

### Basic Course Information

Semester:	<b>Spring Semester 2016</b>	Instructor Name:	<b>Julie Craven</b>
Course Title & #:	<b>Grammar and Composition for ESL 005</b>	Email:	<b>Julie.craven@imperial.edu</b>
CRN #:	<b>20320</b>	Webpage (optional):	
Classroom:	<b>3600</b>	Office #:	<b>2786</b>
Class Dates:	<b>February 17 - June 6, 2016</b>	Office Hours:	<b>M-Th: 7:00-7:30, T: 12:45-1:45, W: 12:45-1:45</b>
Class Days:	<b>M/W</b>	Office Phone #:	<b>(760) 355-5750</b>
Class Times:	<b>M/W 10:00-12:45</b>	Emergency Contact:	
Units:	5		

### Course Description

ESL 005 is a grammar class in an English only environment designed for the advanced ESL student. The course emphasizes grammar and writing sentences and paragraphs in a variety of rhetorical modes.

### Student Learning Outcomes

1. Correctly form and use verbs in a variety of tenses.
2. Write and identify a variety of sentences (simple, compound, complex, compound/complex) including questions and negative statements.

### Course Objectives

1. Students will demonstrate competency recognizing time expressions and writing in appropriate tense according to these expressions.
2. Students will demonstrate competency in recognizing prepositional phrases and understanding their punctuation.
3. Students will demonstrate mastery in recognizing and using noun, adjective, and adverb clauses.
4. Students will demonstrate mastery in using, recognizing, and producing dependent and independent clauses.
5. Students will demonstrate mastery in identifying the parts of speech: nouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections and sentence parts: subject, verb, and complement.
6. Students will demonstrate competency in understanding advanced subject-verb agreement.
7. Students will demonstrate competency in understanding the relationships and functions of connecting devices including conjunctions and transitions.
8. Students will demonstrate mastery in writing complex sentences with adverb clauses and compound sentences with coordinating conjunctions and semicolons and transitions; students will also demonstrate competency in writing complex sentences with adjective clauses using the relative pronouns who, whom, which, that, and whose.

9. Students will demonstrate mastery in using a variety of prewriting skills, brainstorming, clustering, and outlining, which lead to the development of ideas and topics for paragraphs.
10. Students will demonstrate mastery in writing topic sentences with topics and controlling ideas.
11. Students will demonstrate competency in writing simple sentences with correct punctuation.
12. Students will demonstrate competency in writing well organized, coherent paragraphs with topic, supporting, and concluding sentences of six to twelve sentences with the following organizational patterns: listing order, giving instructions, and reason and example.
13. Students will demonstrate mastery in using correct capitalization in English.
14. Students will demonstrate competency in using correct punctuation and have the ability to recognize and correct run on sentences, comma splices, and fragmented sentences.
15. Students will 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**

- 1) Sentence Combining Workbook, fourth edition, Wadsworth
- 2) First Steps in Academic Writing, level two, Ann Hogue, Longman
- 3) English/English dictionary (Longman is recommended.)

Notebook with white, lined notebook paper

### **Course Requirements and Instructional Methods**

Homework assignments can be turned in late but only one class session after the original due date. I will not accept late homework at the very end of or after the semester, so remember that you have one class after the due date of an assignment to turn it in. Late assignments cannot receive an “A” grade. They can only receive a “B” or “C” grade. All rewrites of first draft paragraphs must be turned in no later than one class session after the first draft’s original due date. You may make up only one quiz or exam, so try not to be absent on the day of a quiz or exam, and you must make up a quiz or exam within a week of your absence. You can take a quiz or exam early if you plan it with me.

### **Course Grading Based on Course Objectives**

Students’ grades will be determined on a point basis. Therefore, it is very important to turn in every assignment and take every quiz or exam. All writing assignments will be graded as follows: 20-18 points= A; 17-16 points= B; 15-14 points= C; 13-12 points= D. If an assignment receives a non-passing grade, students may rewrite it until it receives a passing grade of “C” only. Students must remember to rewrite any non-passing assignments.

