



Basic Course Information

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| Semester: | Spring 2021 | Instructor Name: | Manuel Guzmán |
| Course Title & #: | ESL 011 Speaking & Listening for ESL 1 | Email: | manuel.guzman@imperial.edu |
| CRN #: | 21417 | Office #: | Online |
| Classroom: | Online | Office Hours: | Monday 12-1 pm (Pronto) Monday 2:05-3:05 pm (e-mail) |
| Class Dates: | 2/16 – 6/11/2021 | Office Phone #: | N/A |
| Class Days: | N/A | Emergency Contact: | 760-355-6337 (Lency Lucas) |
| Class Times: | N/A | Class Format: | Online |
| Units: | 5 | | |

Course Description

ESL 011 is a grammar-based speaking class in an English-only Environment, for the beginning or false-beginning ESL student. Listening comprehension and speaking skills will be developed through basic dialogues, modeled tasks, and communicative activities. (Nontransferable, nondegree 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. 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, ILO 2)

Course Objectives

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

Buy Burlington English (course material)

For your Listening/Speaking course, you will use Burlington English. To buy access to Burlington English, you need to purchase your subscription through the eShop. You will need to have a credit card to make the purchase.

To get started, copy this class code: ZC728C

[Then click here to go to Burlington English eShop \(Links to an external site.\).](#)



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.

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

Group Activity

Computer Assisted Instruction
Discussion

Lecture 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

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| Out-of-class | 5% | Presentations | 5% | Homework | 10% | BE Lab | 25% |
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| Quizzes | 15% | Unit Tests | 20% | Final Exam | 20% |
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90%+ = A 80-89% = B 70-79% = C 60-69% = D 59% or below = F

Course Policies

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 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.

Other Course Information

Out-of-class

1. Interview three people outside of classroom. Get their personal information, such as phone number, address, e-mail address, occupation, etc. 2. Go to a big department store, such as Macy's, Dillard's, Walmart. Describe the store's departments, sales, and customers.

Reading and Writing

1. Create an invitation to a party and a to-do list using imperatives. 2. Write about your plans for the weekend. 3. Read an electronics catalog, choose three items you would like to buy, and explain why you would like to purchase these items. 4. Review a website about the healthy food pyramid. Compare your personal eating habits with the website's recommendations.

Work-based Learning

Career possibilities:

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 Name | WBL Activity Description |
|---------------------------|--|
| WBL Activity 1: Research | Research current job data about the field the student is interested in pursuing for future employment. |
| WBL Activity 2: Interview | Interview a career professional in the field that the student is interested in pursuing for future employment. |
| WBL Activity 3: Resume | Create a Resume with the assistance of the College's Career Services 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.

Anticipated Class Schedule/Calendar

The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course.

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| Week 1 2/16 – 2/20 | Introduction to the Course: Syllabus, Canvas review <i>Burlington English Module 1</i> | <ul style="list-style-type: none"> • Autobiography • Burlington English lab • Canvas Discussion |
| Week 2 2/21 – 2/27 | <i>Burlington English Module 1</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion • Oral Quiz |
| Week 3 2/28 – 3/6 | <i>Burlington English Module 2</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion |
| Week 4 3/7 – 3/13 | <i>Burlington English Module 2</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion • Oral Quiz |
| Week 5 3/14 – 3/20 | <i>Burlington English Module 3</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion |
| Week 6 3/21 – 3/27 | <i>Burlington English Module 3</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion • Oral Quiz |
| Week 7 3/28 – 4/3 | <i>Burlington English Module 4</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion • WBL activity review |
| 4/4 – 4/10 | No Class – Spring Recess | |
| Week 8 4/11 – 4/17 | <i>Burlington English Module 4</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion • Oral Quiz |
| Week 9 4/18 – 4/24 | <i>Burlington English Module 5</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion |
| Week 10 4/25 – 5/1 | <i>Burlington English Module 5</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion • Oral Quiz |
| Week 11 5/2 – 5/8 | <i>Burlington English Module 6</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion |
| | | <ul style="list-style-type: none"> • Burlington English lab |

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| Week 12 5/9 – 5/15 | <i>Burlington English Module 6</i> | <ul style="list-style-type: none"> • Canvas Discussion • Oral Quiz |
| Week 13 5/16 – 5/22 | <i>Burlington English Module 7</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion • WBL activity review |
| Week 14 5/23 – 5/29 | <i>Burlington English Module 7</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion • Oral Quiz |
| Week 15 5/30 – 6/5 | <i>Burlington English Module 8</i> | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion |
| Week 16 6/6 – 6/11 | <i>Burlington English Module 8</i> FINAL EXAM | <ul style="list-style-type: none"> • Burlington English lab • Canvas Discussion • WBL activity due • Out-of-Class assignments |

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