

<b>Basic Course Information</b>			
Semester:	<b>Fall 2017</b>	Instructor Name:	<b>John Clarkson</b>
Course Title & #:	<b>Grammar and Composition for ESL 4: ESL 004</b>	Email:	<b>john.clarkson@imperial.edu</b>
CRN #:	<b>10318</b>	Webpage (optional):	
Classroom:	<b>2726</b>	Office #:	<b>2781.1</b>
Class Dates:	<b>8/14/2017 - 12/08/2017</b>	Office Hours:	<b>M, W: 7:00 a.m. - 7:30 a.m. in Rm. 3400; T, Th: 7:00 a.m. - 7:30 a.m. in Rm. 2726; T, Th: 12:45 p.m. - 1:45 p.m. in Rm. 2781.1</b>
Class Days:	<b>Tuesday, Thursday</b>	Office Phone #:	<b>Use email, please 760-355-6449</b>
Class Times:	<b>7:30 a.m. - 10:00 a.m.</b>	Emergency Contact:	<b>760-355-6337 (Lency Lucas)</b>
Units:	<b>5</b>		

### Course 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. Correctly form and use verbs in a variety of tenses (ILO 1, ILO 2).
2. Write and/or identify a variety of sentences (simple, compound, complex, compound-complex), including questions and negatives (ILO 1, ILO 2).
3. Write a topic sentence with a topic and controlling idea (ILO 1).

### 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,

## Course Objectives

- 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 organization 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.

## Textbooks & Other Resources or Links

FOCUS ON GRAMMAR 4 (W/CD) + WKBK PKG Edition: 4th

Author: Fuchs

ISBN: 9780132862356

Copyright Year: 2012

Publisher: Longman

## Course Requirements and Instructional Methods

If you intend to master English, you must use it. Therefore, you should be prepared to speak and write with your classmates and teacher in English. You may be expected to speak in English in the following contexts: (1) with a partner; (2) in a small group; (3) in a formal presentation in front of the class; (4) with your teacher; (5) in telephone assignments; (6) with strangers in out-of-class assignments. You will

also listen to audio clips and watch videos and will be expected to discuss and write about the content in English.

We will do a variety of activities in class. Sometimes there will be lecture and you will need to take notes (and ask questions!). Sometimes you will do individual writings and exercises, and sometimes you will do pair/group writings and exercises. You should also expect that you will take tests throughout the term.

Success: Acquiring another language requires focused effort. Sitting in class is simply not sufficient for you to succeed. You must study, speak, read, and listen to English as much as you possibly can outside of class. College guidelines suggest that you study two hours for every hour of class. Since this is a five-hour class, this would mean that you are expected to study or participate in some other learning activity for an additional ten hours every week.

Method of Evaluation to Determine If Objectives Have Been Met by Students:

- Mid-Term/Final Exam(s)
- Oral Assignments
- Quizzes
- Written Assignments
- Class Activity

Instructional Methodology:

- Audio Visual
- Computer Assisted Instruction
- Discussion
- Group Activity
- Lecture
- Simulation/Case Study
- Individual Assistance

Assignments:

Reading and Writing:

1. Read a magazine/newspaper article provided by the instructor. Create an outline for the article.
2. Read a short story provided by the instructor. Write a different end to the story using conditionals.

Out-of-class:

1. Watch a movie of your choice. Write your opinion about the movie in a 10-12 sentence paragraph. Use a variety of clauses and sentence types.
2. Review a catalog. Select one item from this catalog and explain why you have chosen this item. Write a 10-12 sentence paragraph using a reason/example organization pattern and a variety of clauses and sentence types.

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 course must be taken for a letter grade. You will be assigned a final grade based on your homework, quizzes, classroom performance, the mid-term exam, and the final exam. It's important, therefore, that you complete the regular assignments and do your best on quizzes and the final exam. In order to pass the course, you must pass the final exam.

The following components will contribute to your final grade in the percentage listed next to each:

Individual Writing assignments: 25%; Group Writing assignments: 25%; Quizzes: 25%;

Midterm/Final Exams: 25%. The grading scale is as follows: 90-100% = A; 80-89% = B; 70-79% =

C; 60-69% = D; 0-59% = F

**Homework:** All homework assignments must be handed in on the date they are due. If you fail to complete or turn in the homework on the date it is due, you will receive a grade of zero for that assignment, unless you present proof of absence excused by virtue of California Education Code Section 48205 or by policies published by Imperial Valley College District. In the event that your absence is excused, you must turn in the assignment at the beginning of the next class meeting following your excused absence.

**Quizzes:** I will give you quizzes throughout the semester. **No makeup quizzes will be given unless you present a doctor's excuse certifying that you were incapacitated and unable to take the quiz on the appointed day.** If you miss a quiz, you will receive a grade of zero for that quiz unless you present proof of absence excused by virtue of California Education Code Section 48205 or by policies published by Imperial Valley College District. In the event that your absence is excused, you must turn in the assignment at the beginning of the next class meeting following your excused absence.

**Final Exam:** There will be only one final exam, administered on the date listed in the class schedule. **To pass the course, you must pass the final exam.**

### Attendance

- Class attendance will be taken at the beginning of class meetings. If you come late, see me to check in during the break. If you are going to miss a class, it is your responsibility to get the assignments and turn them in on time.
- Sometimes, our work on one day depends on work done on another day. If you miss the one day, then you may find it difficult to perform the tasks on the other day. Also, we often work in groups. If you miss a class, you may disappoint your colleagues.
- 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

- **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.

### Online Netiquette

- 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.

- **[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 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 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.

<b>Anticipated Class Schedule/Calendar</b>		
Week 1	REVIEW OF GRAMMATICAL CONCEPTS AND TERMINOLOGY (Parts of speech, parts and types of sentences) 8/21: LAB ORIENTATION and QUIZ	Handouts, Class notes Quiz: 8/21
Week 2	Review of simple, simple progressive tenses Review of simple past, present perfect and present perfect progressive tenses	Text: pp. 2 -27
Week 3	Past Perfect and Past Perfect Progressive In-class writing assignment	Text pp. 28 - 42
Week 4	Future Time (simple and perfect tenses) Editing for sentence fragments and subject-verb agreement	Text pp. 52-81
Week 5	Questions formation and responses: Yes/No questions, information questions, tag questions	Text pp. 88- 117
Week 6	Gerunds and Infinitives I	Text: pp 124-148
Week 7	Phrasal Verbs	Text: pp 158-180
Week 8 10/5-10/9	MIDTERM WEEK	
Week 9	Adjective Clauses	Text: pp 190-218
Week 10	Modal Verbs and Expressions	Text: pp 226-264
Week 11	Passive Voice Conditional Sentences I	Text: pp. 270-305 Text: pp 314-335
Week 12	Conditional Sentences II In-class writing assignment	Text: pp 336-358
Week 13	Conditional Sentences III	
Week 14	Indirect Speech I	Text: pp 368-390
Week 15	Indirect Speech II	Text: pp 391- 426
Week 16	FINALS WEEK	

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

**Mistakes are a sign that you are taking risks and learning.  
It's OK to make lots of them!**