

### Basic Course Information

Semester:	<b>Spring 2018</b>	Instructor Name:	<b>Marquez, Arturo</b>
Course Title & #:	<b>Speaking &amp; Listening for ESL</b>	Email:	<b>Arturo.marquez@imperial.edu</b>
CRN #:	<b>20324</b>	Webpage (optional):	<b>Canvas</b>
Classroom:	<b>201</b>	Office #:	<b>809</b>
Class Dates:	<b>12 Feb 2018-08 June 2018</b>	Office Hours:	<b>MWF : 10:05 – 11:05 am Thursday: 12:50 -1:50 pm</b>
Class Days:	<b>Monday/Wednesday/Friday</b>	Office Phone #:	
Class Times:	<b>8:30-10:05</b>	Emergency Contact:	<b>Dept Secretary = Lency Lucas 760-355-6337</b>
Units:	<b>5 units</b>		

### Course Description

*[Required language: Use from [CurricUNET](#) course outline of record.]*

ESL 011 is a grammar-based speaking class in an English-only Environment, for the beginning or falsebeginning ESL student. Listening comprehension and speaking skills will be developed through basic dialogues, modeled tasks, and communicative activities. (Nontransferable, nondegree applicable)

### Student Learning Outcomes

*[Required language: Use from [CurricUNET](#) course outline of record.]*

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

*[Required language: Use from [CurricUNET](#) course outline of record.]*

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

1. Demonstrate the ability to use, recognize the simple present, present progressive, future (be going to), and simple past.
2. Demonstrate the ability to recognize, respond to, and produce affirmative, negative, and interrogative sentences in aural and oral exercises.
3. Demonstrate the ability to use and recognize the modal auxiliary "can" (ability) in oral and aural exercises.

4. Demonstrate the ability to use, recognize, and produce adjectives in correct word order as well as adverbs of frequency in oral and aural exercises.
5. Demonstrate the ability to use, recognize, and produce singular and plural nouns, subject and object pronouns, possessive adjective forms, with singular, plural, and possessive noun forms in oral and aural exercises.
6. Demonstrate the ability to use, recognize and produce prepositions of time and location in oral and aural exercises.
7. Demonstrate the ability to recognize, and produce 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.

### Textbooks & Other Resources or Links

**[Required Information:** Describe which textbooks and/or other resources are required for the course. Take textbook information from [CurricUNET](#) or list. Be sure to include ISBN number.]

**Side by Side Plus Book 1 by Steven Molinsky / Word by Word by Steven Molinsky (Bundled)**

### Course Requirements and Instructional Methods

**[Required Information:** Provide detailed information related to types of class activities, assignments, tests, homework, etc. Online and Hybrid courses must demonstrate compliance with the IVC [Regular and Effective Contact Policy for Distance Education](#). ]

1. Canvas Quizzes
2. In-Class Quizzes
3. Homework –
  4. Speaking Tests (or recordings) / Listening Tests
5. Midterm
6. Final

**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

**[Required Information:** Provide detailed information related to grading practices and grading scale, including values and totals. Consider adding final grade calculation, rubrics, late assignment policy, and other grading practices.]

1. Oral presentations = 30%
2. Unit quizzes = 40%
3. Homework = 10%

4. Speaking Tests = 20%

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**[Required Information:** *The below information is the IVC attendance policy. Use this information in addition to any specific attendance policies you have for your 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**

**[Required Information:** *Describe your policies regarding classroom conduct. The below is suggested language and may be modified for your course.]*

- 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.
- 1. DO NOT make counseling or financial aid appointments during class time.
- 2. Try to be on time because many quizzes are given at the beginning of class.
- 3. If you are late for class, DO NOT interrupt the class to explain why you were late. Just sit down and start to work. Talk to me after class to mark you on the attendance list.
- 4. No make up quizzes will be given for any reason.
- 5. Please do not sharpen pencils during the class. It is very distracting to students when they are trying to dowork. You may want to bring 3 or 4 sharpened pencils to class.
- 6. No beepers or cell phones in class. Please! They are very distracting

- 7. No food in the room. No drinks in the room. Water is OK if it is in a bottle with a top.
- 8. Be respectful of others. When someone is talking, please listen. You may be removed from class for cause.
- 9. Speak English in class.
- 10. Don't cheat. You will get an F. You may be removed for cause.

