



## Basic Course Information

Semester:	<b>Spring 24'</b>	Instructor Name:	<b>Rosalie O'Neal</b>
Course Title & #:	<b>ESL 880 Intermediate Beg ESL1</b>	Email:	<b>Rosalie.oneal@imperial.edu</b>
CRN #:	<b>22049</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>801</b>	Office #:	<b>Zoom/Pronto/Email</b>
Class Dates:	<b>February 12th- June 7th</b>	Office Hours:	<b>M/W 3-4 pm</b>
Class Days:	<b>MTWR</b>	Office Phone #:	<b>N/A</b>
Class Times:	<b>8:10-9:25 am</b>	Emergency Contact:	<b>ESL receptionist: 760 355 6337</b>
Units:	<b>Non-credit course 0</b>	Class Format/Modality:	<b>Face-to-face</b>

## Course Description

ESL 880 is an integrated skills course designed for ESL students to develop literacy and communication skills at the intermediate-beginning level. Students learn how to speak and write about everyday topics in English. Students develop reading skills, knowledge of vocabulary, grammatical competence, and overall language comprehension. This course may be taken concurrently with ESL 881. (CEFR A1) (Nontransferable, nondegree applicable)

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

NONE

## 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. Can use brief, everyday expressions to ask for and give personal details.
2. Can identify key information from short audio recordings and follow simple instructions.
3. Can understand short, simple texts and write a short paragraph, given a model.

## Course Objectives

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

1. Initiate and respond to simple statements and questions;
2. Talk about routines;
3. Listen and understand materials at the high-beginning level on a variety of topics from various sources;
4. Understand short, simple texts;
5. Write sentences and simple phrases;

## Textbooks & Other Resources or Links

Integrated Digital English Acceleration (IDE-A). (Provided on Canvas- No text required)

### You will also need:

Notebook or paper

Pen, pencil, and highlighters

Regular access to a computer with internet, Canvas, email, and Microsoft Word or Google Docs

**NOTE:** We will be using technology in this course. Assignments, quizzes, and discussions will be held or submitted on Canvas. Additionally, you may be asked to download, upload, and/or print resources.

## Course Requirements and Instructional Methods

**This is a face-to-face course.** Class meetings in person are required. We will meet face-to-face on campus AND you will do work online. You will have about a week to complete each module; modules open on Monday morning and close on Sunday at 11:59pm.

### This class will have multiple forms of instruction, including:

- Lecture/Video
- Group work
- Individual work
- Online work (Canvas)

Assignments will include various forms of writing (individual and group), editing, reading and responding, exams, other exercises focusing on sentence structure and form, as well as grammar and mechanics.

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonable 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

Pass/No pass

## Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

## Course Policies

### 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

### 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.
- 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 importance 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.

### Other Course Information

N/A

### 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

**\*\*\*Subject to change without notice\*\*\***

Date / Week	Activity, Assignment, and/or Topic	Pages/Due dates/Tests
<b>Week 1</b>  February 12 <sup>th</sup> - 16 <sup>th</sup>	<b>Orientation:</b> CANVAS; Other Resources; Syllabus & Introduction; Technology Skills Pre-Assessment (in-class)  <b>Module 0 Welcome and Important Class Information</b> Learning about each other/teacher/class Student support	How to complete your assignments  Get access to Microsoft Word  Longman dictionary  <i>Canvas discussions</i>
<b>Weeks 2 &amp; 3</b> Feb 19 <sup>th</sup> - 23 <sup>rd</sup>	<b>Introduction to I-DEA</b>	Intro- What is I-DEA?



<b>Date / Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/Due dates/Tests</b>
<i>Washington Day- 19<sup>th</sup> (No class)</i> Feb 26 <sup>th</sup> - March 1 <sup>st</sup>	<b>What is CANVAS</b>	Using Email <i>Discussion:</i> Email Practice Makes Perfect
<b>Weeks 4 &amp; 5</b>  Mar 4 <sup>th</sup> – 8 <sup>th</sup>  Mar 11 <sup>th</sup> – 15 <sup>th</sup>	<b>Writing Basics</b>  <b>Nouns, Pronouns, Adjectives, Adverbs, &amp; Prepositions</b>	Introduction Parts of Speech <i>Discussion:</i> parts of speech
<b>Week 6</b>  Mar 18 <sup>th</sup> – 22 <sup>nd</sup>	<b>Simple Present Tense Verbs</b>	Read & Watch: Simple present tense verbs Read & Listen: Be/verbs Practice: Be/verbs
<b>Week 7</b>  Mar 25 <sup>th</sup> – 29 <sup>th</sup>	<b>Parts of a Sentence</b>	Capital letters & Punctuation Subject Verb Agreement <i>Discussion:</i> parts of a sentence
<b>Weeks 8 &amp; 9</b>  <i>Spring Break- April 1<sup>st</sup> -6<sup>th</sup> (No Classes)</i>  April 8 <sup>th</sup> – 12 <sup>th</sup>  Apr 15 <sup>th</sup> – 19 <sup>th</sup>	<b>The Writing Process</b>  <b>The Writing Process</b>	<i>Discussion:</i> The Writing Process  Google Docs
<b>Weeks 10 &amp; 11</b>  Apr 22 <sup>nd</sup> – 26 <sup>th</sup>  Apr 29 <sup>th</sup> – May 3 <sup>rd</sup>	<b>The American Education System</b>  <b>School Year and Subjects</b>	Introduction: American School System  <i>Discussion:</i> American School System  <i>Discussion:</i> School Year & Subjects  Simple Past Tense
<b>Weeks 12 &amp; 13</b>  May 6 <sup>th</sup> – May 10 <sup>th</sup>	<b>Grades</b>	College & Career Pathways Communicating with a Teacher <i>Discussion:</i> Conference with a Teacher



<b>Date / Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/Due dates/Tests</b>
May 13 <sup>th</sup> – May 17 <sup>th</sup>	<b>US History and Citizenship</b>	Introduction; Coming to America; Revolution; Constitution & Rights; Citizenship
<b>Weeks 14 &amp; 15</b> May 20 <sup>th</sup> – 24 <sup>th</sup> May 27 <sup>th</sup> –31 <sup>st</sup> <i>Memorial Day -27<sup>th</sup> (no class)</i>	<b>Interpersonal Communication</b>  <b>Applying Interpersonal Communication Skills</b>	Introduction Check Your Understanding Advocating for Self Resolving Conflicts & Solving Problems Google Slide presentations due (30 <sup>th</sup> )
<b>Week 16</b> June 3 <sup>rd</sup> - 7 <sup>th</sup>	<b>Technology Skills Post Assessment</b>  <b>End of Quarter Project</b>	Technology Skills Post Assessment (3 <sup>rd</sup> )  Final project (paragraph) due on 6 <sup>th</sup>

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