

Basic Course Information

Semester:	Fall 2023	Instructor Name:	Marquez, Arturo
Course Title & #:	ESL 003 Grammar and Composition for ESL 3	Email:	Arturo.marquez@imperial.edu
CRN #:	10147	Webpage (optional):	
Classroom:	2751	Office #:	3900
Class Dates:	08/14/2022-12/9/2022	Office Hours:	MTW: 9:00-10:00
Class Days:	T & TH	Office Phone #:	
Class Times:	10:15-1245	Emergency Contact:	Lency Lucas (760) 355-6337
Units:	5		

Course Description

ESL 003 is a grammar class in an English-only environment designed for the intermediate ESL student. The course will emphasize grammar, writing sentences, and short paragraphs. (Formerly ENGL 093) (Nontransferable, nondegree applicable)

Recommended Companion Courses: ESL 013.

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

Prerequisite: ESL 890 or ENGL 891 with a grade of "C" or higher or appropriate placement.

Student Learning Outcomes

1. Write sentences in English with correct subject/verb agreement.
2. Correctly form and use verbs in a variety of tenses.
3. Demonstrate knowledge of, and ability to use, correct punctuation and mechanics.

Course Objectives

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

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

1. Demonstrate competency in classifying the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs, articles, conjunctions, and prepositions.
2. Demonstrate mastery in creating affirmative and negative statements, yes/no questions, and wh-questions, and competency with the verb "be" and other verbs in the simple present; demonstrate competency to use the present progressive, the simple past, past progressive, and the four future forms to indicate planning, predicting, and scheduling; demonstrate the ability to use, recognize, and produce the present perfect and present perfect progressive.
3. Demonstrate competency in using, recognizing, and producing modal verbs of ability, request, permission, advice, suggestion, preference, necessity; demonstrate ability to use, recognize, and produce modal verbs of prohibition, expectation, possibility, impossibility, and conclusion.
4. Demonstrate mastery using singular and plural nouns including correct spelling and appropriate possessive forms, and with expressions of quantity for count and non-count nouns with corresponding articles.
5. Demonstrate mastery in recognizing and using expressions of quantity for count and non-count nouns.
6. Demonstrate mastery in using, recognizing, and producing subject and object pronouns, and possessive adjectives;
7. Demonstrate mastery in recognizing and using prepositions of time and location.
8. Demonstrate mastery in using, recognizing, and producing adjectives in correct word order as well as adverbs of frequency; demonstrate the competency to use, recognize and produce comparative, superlative, and equative forms.
9. Demonstrate competency in using, recognizing, and producing verb + gerund combinations, verb+ infinitive combinations, and verb+ infinitive or gerund combinations; demonstrate the ability to understand infinitives of purpose and gerunds/infinitives as subjects and objects.
10. Demonstrate ability in using, recognizing, and producing dependent and independent clauses in both compound and complex sentences.
11. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises.
12. Demonstrate ability to identify sentence parts: subject, verb, and complement.
13. Demonstrate competency in understanding basic subject/verb agreement.
14. Demonstrate competency in recognizing level appropriate time expressions and the ability to write in appropriate tense according to these expressions.
15. Demonstrate the ability to recognize sentence types including simple, compound, and complex sentences; write noun, adjective, and adverb clauses in reported speech and that-clauses; write compound sentences with coordinating conjunction and semicolons, transitions, and correct punctuation.
16. Demonstrate the ability to use a variety of prewriting skills (brainstorming, outlining, clustering) which lead to the development of ideas and topics for paragraphs; demonstrate the ability to write topic sentences with topics and controlling ideas.
17. Demonstrate the ability to write a 7-10 sentence paragraph in one or more of the above-mentioned grammatical areas with correct capitalization, commas, and ending punctuation (period, question mark, and exclamation point).

Textbooks & Other Resources or Links

Sandra N. Elbaum. Grammar in Context 1 (7th edition) National Geographic ISBN:13: 978-0-357-14023-9

Access code for Online Work with Grammar in Context 1 textbook.

Course Requirements and Instructional Methods

CORE CONTENT TO BE COVERED IN ALL SECTIONS

1. Development of parts of speech
2. Development of the knowledge and use of the simple present, present progressive, future, simple past, past progressive, present perfect. and the past perfect, used in the affirmative, negative, and in questions.
3. Development of knowledge and use of modals to express ability, requests, permission, and advice, suggestion, preference, necessity, prohibition, expectation, possibility, impossibility, and conclusion.
4. Development of use and knowledge of singular and plural nouns, possessive pronouns, count/non count nouns, and expressions of quantity for count and non-count nouns.
5. Development of knowledge and use of subject/object pronouns and possessive adjectives.
6. Development of knowledge and use of possessive adjectives, verbs of frequency, and comparative, superlative, and equative forms.
7. Development of knowledge and usage of time expressions and prepositions of time and location.
8. Development of knowledge and use of verb/gerund, verb/infinitive, verb/gerund or infinitive combinations, infinitives of purpose, and gerunds/infinitives as subjects and objects.
9. Development of vocabulary.
10. Development of knowledge and use of sentence types; conjunctions; independent/dependent clauses; noun/ adjective/ adverb clauses; and compound and complex sentences.
11. Development of knowledge of sentence parts.
12. Development of knowledge of basic subject/verb agreement.

