



Imperial Valley College – ESL English Program  
ENGLISH 004 – GRAMMAR AND COMPOSITION for ESL 4  
SYLLABUS: SPRING 2013

INSTRUCTOR: J.L. Sanchez, MA Ed.

CLASS SCHEDULE: M W 6:30 – 9:00

e-mail: jose.sanchez@imperial.edu

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**TEXTS:** Schoenberg, I., Focus on Grammar 4 4<sup>th</sup> edition. Pearson Longman (2012).  
, Schoenberg, I., Focus on Grammar 4 Student Workbook 4<sup>th</sup> edition. Pearson Longman (2012). ;  
**reference books:** Azar, B., Fundamentals of English Grammar, Pearson, 2<sup>nd</sup> edition, 1992.

### COURSE DESCRIPTION:

This is a grammar class taught in an English-only environment designed for the intermediate ESL student. The course will emphasize basic understanding of grammar and writing sentences.

### ATTENDANCE:

- All students are expected to attend all classes.
- 5 days of absence for five hour a week classes will result in your final grade being lowered ten percentage points (e.g. 92% -10 = 82%). Due to lack of participation.
- More than 5 days of continuous absence may result in your dismissal from the course.
- If you are absent, you are responsible for the information covered in class. Please get the telephone number of a classmate upon whom you can depend to get handouts for you and give you information if you are absent.
- Late work will only be accepted if you are absent, and hand it in before the next class.
- No make-up tests or classwork will be accepted.
- **NOTE: It is YOUR DECISION AND RESPONSIBILITY to drop using WebSTAR.**

### ACCOMMODATIONS FOR DISABILITIES POLICY:

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 the Health Sciences Building, Room 2117. (760) 355-6312

### DISCIPLINE POLICY

Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Students shall assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. Misconduct while on the college campus, or at a College-sponsored function for which students and student organizations are subject to disciplinary action.

An instructor MAY REMOVE a student for the day and the next class meeting. Such action must be immediately reported to the Superintendent/President. During the period of removal the student MAY NOT return without the consent of the instructor.

## ACADEMIC MISCONDUCT POLICY:

Academic misconduct includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism.

Cheating includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.

Plagiarism includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism.

Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions MAY include a warning, grade adjustment, and course failure. Consequences for plagiarism include a zero on the assignment and a referral to Sergio Lopez, Dean of Student Development and Campus Events.

## GRADES:

Attendance can affect your final grade, because of the lack of participation. Be sure to read the section above carefully. Homework must be handed in on the day it is due. Late homework will only be accepted if you are absent, and hand it in before the next class. Late homework will be marked, but will not be graded. No make-up tests or classwork will be given or accepted.

A+ = 97-100%

A = 93-96

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69 \*

D = 63-66 \*

D- = 60-62 \*

F = 0-59 \*

NC/no credit \*

40% Participation in class discussions and activities

20% Written assignments

20% Quizzes/tests

20% Final comprehensive examination

\* Not a passing grade



## **STUDENT LEARNING OUTCOMES:**

***Upon course completion, you will have acquired new skills, knowledge, and or attitudes by being able to:***

Use and identify simple, progressive, and perfect tenses in the present, past, and future. (ILO1, ILO2)

Use and identify real and unreal conditionals in present, past, and future tenses. (ILO1, ILO2)

Use and identify independent and dependent clauses (adjective, adverb, and noun). (ILO1, ILO2)

Demonstrate competency in applying the knowledge of adjective clauses to solve various life problems. (ILO1, ILO2)

Demonstrate the knowledge of noun clauses by creating sentences using given stems. (ILO1, ILO2)

## **OBJECTIVES:**

By the end of the term, you should be able to do the following:

Demonstrate ability in using conditionals, both real and unreal, in the present and in the past following "if ' or "when" , and following "wish."

Demonstrate mastery in creating affirmative and negative statements, yes/no questions, and wh-questions in the simple present and present progressive; demonstrate competency with the following tenses: future, simple past, past progressive, present perfect, and present perfect progressive; demonstrate ability with the following tenses: past perfect, past perfect progressive, future progressive, and future perfect in the above forms.

Demonstrate mastery to use, recognize, and produce modal verbs of ability , request, permission, advice, suggestion, preference, and necessity; demonstrate competency with modal verbs of prohibition, expectation, possibility, impossibility, and conclusion; demonstrate competency in using, recognizing, and producing modal verb forms for past possibility, past impossibility, belated advice, past conclusions, and past opportunity not taken.

Demonstrate competency with recognizing and using comparative, superlative, and equative forms.

