

Basic Course Information

Semester:	Spring 2026	Instructor Name:	Arturo Marquez
Course Title & #:	ESL 013 - Speaking & Listening for Low Intermediate ESL	Email:	arturo.marquez@imperial.edu
CRN #:	20156	Webpage (optional):	n/a
Classroom:	3111	Office #:	3900 and 806
Class Dates:	02/17/2026 - 6/12/2026	Office Hours:	MTW 11:00am-12:00pm
Class Days:	TR	Office Phone #:	760-355-6337
Class Times:	08:15-10:50am	Emergency Contact:	760-355-6337
Units:	5	Class Format/Modality:	In-person

Course Description

ESL 013 is a listening and speaking course for ESL students who want to develop oral language skills and listening skills at the low-intermediate level. Students learn to exchange information on a variety of common topics, expressing ideas in an extended series of phrases and sentences. Students also increase listening comprehension skills by listening to a variety of academic material. This course may be taken concurrently with other ESL Level 3 courses. Successful completion of this course will prepare students for ESL 014. (CEFR A2) (Nontransferable, nondegree applicable)

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

RECOMMENDED PREPARATION: - ESL 890 and ESL 891 or placement through a multiple-measure process, including an appropriate score on an approved ESL placement test. RECOMMENDED COMPANION COURSE: ESL 003 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. Apply knowledge of English pronunciation rules in oral and/or aural exercises.
2. Participate in speeches/ conversations/ presentations utilizing the format and vocabulary of the identified speech act.
3. Listen to a passage or conversation and identify the main ideas and supporting details, either orally or in writing.

Course Objectives

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

1. Use generally clear and easily understood pronunciation;
2. Use the stress, intonation, and/or rhythm of every day words and phrases intelligibly;
3. Give impressions and opinions about topics of personal interest using basic everyday vocabulary and expressions;
4. Take simple notes during a presentation/demonstration where the subject matter is familiar and predictable;
5. Demonstrate knowledge and use of vocabulary to deal with concrete ideas and everyday needs.



Textbooks & Other Resources or Links

Williams, J. . 2016. *21st Century Communication 2nd Edition: Listening, Speaking, and Critical Thinking*. National Geographic Learning. ISBN: 9781337275811 .

Course Requirements and Instructional Methods

In this class, you will take five unit tests and several quizzes. In addition, you will be required to do homework activities in the text and online workbook and be prepared to review them in class. Each unit requires group discussions that will allow you to practice your English listening and speaking skills and group oral presentations. Furthermore, each unit has listening, speaking, critical thinking, pronunciation, and note taking skills activities. You will also be given dictations for some of the listening sections in each unit.

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

Your grade will be based on a point system. You will receive points for unit exams and quizzes, oral presentations, the final examination, online homework, and class participation. The unit exams and quizzes are 50% of your grade. The oral presentations are 30%. Class participation is 10%, and the online homework is 10% . If you want to receive a high grade in this class, you must take and pass all exams, give oral presentations, and actively participate in class. You must be in class to actively participate. Therefore, if you come late to class, take longer than necessary breaks, leave early, or are absent frequently, you will not receive participation points. If you do not complete the online homework, your final grade will drop one letter. Also, you must pay attention in class and attempt to speak English in order to receive participation points. You may make up only ONE test. It is very important to remember that you can miss and make up only one test. You must make up a test within a week of taking it.

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.



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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. The first time I see a student using technology of any kind in the classroom, I will ask him/ her to put it away. The second time, I will take the device from the student for the class period. If you are using technology in class, you are not participating and will lose participation points.

- 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.
- When I am playing the book's CD or a DVD, there should be no talking. Students must be able to listen carefully to the CD or DVD in order to improve their listening comprehension skills. Also, when students are participating in group discussions, they must speak quietly because many students will be talking at the same time.
- When I am in front of the classroom teaching, there should be no unnecessary talking. Do not socialize in class. If you have a question, you may ask me one, but do not socialize with your classmates.
- Do not leave the classroom unless it is absolutely necessary. It is a distraction to me and your classmates when you leave and come back to the classroom. Leave the classroom for emergencies only.

IVC Student Resources

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.