### Online Netiquette

*[Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]*

- 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

*[Required language.]*

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance 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**

#### ***[Suggested Language.]***

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)**

#### ***[Required language.]***

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**

#### ***[Required language.]***

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

*[Required language.]*

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

*[Required language.]*

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

*[Required Information – Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]*

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

### Tentative Schedule

**(Content may change depending on need.)**

#### Week 1

Chapter	Topics	Grammar	Communication	Listening & Pronunciation
1	Personal Information Meeting People Alphabet Spelling Names aloud Cardinal Numbers	Be	Meeting People	Listening for personal information Pronouncing linked sounds

#### Week 2

Chapter	Topics	Grammar	Communication	Listening & Pronunciation
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<b>2</b>	<b>Classroom Objects Rooms in the home Cities &amp; Nationalities Places around town</b>	<b>Be Subject Pronouns</b>	<b>Greeting People</b>	<b>Listening for information about people's locations Pronouncing reduced and</b>
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**Week 3**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>3</b>	<b>Everyday Activities</b>	<b>Present Continuous</b>	<b>Checking Understanding</b>	<b>Listening and responding correctly to questions about people's actions Pronouncing reduced What are &amp; Where are</b>

**Week 4**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>4</b>	<b>Everyday Activities</b>	<b>Present Continuous Possessive Adjectives</b>	<b>Attracting someone's attention</b>	<b>Listening and responding correctly to questions about activities Pronouncing deleted h</b>

**Week 5**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>5</b>	<b>Describing People &amp; Things Weather</b>	<b>Yes/No Questions Short Answers Adjectives Possessive Forms</b>	<b>Calling someone you know on the telephone</b>	<b>Listening and responding correctly to requests for information Pronouncing yes/no questions with or</b>

**Week 6**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>6</b>	<b>Family Members Describing Activities &amp; events</b>	<b>Be - Review Present Continuous - Review Prepositions of location - Review</b>	<b>Introducing People</b>	<b>Listening and Making deductions Pronouncing stressed and unstressed words</b>

**Week 7**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>7</b>	<b>Places Around Town Locating Places Describing Neighborhoods Describing Apartments Quantity</b>	<b>Prepositions There is / There are Singular / Plural</b>	<b>Expressing Gratitude</b>	<b>Listening for information about neighborhoods &amp; apartments Using rising intonation to check understanding</b>



**Week 8**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>8</b>	<b>Clothing Colors Shopping for clothing Money &amp; Prices &amp; Sizes</b>	<b>Singular / Plural Adjectives This / That These / Those</b>	<b>Complimenting</b>	<b>Listening for information about clothing items Pronouncing emphasized words</b>

**Week 9**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>9</b>	<b>Language Nationalities Everyday Activities</b>	<b>Simple Present Tense</b>	<b>Hesitating</b>	<b>Listening for -s vs. non -s endings in verbs contained in sentences Blending with does</b>

**Week 10**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>10</b>	<b>Habitual Actions People's interests &amp; activities Days of the Week The Calendar</b>	<b>Simple Present Tense Yes / No Questions Negative Forms Short Answers</b>	<b>Starting a conversation</b>	<b>Listening for information about people's habitual actions Pronouncing reduced of</b>

**Week 11**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
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<b>11</b>	<b>Describing Frequency of Actions Describing People The Calendar Time Expressions Adverbs</b>	<b>Object Pronouns Simple Present Tense -s vs. non -s endings Have / Has Adverbs of Frequency</b>	<b>Reacting to information</b>	<b>Listening and making Deductions Pronouncing Past Tense Endings Pronouncing deleted h</b>
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**Week 12**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>12</b>	<b>Feelings &amp; Emotions Describing usual &amp; unusual activities</b>	<b>Contrast: Simple Present &amp; Present Continuous</b>	<b>Reacting to bad news</b>	<b>Listening to distinguish questions about current vs. habitual actions Pronouncing reduced to</b>

**Week 13**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
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<b>13</b>	<b>Expressing ability</b> <b>Occupations</b> <b>Looking for a job</b> <b>Responding to questions in a simple job interview</b> <b>Expressing obligation</b> <b>Invitations</b> <b>Applying for a driver's license</b>	<b>Can</b> <b>Have to</b>	<b>Apologizing</b>	<b>Listening for information about occupational skills</b> <b>Pronouncing can &amp; can't</b>
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**Week 14**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>14</b>	<b>Time</b> <b>Months of the Year</b> <b>Seasons</b> <b>Describing Future PLANS &amp; intentions</b> <b>Expressing Wants</b> <b>Weather Forecasts</b> <b>Making Predictions</b> <b>Ordinal Numbers</b>	<b>Future:</b> <b>Be + Going to</b> <b>Time Expressions</b> <b>Using the verb want</b>	<b>Asking the time</b>	<b>Listening for time expressions</b> <b>Pronouncing: going to want to</b>

**Week 15**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>15</b>	<b>Past Actions &amp; Activities Ailments Describing an event Making a doctor's appointment</b>	<b>Past Tense Regular Verbs Introduction to Irregular Verbs</b>	<b>Saying how you feel</b>	<b>Listening to distinguish statements in the present tense vs. the past tense Pronouncing Past Tense Endings</b>

**Week 16**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>16</b>	<b>Reporting Past Activities Giving Reasons Giving Excuses Using clock times in a narrative</b>	<b>Past Tense: Yes / No Questions Short answers Wh- Questions More Irregular Verbs Time Expressions</b>	<b>Giving an excuse</b>	<b>Listening for specific information to complete a checklist Pronouncing Did you</b>