Demonstrate competency in using gerunds and infinitives as subjects and objects; understanding infinitives of purpose; and using verb+ infinitive, verb+ gerund, and verb/noun/adjective+ infinitive/gerund combinations.

Demonstrate ability in using, recognizing, and producing the stative and causative (get/have) passive voice and with participial adjectives.

Demonstrate competency in identifying sentence parts (subject, verb, and complement) and parts of speech (nouns, verbs, pronouns, adjectives, adverbs, articles, conjunctions, and prepositions).

Demonstrate ability to understand advanced subject/verb agreement.

Demonstrate competency in recognizing level appropriate time expressions and writing in appropriate tense according to these expressions.

Demonstrate competency in recognizing and using noun, adjective, and adverb clauses in reported speech and in "that-clauses."

Demonstrate ability in recognizing and producing adjective clauses using relative pronouns (who, whom, which, that, whose, when, and where).

Demonstrate competency in recognizing various sentence types (simple, compound, and complex) and producing dependent and independent clauses; compound sentences with coordinating conjunctions and semicolons, transitions, and correct punctuation; and complex sentences with adverb clauses and correct punctuation.

Demonstrate ability to understand the relationships and functions of connecting devices including conjunctions and transitions.

Demonstrate competency in writing topic sentences with topics and controlling ideas.

Demonstrate competency with using a variety of prewriting skills (brainstorming, outlining, clustering) which lead to the development of ideas and topics for paragraphs.

Demonstrate ability in writing well-organized, coherent paragraphs (with topic, supporting and concluding sentences) of 6-12 sentences with the following organization patterns: listing order, giving instructions, reason/example, and opinion.

Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises with focus on vocabulary used in academic content areas.

## CLASS SESSION TOPICS:

First Meeting – January 14      Last Meeting – May 8

Week 1 – January 14, 16 - Orientation – Introductions

1. REVIEW: SIMPLE PRESENT AND PRESENT PROGRESSIVE
2. REVIEW: SIMPLE PAST

Week 2 – January 23

3. REVIEW: PAST PROGRESSIVE

Week 3 – January 28, 30

4. REVIEW: PRESENT PERFECT AND PRESENT PERFECT PROGRESSIVE
5. REVIEW: PAST PERFECT AND PAST PERFECT PROGRESSIVE

### QUIZ - 1

Week 4 – February 4, 6

6. FUTURE AND FUTURE PROGRESSIVE
7. FUTURE PERFECT AND FUTURE PERFECT PROGRESSIVE

Week 5 – February 11, 13

8. NEGATIVE YES/NO QUESTIONS AND TAG ENDINGS
9. SO, TOO, EITHER, NEITHER, NOT EITHER, and BUT

Week 6 – February 20

10. REVIEW: GERUNDS AND INFINITIVES
- ### QUIZ - 2

Week 7 – February 25, 27

- 11. REVIEW: PHRASAL VERBS – SEPARABLE AND INSEPARABLE
- 12. **ADJECTIVE CLAUSES:** SUBJECT RELATIVE PRONOUNS – OBJECT RELATIVE PRONOUNS

Week 8 – March 4, 6

- 13. REVIEW: MODALS AND SIMILAR EXPRESSIONS
- 14. Mid-Term

Week 9 – March 11, 13

- 15. *ADVISABILITY IN THE PAST*
- 16. *SPECULATIONS AND CONCLUSIONS ABOUT THE PAST*

**QUIZ - 3**



Week 10 – March 18, 20

- 17. *THE PASSIVE: OVERVIEW*
- 18. *THE PASSIVE WITH MODALS AND SIMILAR EXPRESSIONS*
- 19. *THE PASSIVE CAUSATIVE*

Week 11 – March 25, 27

- 20. *PRESENT REAL CONDITIONALS*
- 21. *FUTURE REAL CONDITIONALS*

Week 12 – April 8, 10

- 22. *PRESENT AND FUTURE UNREAL CONDITIONALS*
- 23. *PAST UNREAL CONDITIONALS*

**QUIZ - 4**

Week 13 – April 15, 17

- 24. *DIRECT AND INDIRECT SPEECH*
- 25. *INDIRECT SPEECH: TENSE CHANGES*

Week 14 – April 22, 24

- 26. *INDIRECT INSTRUCTIONS, COMMANDS*
- 27. *INDIRECT REQUESTS AND INVITATIONS*

Week 15 – April 29, May 1

- 31. *INDIRECT QUESTIONS*
- 32. *EMBEDDED QUESTIONS*

Week 16 - May 6, 8

- 33. Review Direct and Indirect Speech
- 34. ----- **Final Exam**