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 Feb. 17-20	Welcome to Fall Semester/ Introductions. Review class materials. Part 1. Human Connection: Listening Recognize samples, agree disagree on different topics. Collaborate and explore different ways to of connecting with people. Group presentation: Vocabulary: Dolch list level 1 introduction.	Pages 2-21
Week 2 Feb. 23-27	Unit 1. (cont.) Use ten words related to social Interaction. Use collocation with connection. Watch a class discussion about a community project. Recognize examples. Notice language for agreeing and disagreeing. Use appropriate language for agreeing and disagreeing. Collaborate and explore different ways of connecting with people. Interpret an infographic about the connection between personal relationships. Group presentation: Give a presentation about a project that connect people in their community. Vocabulary: Dolch Level 1 Test Introduce level Dolch Level 2 (practice)	Pages 2-21
Week 3 March 2-6	Unit 2: Expectations: Use ten words related to expectations. Watch a video podcast about managing expectations. Use a mind map to take notes. Listen for key ideas by noticing repeated points. Use language for expressing opinions. Use appropriate language for expressing opinions. Collaborate to give advice on managing different expectations.	Pages 22-41

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Vocabulary: Dolch Level 2 test Introduce Dolch Level3 (practice) Oral Presentation: (play) Supper with the Queen (form groups of five)	
Week 4 March 9-13	Unit 2: Expectations: Use ten words to talk about career expectations. Use phrases with living, risk, and choice. Watch and understand a talk about photography as a career path. Notice pausing in thought groups. Interpret an infographic about factors influencing career choices. Synthesize and evaluate ideas about career expectations. Give a presentation on how you managed expectations about your career and how you feel about your choices. Vocabulary: Dolch Level3 Test Dolch Level 4 Introduction (practice) Oral Presentation: Supper with the Queen (practice)	Pages 22-41
Week 5 March 16-20	Unit 3: Spending Wisely Use ten words related to power. Use noun, verb, and adjective word forms. Watch a lecture about hard and soft power. Use a chart to take notes. Listen for evidence. Ask a follow-up question about a topic. Use appropriate language for follow up questions. Collaborate to suggest how countries can improve their soft power. Vocabulary: Dolch Level 4 Test Dolch Level 5 Introduction (practice)	Pages 42-61
Week 6 March 23-27	Unit 3: Spending Wisely	Pages 42-61

