



### Basic Course Information

Semester:	Fall 2025	Instructor Name:	Arturo Marquez
Course Title & #:	ESL 003 Grammar and Composition	Email:	arturo.marquez@imperial.edu
CRN #:	10146	Webpage (optional):	n/a
Classroom:	4000	Office #:	3900 / 806
Class Dates:	08/11/2025-12/06/2025	Office Hours:	MTW: 11:00-12:00
Class Days:	MW	Office Phone #:	760-355-6337
Class Times:	8:15-10:50	Emergency Contact:	760-355-6337
Units:	5	Class Format/Modality:	In person

### Course Description

ESL 003 is an integrated writing and grammar course designed for ESL students to develop language skills at the low intermediate level. Students will learn to write organized paragraphs on familiar topics. Course will also emphasize increasing vocabulary and grammar knowledge through reading and other activities. This course may be taken concurrently with other ESL Level 3 courses. Successful completion of this course will prepare students for ESL 004. (CEFR A2) (Nontransferable, nondegree applicable)

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

**RECOMMENDED PREPARATION:** - ESL 890 and ESL 891, or placement through an approved multiple-measure process, including an appropriate score on an approved ESL placement test.

**RECOMMENDED COMPANION COURSE:** ESL 013 and ESL 023

### 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. 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

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

1. Write and edit sentences and paragraphs on familiar topics;
2. Develop content, organization, and coherence to communicate effectively in written work;
3. Produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”;
4. Describe plans and arrangements, habits and routines, past activities and personal experiences;
5. Use simple descriptive language to make statements about and compare objects and possessions, and to express likes and dislikes, and preferences;
6. Demonstrate knowledge and use of vocabulary to deal with concrete and everyday needs.

### 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.

### **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.

### **Course Grading Based on Course Objectives**

Class Participation 20%

Homework 20%

Writing Assignments 10%

Quizzes 30%

Mid-Term 10%

Final Test 10%

### **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**

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.

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

**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.

### 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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 11-15	<b>Unit 1 – Introductions: Student Life: Reading 1</b> Be: Present Be: Present forms and uses Subject pronouns and nouns, contractions with BE Introduce Vocabulary Page 300 (1-10)	Pages 1-14
Week 2 August 18-22	<b>Unit 1 Reading 2. Public Schools FAQs</b> Yes/No questions and short answers with BE. Wh Questions with Be prepositions of place, and This, That, These, Those. <u>Vocabulary Quiz</u>	Pages 17-30 Unit 1 Test (Wed)

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<p>Week 3 August 25-29</p>	<p><b>Unit 2 – Places to visit</b>  The Simple Present: Affirmative Statements,  The simple present Use, Spelling of the -s form.  The Simple Present- Yes/No questions  <u>Vocabulary # 2</u>  <u>Haiku Poem (write a haiku poem)</u></p>	<p>Pages 34-51</p>
<p>Week 4 September 1-5</p>	<p><b>Unit 2 Frequency words and Expressions</b>  Position of Frequency words and Expressions.  Prepositions of time  Review vocabulary words #2. Test on vocabulary words. Orally share their Haiku Poem.  <u>Unit 2 Test</u></p>	<p>Pages 53-62  Test on Unit 2  Vocabulary Quiz</p>
<p>Week 5 September 8-12</p>	<p><b>Unit 3 Housing:</b>  Singular and Plural Nouns: There is/There Are.  Singular and Plural Nouns  Regular Plural Nouns-Spelling  Regular Plural Nouns Pronunciation  Irregular Plural Nouns.  Narrative Writing. Introduce Narrative writing.  Go over the parts of a paragraph (hamburger)  Vocabulary # 3 page 300</p>	<p>Pages 66-76</p>
<p>Week 6 September 15-19</p>	<p><b>Unit 3</b>  There Is/There are  There, They, and Other pronouns.  Definitive and Indefinite Articles, Some/Any  Making Generalizations. Write a Narrative Paragraph (orally share)</p>	<p>Pages 78-86  Test on Unit 3</p>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Unit 3 Test <u>Vocabulary Quiz</u>	
Week 7 September 22-26	<b>Unit 4 What's in a Name</b> Possession: Possessive Nouns – Form Possessive Adjectives Questions with Whose Possessive Pronouns Descriptive Writing (paragraph) introduce Descriptive Writing. Write a Descriptive Paragraph. Vocabulary # 4 page 300	Pages 90-98
Week 8 September 29-October 3	<b>Mid-Term Test</b>	
Week 9 October 6-10	<b>Unit 4 What's in a Name</b> The Subject and the Object. Who, Whom, Whose, Who's. Subject Questions and non-Subject Questions. Vocabulary Quiz. Persuasive Writing> Introduce Persuasive writing. Write a persuasive paragraph. <u>Unit 4 Test</u>	Pages 102-110 Test on Unit 4
Week 10 October 13-17	<b>Unit 5 Saving the Planet</b> The Present Continuous. The Present Continuous – Forms. Spelling of the ing.	Pages 114-123

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<p>The Present Continuous Use.  Questions with the Present Continuous.  Expository Writing. Introduce Expository Writing. Go over the rules. Write an Expository Paragraph.  <u>Vocabulary #5</u></p>	
<p>Week 11  October 20-24</p>	<p><b>Unit 5</b>  The Present Continuous vs. the Simple Present Forms.  Action and Nonaction Verbs  Vocabulary # 5 Quiz  Comparison and Contrast Writing. GO over the rules of a Comparison and contrast paragraph. Create a Venn Diagram before writing a paragraph.  <u>Unit 4 Test</u></p>	<p>Pages 124-132  Vocabulary Quiz  Unit 4 Test</p>
<p>Week 12  October 27- 31</p>	<p><b>Unit 6 Our Future</b>  The Future with Will  Forms and Uses  The Future with Be Going To  Forms and Uses  The Future with Time Clauses and If Clauses  Vocabulary # 6 <u>Quiz on Tuesday</u></p>	<p>Pages 136-150  Unit Test on Unit 6</p>
<p>Week 13  November 3-7</p>	<p><b>Unit 7 In Flight</b>  The Simple Past:  Forms and Uses  The Simple Past of Be- Forms and Uses  The Simple Past of Regular Verbs.  The Simple Past of Irregular Verbs.</p>	<p>Pages 154-180  Unit 7 Test</p>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<u>Vocabulary #7</u>	
Week 14 November 10-14	<b>Unit 8 Shopping</b> Infinitives, Modals, and Imperatives. Infinitives overview. Be+ Adjective + Infinitive. Infinitives to Show Purpose Must have to Should Must have to <u>Vocabulary quiz</u>	Pages 184-208 Unit 8 Test
Week 15 November 17-21	<b>Unit 9 Healthy Living</b> Count and Noncount Nouns Quantity Words and Phrases Many, Much, and A Lot Of with large quantities. A/An, and Any <u>Vocabulary Quiz Unit 9 Test</u>	Pages 212-232 Unit 9 Test
November 24-28	<b>THANKSGIVING BREAK</b>	
Week 16 December 1-5	<b>Final Test</b>	<b>Final Exam</b>

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