### **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**

In order for our class to be an excellent learning environment, please remember the following:

1. Come to class early or on time. If you come late, enter quietly and find a place to sit down.
2. Do not sharpen your pencil after class has begun.
3. Turn off your cell phone before coming into class. Tell your friends and family not to call you during class. If I see any form of technology on your desk or in your hands during class, I will ask you to put it away the first time. The second time, I will take it from you for that day. The third time, you will be asked to leave class for the day.
4. Do not talk unnecessarily in class. You may ask me questions when you don’t understand something, but do not socialize during class.
5. Do not leave the classroom unless it is necessary. It is very distracting when students leave the classroom repeatedly.
6. Do not bring food into the classroom.
7. Remember that it is my responsibility to teach you, and it is your responsibility to learn. Try not to have behavior, such as leaving a cell phone on your desk because it will distract you.
8. If you do not remember these rules, I will ask the entire class to take out this syllabus and go over them in order to remind you.

### **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.

- 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.

### **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 Student Health 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 due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [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 numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

## Anticipated Class Schedule/Calendar

*[Required Information – Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]*

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 17	Syllabus & Introduction Parts of speech review	
Week 2 February 22 - 26	Parts of a sentence review: pronoun chart handout, prepositional phrase handout, diagnostic paragraph.	
Week 3 February 29 – March 4	Parts of a sentence review: prepositional phrase practice, the simple sentence handout Chapter one in FSAW, paragraph one (formatting a paragraph), possessive nouns, correction symbols	First Steps in Academic Writing (FSAW) Pages 10- 15 Chapter 1 (FSAW)
March 7 – 11	Chapter one in FSAW, correction symbols Unit one Sentence Combining, paragraph two (interview of classmate)	
March 14 – 18	Review of pages 37-43 in FSAW Chapter two in FSAW, rewrite of paragraph two	Chapter 2 (FSAW)
March 21 – 25	Pages 44-50 in FSAW, the conjunction “nor” Pages 53-55 in FSAW, title handout, the conjunction “nor”	
March 28 – April 1	Spring Break	
April 4 – 8	Page 62 in FSAW, page 39 in Sentence Combining, paragraph three (listing order), quiz #1	
April 11 – 15	Quiz review, handouts on “for” and “so,” unit four Sentence Combining Chapter three in FSAW, quiz #2, rewrite of paragraph three	Chapter 3 (FSAW)
April 18 – 22	Quiz review, transition handout, run on sentence and comma splice practice Introduction to complex sentences pages 76-80 in FSAW, paragraph four (How to Clean a House after a Party)	

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
April 25 – 29	Pages 81-84 in FSAW, run on sentence and comma splice quiz Pages 84-91 in FSAW, rewrite of paragraph four	
May 2 – 6	Sentence combining handout, pages 45-46 in Sentence Combining Review of sentence combining handout, sentence type handout, Quiz #3, paragraph five (How to)	
May 9 – 13	Review sentence type handout, pages 49-65 in Sentence Combining Pages 124-127 in FSAW, unit eight in sentence combining, diagnostic paragraph returned for rewrite (paragraph six.)	
May 16 – 20	Pages 128-135 in FSAW, rewrite of paragraph five, paragraph seven assigned (reason/example) Pages 136-139 in FSAW, punctuation review, pages 141-142 in FSAW, final exam practice	
May 23 – 27	Review of final exam practice, rewrite of paragraph seven, final exam practice (homework) Punctuation quiz, review of final exam practice, Sentence Combining activities	
May 30 – June 3	May 30 – Memorial Day Holiday Final exam practice review, Sentence Combining activities	
June 6	Final Exam	

**\*\*\*Tentative, subject to change without prior notice\*\*\***