

Basic Course Information

Semester	Fall 2014	Instructor Name	John D. Clarkson, M.A., J.D.
Course Title & #	ESL 004: Grammar & Composition	Email	john.clarkson@imperial.edu
CRN #	10150	Webpage (optional)	
Room	304B	Office	Room 2780
Class Dates	8/18/14 – 12/13/14	Office Hours	M, W: 11:30 am – 1:00 pm- T, Th: 7:00 am – 7:30 am
Class Days	Tuesdays and Thursdays	Office Phone #	Use email, please.
Class Times	10:15 am – 12:45 pm	Office contact if student will be out or emergency	María Sell: (760-355-6337) or maria.sell@imperial.edu
Units	5 Units		

Course Description

ESL 004 is a grammar class in an English-only environment designed for the high-intermediate ESL student. The course will emphasize grammar, writing sentences, and paragraphs. (Nontransferable, nondegree applicable)

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. Use and identify simple, progressive, and perfect tenses in the present, past, and future.
2. Use and identify real and unreal conditionals in present, past, and future tenses.
3. Use and identify independent and dependent clauses (adjective, adverb, and noun).
4. The student will demonstrate competency in applying the knowledge of adjective clauses to solving various life problems.
5. Demonstrate the knowledge of noun clauses by creating sentences using given stems. (ILO1, ILO2)

Course Objectives

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

1. Demonstrate ability 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 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.
3. 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.

4. Demonstrate competency with recognizing and using comparative, superlative, and equative forms.
5. 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.
6. Demonstrate ability in using, recognizing, and producing the stative and causative (get/have) passive voice and with participial adjectives.
7. Demonstrate competency in identifying sentence parts (subject, verb, and complement) and parts of speech (nouns, verbs, pronouns, adjectives, adverbs, articles, conjunctions, and prepositions).
8. Demonstrate ability to understand advanced subject/verb agreement.uuuu
9. Demonstrate competency in recognizing level appropriate time expressions and writing in appropriate tense according to these expressions.
10. Demonstrate competency in recognizing and using noun, adjective, and adverb clauses in reported speech and in "that-clauses."
11. Demonstrate ability in recognizing and producing adjective clauses using relative pronouns (who, whom, which, that, whose, when, and where).
12. 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.
13. Demonstrate ability to understand the relationships and functions of connecting devices including conjunctions and transitions.
14. Demonstrate competency in writing topic sentences with topics and controlling ideas.
15. Demonstrate competency with using a variety of prewriting skills (brainstorming, outlining, clustering) which lead to the development of ideas and topics for paragraphs.
16. 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.
17. 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.

Textbooks & Other Resources or Links

Fuchs, M., M. Bonner, M. Westheimer (2012). *Focus on Grammar 4 Student Book with MyEnglishLab and Workbook*. Pearson. ISBN: 9780132862363

Course Requirements and Instructional Methods

If you intend to master English, you must use it. Therefore, you should be prepared to speak and write with your classmates and teacher in English. You may be expected to speak in English in the following contexts: (1) with a partner; (2) in a small group; (3) in a formal presentation in front of the class; (4) with your teacher; (5) in telephone assignments; (6) with strangers in out-of-class assignments. You will also listen to audio clips and watch videos and will be expected to discuss and write about the content in English.

We will do a variety of activities in class. Sometimes there will be lecture and you will need to take notes (and ask questions!). Sometimes you will do individual writings and exercises, and sometimes you will do pair/group writings and exercises. You should also expect that you will take tests throughout the term.

Success: Acquiring another language requires focused effort. Sitting in class is simply not sufficient for you to succeed. You must study, speak, read, and listen to English as much as you possibly can outside of class. College guidelines suggest that you study two hours for every hour of class. Since this is a five-hour class, this would mean that you are expected to study or participate in some other learning activity for an additional ten hours every week.

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

This course must be taken for a letter grade. You will be assigned a final grade based on your homework, quizzes, classroom performance, the mid-term exam, and the final exam. It's important, therefore, that you complete the regular assignments and do your best on quizzes and the final exam. In order to pass the course, **you must pass the final exam.**

Assuming you pass the final exam, the following components will contribute to your final grade in the percentage listed next to each:

Online Homework: 15%; Writing assignments: 15%; Other homework and in-class activities: 10%; Quizzes: 15%; Midterm Exam: 20%; Final Exam: 25%. The grading scale is as follows: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 0-59% = F

Homework: All homework assignments **must be handed in on the date they are due.** If you fail to complete or turn in the homework on the date it is due, you will receive a grade of zero for that assignment.

Quizzes: I will give you quizzes throughout the semester. **No makeup quizzes will be given. If you miss a quiz, you will receive a grade of zero for that quiz.**

Final Exam: There will be only one final exam, administered on the date listed in the class schedule. **To pass the course, you must pass the final exam.**

Attendance

Class attendance will be taken at the beginning of class meetings. If you come late, see me to check in during the break. If you are going to miss a class, it is your responsibility to get the assignments and turn them in on time.

Sometimes, our work on one day depends on work done on another day. If you miss the one day, then you may find it difficult to perform the tasks on the other day. Also, we often work in groups. If you miss a class, you may disappoint your colleagues.

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.

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. Additional restrictions will apply in labs. Please comply as directed.

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.

Academic Honesty

Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or 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 School 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) use of a commercial term paper service.

Additional Help – Discretionary Section and Language

Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>

Learning Labs: There are several labs on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program

Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

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 if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Anticipated Class Schedule / Calendar

Here is a tentative schedule for the semester. We may change it as needed.

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 8/18-8/22	REVIEW OF GRAMMATICAL CONCEPTS AND TERMINOLOGY (Parts of speech, parts and types of sentences) 8/21: LAB ORIENTATION and QUIZ	Handouts, Class notes Quiz: 8/21
Week 2 8/25-8/29	Review of simple ,simple progressive tenses Review of simple past, present perfect and present perfect progressive tenses	Text: pp. 2 -27
Week 3 9/1-9/5	Past Perfect and Past Perfect Progressive In-class writing assignment	Text pp. 28 - 42
Week 4 9/8-9/12	Future Time (simple and perfect tenses) Editing for sentence fragments and subject-verb agreement	Text pp. 52-81
Week 5 9/15-9/19	Questions formation and responses: Yes/No questions, information questions, tag questions	Text pp. 88- 117
Week 6 9/22-9/26	Gerunds and Infinitives I	Text: pp 124-148
Week 7 9/29-10/3	Phrasal Verbs	Text: pp 158-180
Week 8 10/6-10/10	MIDTERM WEEK	
Week 9 10/13-10/17	Adjective Clauses	Text: pp 190-218
Week 10 10/20-10/24	Modal Verbs and Expressions	Text: pp 226-264
Week 11 10/27-10/31	Passive Voice Conditional Sentences I	Text: pp. 270-305 Text: pp 314-335
Week 12 11/3-11/7	Conditional Sentences II In-class writing assignment	Text: pp 336-358
Week 13 11/10-11/14	NO CLASS ON TUESDAY, 11/11 Conditional Sentences III	
Week 14 11/17-11/21	Indirect Speech I	Text: pp 368-390
Week 15 11/24-11/28	NO CLASSES: THANKSGIVING HOLIDAY	
Week 16 12/1-12/5	Indirect Speech II	Text: pp 391- 426
Week 17 12/8-12/12	FINALS WEEK	

**Mistakes are a sign that you are taking risks and learning.
It's OK to make lots of them!**