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<p>Use ten words related to government spending. Use noun, verb, and adjective word forms. Watch an understand a talk about funding for the arts. Notice the pronunciation of numbers. Interpret an infographic about government spending. Synthesize and evaluate ideas about funding for the arts and culture. Research, plan and present on government spending in their community. Give group presentations.</p> <p>Vocabulary: Dolch Level 5 Test Dolch Level 6 Introduction (practice) Oral Presentation: Supper with the Queen (Presentation)</p>	
<p>Week 7 March 30 – April 3</p>	<p>Unit 4: Aim Lower, Reach High?</p> <p>Use ten words related to life goals. Use collocations with balance. Watch a webinar about curating their life. Use symbols for taking notes. Make predictions about content. Notice language for recommendations. Give three recommendations on a topic they know well. Use appropriate language for making recommendations. Collaborate to give recommendations.</p> <p>Vocabulary: Dolch Level6 Test Vocabulary: pages 64 and 73 (practice) Oral Presentation (play) The Giant’s Cat: Form groups of five</p>	<p>Pages 62-81</p>
<p>Week 8 April 13- 17</p>	<p>Unit 4: Aim Lower, Reach High?</p> <p>Use ten words related to habits. Use noun, verb, and adjective word forms. Watch and</p>	<p>Pages 62-81</p>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<p>understand a talk about how to start a new habit. Notice the use of syllable stress.</p> <p>Interpret an infographic about New Year's resolutions. Synthesize and evaluate ideas about setting life goals. Group presentation: Research, plan, and present on the topic of setting realistic life goals. Use adverbs to emphasize key points.</p> <p>Vocabulary: test on pages 64-73 vocabulary.</p> <p>Introduce vocabulary pages: 84 and 93.</p>	
<p>Week 9</p> <p>April 20-24</p>	<p>Unit 5: Global Countdown</p> <p>Use ten words to talk about climate change. Use noun and verb word forms. Watch a presentation about the impact of global warming on one country. Use a timeline to take notes. Listen for time signals. Notice language for describing cause and effect, Explain the effect of a trend. Use appropriate language for expressing cause and effect. Collaborate to raise awareness about an environment problem.</p> <p>Vocabulary: Review and practice pages 84-93</p> <p>Oral Presentation: The Giant's Cat (practice)</p>	<p>Pages</p> <p>82-101</p>
<p>Week 10</p> <p>April 27- May 1</p>	<p>Unit 5: Global Countdown</p> <p>Use ten words to talk about environment change. Use noun and verb forms. Watch and understand a talk about a response to an environment problem. Notice intonation for finished and unfinished thoughts. Interpret an infographic about e-waste.</p>	<p>Pages</p> <p>82-101</p>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<p>Synthesize and evaluate different approaches to environmental problems.</p> <p>Group Presentation: Groups will give a presentation on ways to address an environmental problem in their community.</p> <p>Vocabulary: Test on vocabulary pages 84 and 93 .Introduce pages 104 and 113.</p> <p>Oral Presentation: The Giant’s Cat: Presentation</p>	
<p>Week 11 May 4-8</p>	<p>Unit 6: Our Digital Life</p> <p>Use ten words related to cybercrime. Use suffixes – ful and – less. Watch a video podcast about oline fraud. Take notes using key terms. Listen for rhetorical questions. Notice ways to introduce examples. Use examples to explain and support ideas. Use appropriate language for giving examples. Collaborate to discuss ways to stay safe online.</p> <p>Vocabulary: review pages 104 and 113.</p>	<p>Pages 102-121</p>
<p>Week 12 May 11-15</p>	<p>Unit 6: Our Digital Life</p> <p>Use ten words to talk about digital footprints. Use noun, verb, and adjective word forms. Watch and understand a talk about managing one’s digital footprint. Notice contrastive stress. Synthesize and evaluate advice about managing one’s digital footprint. Group presentation:</p>	<p>Pages 102-121</p>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<p>Groups are going to do a case study of a type of cybercrime and give a presentation on how people can protect themselves from it.</p> <p>Vocabulary: Review pages 104 and 113</p> <p>Introduce: pages 124 and 133</p>	
<p>Week 13</p> <p>May 18- 22</p>	<p>Unit 7: Less is More</p> <p>Use ten words relate to making choices. Use suffixes to change adjectives to nouns. Watch a class discussion about the Paradox of Choice. Listen for signal words and phrases. Notice signal words that mark transitions. Organize ideas and give tips on a topic.</p> <p>Use appropriate signal words to present ideas clearly. In groups; analyze different personality types (discuss) page 130.</p> <p>Vocabulary: Review pages 124 and 133.</p> <p>Oral Presentation: A Fly in My Soup (form groups of five) start writing their own script.</p>	<p>Pages</p> <p>122-141</p>
<p>Week 14</p> <p>May 26-29</p>	<p>Unit 7: Less is More</p> <p>Use ten words to talk about the idea of minimalism. Use collocation with amount. Watch and understand a talk about the idea of less is more. Notice intonation in yes/no and choice questions. Interpret an infographic about the Happy Planet Index. Synthesize and evaluate ideas about achieving happier lives. Research, plan and present on the topic of achieving happier lives. Group Presentations...</p> <p>Vocabulary: Review pages 124 and 133 (test)</p> <p>Introduce Pages 144 and 153</p> <p>Play: A Fly in My soup. (practice)</p>	<p>Pages</p> <p>122-141</p>



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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 15 June 1 - 5	Unit 8: Explore Every Day Use ten words to talk about creativity. Use collocations with research. Watch a lecture about creativity. Review and reflect on their notes. Make inferences using given information. Rephrase and summarize ideas and information. Use appropriate language to rephrase and summarize the information received. Synthesize and evaluate ideas about creativity in everyday life. Vocabulary: pages 144 and 153 Test Play: A Fly in My Soup (presentation)	Pages 142-155
Week 16 June 8-12	Final test: Students will give Three minute oral presentation: Topic: open (Students would pick the topic of their preference for their presentation.	Final Test

Subject to change without prior notice