

### Basic Course Information

Semester:	<b>Fall 2017</b>	Instructor Name:	<b>Elizabeth Kemp</b>
Course Title & #:	<b>ESL 014: Speaking and Listening for ESL 4</b>	Email:	<b>Elizabeth.kemp@imperial.edu</b>
CRN #:	<b>10343</b>	Webpage:	<b>Imperial.instructure.com</b>
Classroom:	<b>2734</b>	Office #:	<b>2790</b>
Class Dates:	<b>August 14 - December 8</b>	Office Hours:	<b>M/W 2-2:30 pm; T/Th 8:30-10 am; Fridays by appointment</b>
Class Days:	<b>M/W</b>	Office Phone #:	<b>(760) 355-6398</b>
Class Times:	<b>10:00 am - 12:45 pm</b>	Emergency Contact:	<b>Lency Lucas (760) 355-6337</b>
Units:	<b>5</b>		

### Course Description

ESL 014 is a grammar-based speaking class in an English-only environment, for the high intermediate ESL student. Students will further develop listening comprehension and will demonstrate greater fluency, accuracy, and confidence in oral production. (Nontransferable, nondegree applicable)

### Course Prerequisite(s)

ESL 013 or appropriate placement

### 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. Apply knowledge of English pronunciation rules in oral and/or aural exercises. (ILO 1, ILO 2)
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 mastery in using and recognizing the past progressive and future to express plans, certainty, or willingness (be going to, will, and simple present); demonstrate competency in recognizing and using the present perfect.
2. Demonstrate competency in using, recognizing, and producing gerunds and infinitives in aural and oral exercises.
3. Demonstrate mastery in using and recognizing the modal auxiliary verbs for ability, permission, requests, advice, suggestions, preferences, necessity, expectations, possibility, and deductions in oral and aural exercises; demonstrate competency with modal auxiliary verbs in the past tense forms.
4. Demonstrate mastery in using, recognizing, and producing comparative, superlative, and equative forms; demonstrate the ability to use and produce adverbial, adjectival, and relative clauses.

5. Demonstrate competency in using nouns clauses, tag questions, and reported speech in oral and aural 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



Lee, Christien. *21<sup>st</sup> Century Communication: Listening, Speaking, and Critical Thinking Level 4 with Online Workbook Sticker Code*. National Geographic Learning, Cengage. 2017. ISBN: 978-1-337-27583-5

You will also need:

Notebook or paper

Pen or pencil and highlighter

Access to a computer with internet, Canvas, email, and Microsoft Word or Google Docs.

A webcam, microphone, and speakers may be necessary to complete some homework assignments.

\*note: we will be using technology in this course. We will be using the online workbook that comes with the textbook (MyELT) and Canvas. Assignments, quizzes, and discussions will be held or submitted on MyELT, Canvas, and extra credit assignments may be posted on Instagram. Additionally, you may be asked to download and print resources.

### Course Requirements and Instructional Methods

In this class, we will do a lot of talking and a lot of listening. We will watch online videos, listen to lectures, take notes, discuss ideas with classmates, share opinions, create a vocabulary packet with over 100 words, learn grammar concepts, give presentations, and create video presentations on the computer. We will use a lot of technology and internet resources. The midterm and final will both be 10 minute interviews with the instructor.

Assignments will be posted and submitted online.

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 class uses a weighted grading system. The points for each assignment count toward a category. The weights are as follows:

Assignments, homework, and quizzes	25%
Presentations and projects	40%
Midterm	10%
Final	20%
In-Class participation and practice	5%
	<b>100.00%</b>

Grades for assignments will be posted in Canvas.

\* Quizzes and discussion assignments will not be accepted late and must be completed on or before the original due date to get points.

\*Student must earn 70% of higher as a final grade to pass the class.

**Attendance**

- I do not drop students after the first week. If at any time a student decides he or she would not like to continue in the course, the student is responsible for dropping the class or receiving a grade that reflects the amount and quality of work he or she has or has not done at the end of the course.
- 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**

- English should be spoken at ALL times. Remember that this class is to help students improve their English skills. The best way to improve is to practice.
- All students are expected to be on time and prepared for class
- All students should be respectful to each other and the instructor. Remember that we are all here to learn, and learning requires practice. Nobody is perfect, and nobody in the class should feel scared or embarrassed about making mistakes. They are a part of learning!
- Students should ask questions if they are confused or need something repeated. Asking questions does not mean a person is stupid. Asking questions means that a student wants to learn and is paying attention.
- Written work should be neat and turned in on time (this means at the beginning of class, not at the end).

