

# IMPERIAL VALLEY COLLEGE

ESL 005 GRAMMAR AND COMP FOR ESL 5

M/W 6:30-9:00 pm Room 515

Instructor: David McBride [david.mcbride@imperial.edu](mailto:david.mcbride@imperial.edu) (928) 341-4846

Spring Semester – 2013

Required Reading: Focus on Grammar 4<sup>th</sup> ed. Author: Jay Maurer

Grades: Students must earn a “c” or above to pass to the next level.

Evaluation:

|                          |     |   |         |
|--------------------------|-----|---|---------|
| Attendance/Participation | 20% | A | 90-100% |
| Classwork:               | 20% | B | 80-89%  |
| Quizzes:                 | 20% | C | 70-79%  |
| Homework:                | 20% | D | 60-69%  |
| Final and Midterm        | 20% | F | 0-59%   |

Major Considerations:

- All absences affect your percentage grade. If you miss more than 3 classes your grade will decrease one grade.
- Tardiness affects your grade. At the beginning of class I give out a short assignment. This is worth points and will only be given to those that arrive on time.
- All assignments are due the week after being assigned. They lose 50% value each week they are late.
- Do not answer or allow a cell phone to ring in class.

Students' Responsibilities:

- Under school policy, students must attend every session of class.
- Participate fully, whether in oral questioning, presentations or group work.
- If a student must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. If the student does not drop the course, they will receive a failing grade.

Course Description: This course is designed as an English-only environment, for the advanced ESL student. Students will further develop grammar comprehension and will increase fluency, accuracy, and confidence in written production.

*“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”*

### **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.*

### **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.*

*An instructor MAY REMOVE a student for the day of removal and the next class meeting. Such action must be immediately reported to Sergio Lopez, Dean of Student Development and Campus Events. During the period of removal the student MAY NOT return without the consent of the instructor."*

### **CLASS ASSIGNMENT SCHEDULE – Fall 2012**

- Week 1 Introduction to Course/Roster  
Distribution of Syllabus. Comparative Forms of Adjectives and Adverbs. Quick Writes and Peer Editing.
- Week 2 The Superlative forms of adjectives and adverbs. Rules of plurals.  
Fixing comma splices and run-on sentences.
- Week 3 Expressing abilities, likes, and dislikes. Apostrophe usage, i.e. denoting possession and contractions. The concluding sentence. Conclusion signals.
- Week 4 Use of Gerunds after special Verbs and Expressions and as Subjects. Grammar and mechanics. Paragraph unity.

- Week 5 Use of Infinitives after special Verbs and Expressions. Adding deeper meanings via word choice. Describing.
- Week 6 Utilizing paraphrasing in retelling the story and narrative. Using figurative language in prose and poetry. Coordinating conjunctions.
- Week 7 Providing alternate endings and word choices to the narratives. The structure of compare and contrast essays.
- Week 8 Combining Sentences and utilizing recently acquired grammatical structures. Revising and editing. Simple versus compound sentences.
- Week 9 Utilizing conjunctions and transitions effectively. Paragraph organization. Time order transition signals.
- Week 10 Writing letters of recommendation and introduction. Expressing opinion. Writing steps in a process.
- Week 11 Utilizing Figurative Language, i.e. figures of speech used for descriptive effect. For example, similes and metaphors.
- Week 12 Peer review and peer editing. Group production.
- Week 13 The examination of cause and effect of problems or events, especially using signal words, e.g., because, why, as a result, consequently. Writing a narrative.
- Week 14 Forming compound and complex sentences. Writing of academic papers. Stating reasons and using examples.
- Week 15 Writing a formal academic paper. Utilization of learned concepts in narrative writing.

### **STUDENT LEARNING OUTCOMES:**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

Demonstrate competency in writing paragraphs with the standard academic organizational pattern of topic sentence, supporting sentences, and concluding sentence with the theme of stating reasons and giving examples. (ILO1, ILO2, ILO5)

Demonstrate competency in identifying and writing simple, compound (with coordinating conjunctions), and complex (with adverb and adjective clauses) sentences correctly. (ILO1, ILO2)

Demonstrate competency in choosing logical connective devices including subordinating and

coordinating conjunctions and transitions. (ILO1, ILO2)

The student will be able to identify the subject and object in a simple sentence. (ILO1, ILO2)

Demonstrate competency in applying prewriting skills to develop content for and organization of paragraphs. (ILO1, ILO2)

### **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 using conditionals, both real and unreal, in the present and in the past following "if" or "when", and following "wish."
2. Demonstrate mastery in creating affirmative/ negative statements, Yes/No-questions and Wh-questions in the simple present, present progressive, simple past, past progressive, and future tenses; competency with the present perfect, present perfect progressive, and past progressive tenses; and ability with the future progressive, future perfect, and past perfect progressive tenses.
3. Demonstrate mastery of all modals in present forms and competency with past forms.
4. Demonstrate mastery in recognizing and using comparative, superlative, and equative forms.
5. Demonstrate competency with using verb+ infinitive, verb+ gerund, verb/noun/adjective+ infinitive/gerund combinations and understanding infinitives of purpose; demonstrate mastery with recognizing gerunds and infinitives as subjects and objects.
6. Demonstrate competency with recognizing level appropriate time expressions and writing in appropriate tense according to these expressions.
7. Demonstrate mastery in recognizing prepositional phrases and understanding their punctuation.
8. Demonstrate competency with using, recognizing and producing the stative and causative passive voice, and with participial adjectives.
9. Demonstrate mastery with recognizing sentence types including simple, compound, and complex sentences.
10. Demonstrate mastery in recognizing and using noun, adjective, and adverb clauses in reported speech and in "that-clauses."
11. Demonstrate mastery in using, recognizing, and producing dependent and independent clauses
12. Demonstrate mastery in identifying parts of speech (nouns, verbs, adjectives, pronouns, adverbs, articles, conjunctions, and prepositions) and sentence parts (subject, verb, complement).
13. Demonstrate competency in understanding advanced subject/verb agreement.
14. Demonstrate competency with understanding the relationships and functions of connecting devices including conjunctions and transitions.
15. Demonstrate mastery with writing complex sentences with adverb clauses and compound sentences with coordinating conjunctions, semicolons, and transitions; demonstrate competency with writing complex sentences with adjective clauses using relative pronouns (who, whom, which, that, which, when, and where).
16. Demonstrate mastery to use a variety of prewriting skills(brainstorming, clustering, and outlining) which lead to the development of ideas and topics for paragraphs.
17. Demonstrate mastery with writing topic sentences with topics and controlling ideas.
18. Demonstrate mastery in writing simple sentences with correct punctuation; competency with writing well-organized, coherent paragraphs (with topic, supporting, and concluding sentences); 6-12 sentences with the following organization patterns: listing order, giving instructions,

Reason/example, and opinion.

19. Demonstrate mastery in using correct capitalization in English; competency with correct punctuation; and ability to recognize and correct run on sentences, comma splices, and fragments.

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

11.11.11

