Basic Course Information

Semester:	**Winter 2016**	Instructor Name:	**Sydney Rice**
Course Title & #:	**ESL 005 Grammar and Writing**	Email:	**Sydney.rice@imperial.edu**
CRN #:	**15116**	Webpage (optional):	
Classroom:	**213**	Office #:	**2781**
Class Dates:	**1/5/16 – 2/5/16**	Office Hours:	**There are no office hours during Winter. If you need to see me, please make an appointment.**
Class Days:	**M T W R F**	Office Phone #:	**760-355-6228 (email is best)**
Class Times:	7:30 – 11:15	Emergency Contact:	**Maria Sell – Dept Secretary maria.sell@imperial.edu 760-355-6337**
Units:	5		

Course Description

ESL 005 is a grammar class in an English-only environment designed for the advanced ESL student. The course will emphasize grammar and writing sentences and paragraphs in a variety of rhetorical modes. (Nontransferable, nondegree applicable)

Student Learning Outcomes

1. Correctly form and use verbs in a variety of tenses (ILO 1, ILO 2).
2. Write and/or identify a variety of sentences (simple, compound, complex, compound-complex), including questions and negatives (ILO 1, ILO 2).
3. Write a topic sentence with a topic and controlling idea (ILO 1).

Course Objectives

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) of 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.

Textbooks & Other Resources or Links

Longman Academic Writing Series 3: Paragraphs to Essays, 4th Edition.
Authors: Alice Oshima and Ann Hogue
Publisher: Pearson Education
ISBN: 978-0-13-291566-3

Course Requirements and Instructional Methods

This class will have multiple forms of instruction, including:

Lecture
Group work
Individual work
Online work

Assignments will include: various forms of writing (individual and group), editing, reading and responding, exams, other exercises focusing on sentence structure and form, as well as grammar and mechanics.

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.

Internet access: Homework or other information will be posted on the class Blackboard site. To get the information, you need to have internet access. If you do not have a computer or internet access at home, you can use the computers at school. Computers are located in the library and in the Language Lab.

Course Grading Based on Course Objectives

Homework/In Class Assignments	15%	A = 100 – 90%
Paragraphs	30%	B = 80 – 89%
Grammar Exams	30%	C = 70 – 79%
Mid-term Paragraph	10%	D = 60 – 69%
Final Paragraph	15%	F = 59% and below
TOTAL	**100%**	

Attendance

- 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

- <u>Electronic Devices:</u>Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- <u>Food and Drink </u>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.
- <u>Disruptive Students:</u>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](#).
- <u>Children in the classroom:</u>Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important 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.

- <u>Plagiarism</u> 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.

- <u>Cheating</u> 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.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.**The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.**There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- **Library Services**. There is more to our library than just books. You have access to tutors in the Study Skills 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. Please contact them 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 StudentHealth Fee.
- **Student Health Center**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC Mental Health Counseling Services at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to dueprocess of law. For more information regarding student rights and responsibilities, please refer to theIVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerousInformation Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Assignments and Exams
Week 1 Jan 5 – Jan 8	Introduction to class and syllabus Chapters 1, 2, and 3 - Formatting pages and paragraphs - Verb tense review - Subject/verb agreement - Capitalization - Sentence types: simple vs. compound - Paragraph structure - Writing process: listing	Grammar Pre-test Paragraph: someone who made a difference
Week 2 Jan 11 – Jan 15	Chapters 2, and 3 Continued Chapter 4 - Paragraph structure - Run-ons and Comma Splices - Writing process: outlining - Sentence types: complex - Supporting details	Test – Capitalization Test – Sentence types Group Writing: Memorable experience Group Writing: Hobby or sport Homework: video response
Week 3 Jan 18 - 22	NO CLASS MONDAY – JAN 18th: Martin Luther King, Jr. Chapter 4, continued Chapters 5 and 6	Mid-Term Paragraph Test – sentence types

Date or Week	Activity, Assignment, and/or Topic	Assignments and Exams
	- Topic sentences - Logical division of ideas, cohesion and coherence - Clauses and Complex sentences - Run-ons and Comma Splices, cont. -	
Week 4 Jan 23 – Jan 29	Chapters 5 and 6, continued Chapter 7 - Concluding sentences - Complex sentences, cont. - Cause/Effect	Test – sentence combining
Feb 1 – Feb 5	Chapter 7, continued Chapter 8 - Cause/Effect, continued - Comparison/Contrast	Grammar post-test Final Paragraph

Tentative, subject to change without prior notice