Adverbs; Comparative of Adverbs; Agent Nouns; If-Clauses	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class
Week 10	- Test #8 (Chapter Eight) - Speech 2: <b>Report on an Interview</b> (4 min.) (Oct 21, 2015)	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class
Week 11	- Chapter Nine - Past Continuous Tense; Reflexive Pronouns; While-Clauses -Test #9 (Chapter Nine)	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class
Week 12	-Chapter Ten - Could; Be Able to; Have Got to; Too + Adjective - Test #10 (Chapter Ten)	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class
Week 13	-Chapter Eleven - Past Tense Review; Count/Non-Count Noun Review; Must; Mustn't vs. Don't Have to; Must vs. Should -Test #11 (Chapter Eleven) --Wednesday, November 11- Holiday (No Classes)	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class
Week 14	- Chapter Twelve– Could; Be Able to; Have Got to; Too + Adjective - Test #12 (Chapter Twelve) - Chapter Thirteen – Some/Any; Pronoun Review; Verb Tense Review	-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class

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Date or Week	Activity, Assignment, and/or Topic	Assignments
<p><b>Week 15</b></p>	<p>November 23-27 No classes Thanksgiving Day -November 26, 2015</p>	<p>Dialogues assigned in class</p>
<p><b>Week 16</b></p>	<p>- Test #12 (Chapter Twelve) -<b><i>My Plans for the Future</i></b> (five minutes) (Dec. 02, 2015).</p>	<p>-Language Lab Work (Minimum 60 minutes) -Dialogues assigned in class</p>
<p><b>Week 17</b></p>	<p>-Review -IVC Student Evaluation -Final Exam</p>	<p>Dialogues assigned in class</p>