



### Basic Course Information

Semester:	<b>Spring 2022</b>	Instructor Name:	<b>Manuel Guzmán</b>
Course Title & #:	<b>ESL 891 High Beginning ESL 2</b>	Email:	<b>manuel.guzman@imperial.edu</b>
CRN #:	<b>22095</b>	Office #:	<b>Online</b>
Classroom:	<b>Real-Time Online</b>	Office Hours:	<b>Thursday 11:10-12:10 pm. (Pronto) Thursday 12:10-1:10 pm (e-mail)</b>
Class Dates:	<b>4/11 – 6/10/2022</b>		
Class Days:	<b>Monday / Tuesday / Wednesday / Thursday</b>	Emergency Contact:	<b>manuel.guzman@imperial.edu</b>
Class Times:	<b>8:30 – 11:10 am.</b>		
Units:	0	Zoom Class Link:	<a href="#"><u>ESL 891 Zoom link</u></a>

### Course Description

ESL 891 is an integrated skills course designed for ESL students to continue the development of language skills at the high-beginning level. Students learn how to speak and write about personal and workplace topics, give presentations, and use the writing process. Students continue to develop reading skills, knowledge of vocabulary, grammatical competence, and overall language comprehension. The course may be taken concurrently with ESL 890. (CEFR A2) (Nontransferable, nondegree applicable)

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

Completion of ESL 890 is encouraged.

### 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. Speaking: Can initiate and respond to simple statements on very familiar topics.
2. Listening: Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.
3. Writing: Can write a paragraph on topic of personal interest.

## Course Objectives

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

1. Engage in conversations about familiar topics in the workplace and in the community.
2. Listen and understand materials at the high-beginning level on a variety of topics from various sources.
3. Provide short, basic descriptions of people, events, and personal workplace preparedness.
4. Write and edit sentences and paragraphs.
5. Use the writing process to plan and write a short paragraph on a topic of personal interest.
6. Use reading strategies to improve reading comprehension and speed.

## Textbooks & Other Resources or Links

**No textbook required.**

**(IDE-A)- Summer (Part 2) - OER = Open Educational Resources**, open-source course materials (free).

**Washington State Board for Community and Technical Colleges 2020. Integrated Digital English Acceleration.**

## Course Requirements and Instructional Methods

METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity - Students will work on activities as a class or in small groups. They will present and discuss answers together.

Objective - Students will demonstrate competency in the language by meeting course objectives.

Oral Assignments - Students will participate in presentations and dialogs on given topics.

Quizzes - Quizzes will be used as formative assessments to measure progress.

Written Assignments - Written assignments will be submitted to instructor for feedback.

INSTRUCTIONAL METHODOLOGY:

Audio Visual - Videos and other audio, such as songs, news broadcast, and recordings.

Computer Assisted Instruction - Computer assisted instruction such as language learning software.

Discussion - Class and small group discussion.

Group Activity - Class and group activities.

Individual Assistance - Instructor will provide individual assistance and feedback as needed and throughout the course.

Lecture - Instructor will provide input such as information on grammar and language use.

Distance Learning - Students will engage in personalized learning through Canvas.

## Course Grading Based on Course Objectives

**GRADING CRITERIA** – Pass / No Pass Only

## 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

### Reading and Writing

#### Prepare for and Give a Presentation

Assignment: Present a 2 – 3 minute oral review of a movie. Use the language and vocabulary from assigned readings. Follow these steps:

1. Select a movie that you have seen recently or that you know well. Pick a movie that you think is either very good or one that you consider bad. If you have time, you can watch a movie again. Don't pick a movie you have never seen.
2. Write an email and send an email to the instructor with the title of your film. Each student will present on a different movie. If another student has already chosen your movie, you will have to select a different one.
3. Re-read the movie review. Look for language that is useful to describe your movie. Write down the words and phrases that you want to use.
4. Use Internet Movie Database [www.imdb.com](http://www.imdb.com) to research additional information about your film. Listen to examples of movie reviews on Canvas.
5. Prepare your presentation by writing out your script. Make sure to have the presentation reviewed by your teacher or a tutor.
6. Practice giving your presentation. Remember to that you want to present; you do not want to read.
7. Presentations will be on the last week of the semester.

## 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.

COURSE CALENDAR \*\*\*

ESL 891

Spring 2022

Week	• Activity, Assignment	Homework
Week 1 4/11 – 2/14	<ul style="list-style-type: none"> <li>• <i>Introduction to the Course</i></li> <li>• <i>Syllabus, Canvas review</i></li> <li>• <i>Skills Post Assessment</i></li> <li>• <i>Introduction to I-DEA</i></li> </ul>	<ul style="list-style-type: none"> <li>• Autobiography</li> <li>• Canvas Discussion</li> <li>• What is I-DEA</li> <li>• What is “CANVAS”</li> <li>• Using EMAIL</li> </ul>
4/18 – 4/23	<b>No classes – Spring Recess</b>	
Week 2 4/25 – 4/28	<ul style="list-style-type: none"> <li>• <i>Module 1: INFORMATION LITERACY</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Quizzes</li> </ul>
Week 3 5/2 – 5/5	<ul style="list-style-type: none"> <li>• <i>Module 1: INFORMATION LITERACY</i></li> <li>• <i>Module 2: TEAM COLLABORATION</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Quizzes</li> </ul>
Week 4 5/9 – 5/12	<ul style="list-style-type: none"> <li>• <i>Module 2: TEAM COLLABORATION</i></li> <li>• <i>Module 3: WRITING BASICS</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Quizzes</li> </ul>
Week 5 5/16 – 5/19	<ul style="list-style-type: none"> <li>• <i>Module 3: BUSINESS WEBSITES</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Quizzes</li> </ul>
Week 6 5/23 – 5/26	<ul style="list-style-type: none"> <li>• <i>Module 4: NAVIGATING YOUR COMMUNITY</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Quizzes</li> </ul>
Week 7 5/31 – 6/2	<ul style="list-style-type: none"> <li>• <i>Module 5: HEALTH &amp; WELLNESS</i></li> </ul> <p>– <b>No class on Monday 5/30/2022 (Memorial Day)</b></p>	<ul style="list-style-type: none"> <li>• Discussions</li> <li>• Quizzes</li> </ul>
Week 8 6/6 – 6/9	<ul style="list-style-type: none"> <li>• <b>Module 6: “END OF QUARTER PROJECT”</b></li> </ul>	<ul style="list-style-type: none"> <li>• Skills Post Assessment</li> <li>• WBL activity due</li> <li>• Out-of-Class assignments: Write a Paragraph</li> </ul>

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