- 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.
- 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](#).
- Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### **Online Netiquette**

- I expect all students to be treated with respect both in the classroom and online. If someone disagrees with an opinion, it is not an opportunity for name calling or belittling. It is a time to respectfully listen, contemplate, and learn. We do not have to agree in the discussion boards, but we do have to be respectful and kind.
- Any instances of disrespect in a discussion or group collaboration should be brought to the instructor's attention and may result in the disrespectful student losing points or being reported to the campus disciplinary officer.
- 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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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 counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program**

The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### **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.

### **Anticipated Class Schedule/Calendar**

All due dates are subject to change at instructor’s discretion

**Class Dates**

**Monday**

**Wednesday**



Class Dates	Monday	Wednesday
<b>Week 1:</b> <b>Aug. 14, 16</b>	Introductions Syllabus Overview Canvas Introduction	Canvas discussion Class overview Create MyELT accounts
	Homework: 1. Log in to Canvas 2. Watch online readiness tutorials 3. Take online readiness quizzes 4. Post video in “Getting to Know You” discussion	Homework: 1. Reply to “Getting to Know You” discussion 2. Read Course Policies 3. Take Syllabus Quiz 4. Start Unit 1: Free Therapy 5. Post video in “1.1 Discussion: Free Therapy”
<b>Week 2</b> <b>Aug. 21, 23</b> <b>Unit 1 Part 1</b>	Introduction to Unit 1 Vocabulary Log Assignment “Before You Listen” Questions “Listen and Infer” Discussion Vocabulary	Discuss podcast Speaking and Pronunciation Skills 1 minute speeches
	Homework: 1. Listen to “Upgrade Your Life” Podcast and take notes 2. Complete pgs. 5-8 in textbook 3. MyELT	Homework: 1. MyELT 2. Vocabulary log – 10 words 3. Reflection survey
<b>Week 3</b> <b>Aug. 28, 30</b> <b>Unit 1 Part 2</b>	“Before You Watch” discussions Note Taking Skills Start Watching “The Hidden Power of Smiling”	Discuss “The Hidden Power of Smiling” “After You Watch” activities Presentation Assignment pg 19
	Homework: 1. MyELT 2. Watch “The Hidden Power of Smiling” TED Talk and take notes 3. Complete pages 13-16 in textbook	Homework: 1. MyELT 2. Read Presentation Skill pg 20 in textbook 3. Add visuals to presentation 4. Practice presentation 5. Upload video of presentation to “Upgrade Your Life” Discussion Board
<b>Week 4</b> <b>Sept. 6</b> <b>Unit 1 Part 2</b>	NO SCHOOL	“Upgrade Your Life” Presentations
	Homework: 1. Reply to “Upgrade Your Life” discussion using rubric on pg 179 2. Edit and finalize presentation 3. MyELT	Homework: 1. Reflection survey 2. MyELT 3. Vocabulary Log – 10 words
<b>Week 5</b> <b>Sept. 11, 13</b> <b>Unit 2 Part 1</b>	Unit 2 Introduction “Before You Listen” questions Vocabulary Note-Taking	Discuss homework “After You Listen” activities speed speeches
	Homework: 1. Post in discussion board	Homework: 1. MyELT

