Basic Course Information

Semester:	**Spring 2020**	Instructor Name:	**Josefina Ponce**
Course Title & #:	**ESL 012: Speaking & Listening for ESL 2**	Email:	**josefina.ponce@imperial.edu**
CRN #:	20329 / 20331	Webpage (optional):	
Classroom:	3700 / 1307	Office #:	2793
Class Dates:	02/18/20 to 06/12/20	Office Hours:	M/W/F: 7:30 - 8:25 a.m. T: 12:50 - :2:05 p.m.
Class Days:	M/W/F / M/W	Office Phone #:	(760) 355-6475
Class Times:	8:30-10:05 / 1:00-3:30	Emergency Contact:	(Department Secretary) (760) 355-6337 or email me.
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)

Course Prerequisite(s) and/or Corequisite(s)

ESL 011 or appropriate placement.

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 and prepositions of time and location 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 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.

7. Create and present short dialogs on limited topics illustrating a particular function or situation, and present impromptu conversations on limited topics illustrating a particular function or situation.

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, <u>Side by Side, Plus</u>, Book 2, Pearson, 2008 (ISBN: 0-13-026757-0)

2. Molinsky & Bliss, <u>Side by Side, Plus</u>, 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.

<u>Out of Class Assignments</u>: 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 <u>and</u> 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. Throughout the semester you will give a variety of speeches: 1) **My Role Model** (March18, 2020); 2) **Report on an Interview** (April 22, 2020)***; 3) My Plans for the Future*** (May 27, 2020).

NOTES:

1. No makeup tests or oral presentations allowed (including the final exam). In case of an emergency, contact to your instructor.
2. Coming to class late 10 minutes or more 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)	10%
2. Speeches (3)	15%
3. Attendance and Participation	05%
4. Quizzes	40%
5. Final Exam	30%
TOTAL	**100%**
90%-100% = **A** / 80%-89% = **B** / 70%-79% = **C**	60%-69% = **D** / 0%-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.

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!
- <u>Electronic Devices:</u> Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- <u>Food and Drink</u> 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.
- <u>Disruptive Students:</u>   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 <u>General Catalog</u>.
- <u>Children in the classroom:</u> Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

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

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.

- <u>Plagiarism</u> 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.
- <u>Cheating</u> 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 <u>General Catalog</u> 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 Support: When logged in, select the help icon on the left menu in Canvas to access 27/7 phone and web support information
- Learning Labs: There are several 'labs' to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab; Reading, Writing & Language Labs; and the Learning Services (library). Please speak to your instructor about labs unique to your specific 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 (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.

Veteran's Center

[Required language.]

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)

[Required language.]

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.

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.

Student Equity Program

[Required language.]

- 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.

Tentative, subject to change without prior notice

Anticipated Class Schedule/Calendar		
Date or Week	**Activity, Assignment, and/or Topic**	**Assignments**
Week1	-Intro to class materials, expectations, procedures - Pronunciation Practice- /ð/, /t/, /d/, /θ/, and /f/. - Chapter One – Review of Tenses	- Buy the textbook for the class - Oral Practice
Week 2	- Chapter One – Review of Tenses (Cont.) - Pronunciation Practice- /d/, /t/, /id/ (Regular Verbs – past tense) - Test # 1 (Chapter One) - Chapter Two – Count/Non-Count Nouns	- Oral practice: - Voiced and Voiceless sounds - Dialogues assigned in class
Week 3	- Chapter Two – Count/Non-Count Nouns (Cont.) - Language Lab Orientation - Test #2 (Chapter Two)	- Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class
Week 4	- Chapter Three: Partitives; Count/Non-Count Nouns; Imperatives - Introduction: /s/, /z/, /iz/ ending sounds (3rd Person Singular)	- Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class
Week 5	-Test #3 (Chapter Three) - **Speech #1:** *My Role Model* (3 minutes) (March 18, 2020)	- Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class
Week 6	- Chapter Four - Future Tense with *Will*; Time Expressions; Might - Pronunciation Practice- /d/, /t/, /id/ (Regular Verbs – past tense) - Test #4 (Chapter Four)	- Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class - Practice: *-ed* sounds
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 -Practice: *-ed* sounds
Week 8	- Chapter Six – Superlatives -Test #6 (Chapter Six) - Chapter Seven - Imperatives; Directions	- Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Assignments
Week 9	-Test #7 (Chapter Seven) - **Speech #2:** *Report on an Interview* (3 min.) (April 22,2020) -Chapter Eight (Intro) – Adverbs; Comparative of Adverbs; Agent Nouns; If-Clauses	- Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class
Week 10	- Test #8 (Chapter Eight) -Chapter Nine- Past Continuous Tense; Reflexive Pronouns; While-Clauses	- Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class
Week 11	-Test #9 (Chapter Nine) - Pronunciation Practice- /d/, /t/, /id/ (Regular Verbs – past tense)	- 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) -Chapter Eleven - Past Tense Review; Count/Non-Count Noun Review; Must; Mustn't vs. Don't Have to; Must vs. Should	- Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class
Week 13	**Monday**, Nov. 11, 2019 – **Holiday** -Test #11 (Chapter Eleven) - Chapter Twelve– Could; Be Able to; Have Got to; Too + Adjective	- Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class
Week 14	- Test #12 (Chapter Twelve) -*My Plans for the Future* (4 minutes) (May 27, 20209) - Pronunciation Practice- /d/, /t/, /id/ (Regular Verbs – past tense)	-Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class - Practice: -ed (Reg. Verbs)
Week 15	- Chapter Thirteen – Some/Any; Pronoun Review; Verb Tense Review - Pronunciation Practice- /d/, /t/, /id/ (Regular Verbs – past tense) - Test #13 (Chapter Thirteen)	- Language Lab Work (Minimum 60 minutes) - Dialogues assigned in class - Practice: -ed (Reg. Verbs)
Week 16	- Review: Voice/Voiceless sounds - SLO's - IVC Student Evaluation - Final Exam	-Dialogues assigned in class