13. Development of prewriting skills and the ability to write topic sentences.

14. Development of sentences and paragraphs using correct capitalization and punctuation.

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

Class Participation	20%
Homework	20%
Writing Assignments	10%
Quizzes	30%
Mid-Term	10%
Final Test	10%

INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Discussion

Individual Assistance

Lecture

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

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.

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

- **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.

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 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

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 LMS.** Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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)

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 provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or 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.

Extended Opportunity Program and Services (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 7603555713, .

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.

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.

Anticipated Class Schedule/Calendar

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

Week 1

Introductions/Unit 1 Student Life

Grammar: Be: Present Forms and Uses: Subject pronouns and nouns: Contractions with Be.

Reading 2: Yes/No Questions

Week 2

Unit 1

Grammar: Be+ Adjective Descriptions

Negative Statements with Be.

Reading 1: Negative Statements with Be.

Reading 2: Prepositions of Place.

Reading 3 This, That, These, Those: Review Unit 1.

Writing: Introduce the Parts of a Paragraph.

Quiz on Unit 1

Week 3

Unit 2 Places to Visit

Grammar: The Simple Present.

Reading 1: The Simple Present-Affirmative Statements.

Reading 2: The Simple Present- Use- Yes/No questions.

Reading 3: Frequency Words and expressions with simple present.

Writing: Introduce Narrative Writing/write sample paragraph.

Week 4

Grammar: Be: Present.

Reading 1: Spelling of the –s form. Pronunciation of the –s form.

Simple present – WH- Questions. Questions about meaning, spelling, cost, and time.

Questions and answers with How Often.

Quiz on Unit 2

Writing: Write a Narrative Paragraph (orally share)

Week 5

Unit 3 The High Cost of Housing

Grammar: Singular and plural nouns/There is/There are

Reading 1: Singular and Plural Nouns/Spelling and Pronunciation.

Reading 2: There is/ There are

Reading 3: Definite and Indefinite Articles, Some/Any

Writing: Descriptive Writing. Introduce the parts of a Descriptive paragraph.

Quiz on Part III

Week 6

Unit 3

Grammar: There is/ There are

Articles.

Reading 1: Irregular Plural Nouns.

Reading 2: There, They, and other Pronouns

Reading 3: Make Generalization.

Quiz: Unit 3

Writing. Write a Descriptive Paragraph. Orally share with the class.

Week 7

Unit 4

What's in a Name

Grammar: Possession/Object Pronouns.

Reading 1: Possessive Nouns-Form/Possessive Adjectives.

Reading 2: The Subject and the Object.

Reading 3: Subject Questions and Non-Subject Questions.

Writing: Introduce and discuss an Expository paragraph.

Week 8

Unit 4

Grammar: Questions about the Subject

Reading 1: Questions with whose/Possessive Pronouns.

Reading 2: The subject and object

Reading 3: Who, Whom, Whose, and Who's

Writing: Write an Expository Paragraph. Orally share with class.

Quiz on Unit 4

Week 9

Unit 5 Saving the Planet

Grammar: The Present Continuous

Reading 1: The Present Continuous-Forms/ Spelling of the –ing forms.

Reading 2: The Present Continuous vs. the Simple Present.

Reading 3: Action and nonaction Verbs

Writing: Comparison and Contrast: Introduce and discuss the parts of a Comparison and Contrast paragraph.

Week 10

Unit 5 Saving the Planet

Grammar: The Present Continuous:

Reading 1: Questions with the Present Continuous.

Reading 2: The Present Continuous vs. the simple present.

Reading 3: Summary

Quiz on Unit 5

Writing: Write a Comparison and Contrast Paragraph. Orally share...

Week 11

Unit 6 Our Future

Grammar: The Future

Reading 1: The Future with Will- Form.

Reading 2: The Future with Be Going to-Form.

Reading 3: The Future with Time Clauses.

Writing: Introduce an Expository Paragraph.

Week 12

Unit 6 Our Future

Grammar: The Future

Reading 1: The Future with Will- Use

Reading 2: Choosing Will or Be going to.

Reading 3: The Future with Time Clauses.

Quiz on Unit 6

Writing: Write an Expository Paragraph

Week 13

Unit 7 In Flight

Grammar: The Simple Past.

Reading 1: The Simple Past-Form.

Reading 2: The Simple Past of Be-Form.

**Reading 3: The Simple Past of Regular Verbs:
Spelling/Pronunciation.**

Reading 3: Questions with the Simple Past.

Writing: Introduce Persuasive Writing.

Week 14

Unit 7 In Flight

Grammar: The Simple Past.

Reading 1: The Simple Past Uses

Reading 2: The Simple Past of Irregular Verbs.

Reading 3: Questions with the Simple Past.

Writing: Write a Persuasive Paragraph

Quiz on Unit 7.

Week 15

Unit 8 Shopping

Grammar: Infinitives-overview/Verbs + Infinitives.

Reading 1: Can, Be Able to, Be Allowed to

Reading 2: Imperatives

Reading 3: Modals and other expressions for Politeness.

Quiz on Unit 8.

Week 16

Final Examinations