Class Dates	Monday	Wednesday
	2. MyELT 3. Listen and take notes	2. Vocabulary log – 10 new words 3. Reflection survey
<b>Week 6</b> <b>Sept. 18, 20</b> <b>Unit 2 Part 2</b>	“Before You Watch” questions Vocabulary Note-taking	“After You Watch” activities in-class debate
	Homework: 1. Post in discussion board 2. Watch and take notes 3. MyELT	Homework: 1. MyELT 2. Vocabulary log – 10 new words 3. Reflection survey
<b>Week 7</b> <b>Sept. 25, 27</b> <b>Unit 3 Part 1</b>	Unit 3 introduction “Before You Listen” questions vocabulary note-taking	“After You Listen” activities in-class interviews
	Homework: 1. Post in discussion board 2. MyELT 3. Listen and take notes	Homework: 1. MyELT 2. Vocabulary log – 10 new words 3. Reflection survey
<b>Week 8</b> <b>Oct. 2, 4</b> <b>Unit 3 Part 2</b>	“Before You Watch” questions Vocabulary Note-taking	“After You Watch” activities presentation assignment: benefits of listening
	Homework: 1. Post in discussion board 2. Watch and take notes 3. MyELT	Homework: 1. MyELT 2. Vocabulary Log 3. Practice benefits of listening presentation
<b>Week 9</b> <b>Oct. 9, 11</b>	Midterm interviews	Midterm interviews
	Homework: 1. Upload video of presentation to “Benefits of Listening” Discussion 2. Reply to discussion using rubric on page 180 3. MyELT	Homework: 1. Edit and finalize presentation 2. MyELT 3. Vocabulary Log 4. Reflection Survey
<b>Week 10</b> <b>Oct. 16, 18</b> <b>Unit 4 Part 1</b>	“Benefits of Listening” Presentations	“After You Listen” activities vocabulary compound nouns and verbs
	Homework: 1. Unit 4 Introduction 2. Post in discussion board 3. MyELT 4. Vocabulary 5. Listen and take notes	Homework: 1. MyELT 2. Vocabulary log 3. Reflection survey
<b>Week 11</b> <b>Oct. 23, 25</b> <b>Unit 4 Part 2</b>	“Before You Watch” questions Vocabulary Note-taking	“After You Watch” activities presentation assignment: using data to improve or solve problems
	Homework: 1. Post in discussion board	Homework: 1. Practice presentation



Class Dates	Monday	Wednesday
	<ol style="list-style-type: none"> <li>Watch and take notes</li> <li>MyELT</li> </ol>	<ol style="list-style-type: none"> <li>MyELT</li> <li>Vocabulary log</li> <li>Reflection survey</li> </ol>
<b>Week 12</b> <b>Oct. 30, Nov. 1</b> <b>Unit 5 Part 1</b>	“Using Data to Improve or Solve Problems” presentations	“After You Listen” activities vocabulary questions
	Homework: <ol style="list-style-type: none"> <li>Unit 5 Introduction</li> <li>Post in discussion board</li> <li>MyELT</li> <li>Vocabulary</li> <li>Listen and take notes</li> </ol>	Homework: <ol style="list-style-type: none"> <li>MyELT</li> <li>Vocabulary log</li> <li>Reflection survey</li> </ol>
<b>Week 13</b> <b>Nov. 6, 8</b> <b>Unit 5 Part 2</b>	“Before You Watch” questions Vocabulary Note-taking	“After You Watch” activities presentation assignment: what an emotion taught me
	Homework: <ol style="list-style-type: none"> <li>Post in discussion board</li> <li>Watch and take notes</li> <li>MyELT</li> </ol>	Homework: <ol style="list-style-type: none"> <li>Practice presentation</li> <li>MyELT</li> <li>Vocabulary log</li> <li>Reflection survey</li> </ol>
<b>Week 14</b> <b>Nov. 13, 15</b> <b>Unit 6 Part 1</b>	“What an Emotion Taught Me” presentations	“After You Listen” activities vocabulary in-class interviews and data collection
	Homework: <ol style="list-style-type: none"> <li>Unit 6 Introduction</li> <li>Post in discussion board</li> <li>MyELT</li> <li>Listen and take notes</li> <li>Vocabulary</li> </ol>	Homework: <ol style="list-style-type: none"> <li>MyELT</li> <li>Vocabulary log</li> <li>Reflection survey</li> </ol>
<b>NO SCHOOL NOV. 20-24 THANKSGIVING BREAK</b> <b>Homework: practice your English every day</b>		
<b>Week 15</b> <b>Nov. 27, 29</b> <b>Unit 6 Part 2</b>	“Before You Watch” questions Vocabulary Note-taking	“After You Watch” activities Create a commercial assignment
	Homework: <ol style="list-style-type: none"> <li>Post in discussion board</li> <li>Watch and take notes</li> <li>MyELT</li> </ol>	Homework: <ol style="list-style-type: none"> <li>Work on commercial assignment</li> <li>Vocabulary Log</li> </ol>
<b>Week 16</b> <b>Dec. 4, 6</b>	Final interviews	Final interviews
	Homework: <ol style="list-style-type: none"> <li>Edit and finalize commercial</li> <li>Post in “Commercials” discussion</li> </ol>	

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