## Basic Course Information

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|---|---|---|---|
| Semester: | **Spring 2021** | Instructor Name: | **Rebeca Salcedo** |
| Course Title & #: | **ESL 062: Vocabulary 3** | Email: | **Rebeca.salcedo@imperial.edu** |
| CRN #: | | Webpage (optional): | |
| Classroom: | **Online** | Office #: | **NA** |
| Class Dates: | **2/16-6/11/21** | Office Hours: | **Wednesdays 5-6pm on Pronto or via email** |
| Class Days: | **Asynchronous** | Office Phone #: | |
| Class Times: | Asynchronous | Emergency Contact: | **Lency Lucas- Department Secretary Lency.lucas@imperial.edu** |
| Units: | 3 | Class Format: | Asynchronous |

## Course Description

ESL 062 provides students additional review, practice and instruction in basic vocabulary. Topics covered include: shopping, community services, health, and school. Focus will be on written and communicative activities designed to increase fluency for learners at the high beginning level of English. (Nontransferable, non-degree applicable)

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

N/A

## 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. Use target vocabulary in original written sentences.

## Course Objectives

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

1. Clarify vocabulary by parts of speech.
2. Accurately spell 20 words a week through dictation.
3. Recognize, respond to, and produce questions and answers in original sentences.

## Textbooks & Other Resources or Links

1. Online Canvas resources
2. A good college dictionary (online version is acceptable)

## 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 2 hours per one hour lecture, on class preparation, reading, writing assignments, Each student is responsible for required readings and written assignments from each lesson the instructor assigns.

**NOTES:**

1. No late assignments will be accepted without previous arrangements.
2. No makeup tests allowed (including the final exam). If you are late to class the day of the test, you will not be allowed to take the test.
3. Coming to class 10 minutes (or more) or leaving earlier will be considered as an absence.
4. You may be dropped after three absences.

## Course Grading Based on Course Objectives

| TASK | PERCENTAGE OF GRADE |
|---|---|
| 1. Listen & Record | 35% |
| 2. Writing / Dictation | 25% |
| 3. Fill ins | 19% |
| 4. Final Exam | 15% |
| 5. Orientation | 1% |
| Total | **100%** |
| 90%-100% = **A** / 80%-89% = **B** / 70%-79% = **C** | 60%-69% = **D** /          0%-59% = **F** |

## Course Policies

*[Describe other policies such as attendance, academic honesty, netiquette, expected classroom behavior, etc.]*

*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.

*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 (!!!!)].

## Work-based learning. Optional extra credit activity

Work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experiences. These opportunities will provide you with a deeper, more engaging, and relevant learning environment. This semester, I will be offering the following WBL activities in order to provide you with the opportunity to explore career options in your field of interest.
WBL Activity:  1.Interview a career professional in the field that you are interested in pursuing for future employment.
2. Create a cover letter with the Career Service Center
3. Mock interview with the Career Service Center

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

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 24/7 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.

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.

### *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:**

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.

**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.

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:**

- 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.

## Anticipated Class Schedule/Calendar

### ***Subject to change without prior notice***

| Date or Week | Activity, Assignment, and/or Topic | Assignments |
|---|---|---|

| Week 1 (2/16- 2/21) | -Intro to class materials, expectations, & procedures<br>Module 1:<br>- A White Dress<br>- The Big Sale<br>- No More Pets | Exercises assigned in Canvas |
|---|---|---|
| Week 2 (2/21- 2/28) | Module 2:<br>- Jason's First Ticket<br>- We've Been Robbed<br>- Taking the Bus<br>- Anniversary Surprise | Exercises assigned in Canvas |
| Week 3 (2/28- 3/7) | Module 3:<br>- Going to the Dentist<br>- Getting Braces<br>- The Cold | Exercises assigned in Canvas |
| Week 4 (3/7- 3/14) | Module 4:<br>- A Trip to Six Flags<br>- Drive-In Theater<br>- Las Vegas<br>- First Trip to Disneyland | Exercises assigned in Canvas |
| Week 5 (3/14- 3/21) | Module 5:<br>- Back to School<br>- The New Waiter<br>- Get a Job | Exercises assigned in Canvas |
| Week 6 (3/21- 3/28) | Module 6:<br>- Being Rich<br>- I Can be a Dog Walker<br>- Passion for Pizza | Exercises assigned in Canvas |
| Week 7 (3/28- 4/4) | Module 7:<br>-Time for a Promotion<br>- I'm Going to be a Doctor | (Exercises assigned in Canvas) |
| Note * | **April 4-10 is Spring break!** | |
| Week 8 (4/11- 4/18) | **Final Exam** | (Exercises assigned in Canvas) |