

### Basic Course Information

Semester:	<b>Summer 2018</b>	Instructor Name:	<b>Josefina Ponce</b>
Course Title & #:	<b>ESL 004: Grammar and Composition for ESL 4</b>	Email:	<b>josefina.ponce@imperial.edu</b>
CRN #:	30025	Webpage (optional):	
Classroom:	3600	Office #:	2793
Class Dates:	06/18/18 to 07/26/18	Office Hours:	N/A
Class Days:	MTWR	Office Phone #:	(760) 355-6475
Class Times:	8:05 -11:55am	Emergency Contact:	Department Secretary (760) 355-6337 or email me.
Units:	5		

### 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

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

### 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.
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

1. Fuchs, M., Focus on Grammar 4, 5<sup>th</sup> Ed., Pearson, 2017. (with Essential Online Resources access code) ISBN: 978-0-13-458330-3
2. A good college dictionary (recommended)

### Course Requirements and Instructional Methods

Lectures based on each lesson. Students will engage in activities related to the lessons - whole group activities, pair work, and individual work.

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 (Western Association of Schools and Colleges) has adopted a similar requirement.

It is estimated that each student should invest 8 hours (or more) each day (MTWR) on class preparation, reading, writing assignments, including online workbook assignments which must be completed simultaneously with the units covered in class. No late assignments will be accepted without previous arrangements.

**NOTES:**

1. No makeup tests allowed (including the final exam). In case of emergency, talk to your instructor.
2. Coming to class late 10 minutes or more or leaving earlier will be considered as an absence.
3. You may be dropped after two absences.

<b>Course Grading Based on Course Objectives</b>	
<b>TASK</b>	<b>PERCENTAGE OF GRADE</b>
1. Homework (Including Online work)	15%
2. Attendance and Participation	05%
3. Quizzes	50%
4. Final Exam	30%
<b>TOTAL</b>	<b>100%</b>
90%-100% = <b>A</b> / 80%-89% = <b>B</b> / 70%-79% = <b>C</b>	60%-69% = <b>D</b> / 0%-59% = <b>F</b>

<b>Attendance</b>
-------------------

- 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.

<b>Classroom Etiquette</b>
----------------------------

The teacher expects students will...

- contribute fully in individual and group work;
- speak English only in the classroom;
- be prepared for class by completing all homework assignments;
- ask questions during class!
- 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 by the instructor.
- 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

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.

- Canvas Support: When logged in, select the help icon on the left menu in Canvas to access 24/7 phone and web support information
- Learning Labs: There are several 'labs' to assist you through the use of computers, tutors, or a combination. Please consult your college map for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Learning Services](#) (library). Please speak to your 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. 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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 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.

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

**Tentative Class Schedule/Calendar**

<b>Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Assignments</b>
<b>Week1</b>	-Introduction to class materials, expectations, & procedures PART 1 – (Chapters 1-4): - Present and Past: Review & Expansion	-Exercises assigned in class related to the unit. -Prepare for Speech #1: Budgeting & Making a Purchase
<b>Week 2</b>	PART 2 – (Chapters 5-6): - Future: Review and Expansion PART 3 – (Chapters 7-8): - Negative and Tag Questions, Additions & Responses PART 4 – (Chapters 9-10): - Gerunds, Infinitives, and Phrasal Verbs	-Speech #1: Budgeting & Making a Purchase -Exercises assigned in class related to the unit.
<b>Week 3</b>	PART 4 – (Chapter 11): - Gerunds, Infinitives, and Phrasal Verbs PART 5 – (Chapters 12-13): - Adjective Clauses PART 6 – (Chapters 14-16): - Modals: Review & Expansion	-Prepare for Speech #2: Community Resources -Exercises assigned in class related to the unit.
<b>Week 4</b>	PART 7 – (Chapters 17-19): - The Passive PART 8 – (Chapters 20-23): - Conditional Sentences	- <b>Speech #2:</b> Community Resources -Exercises assigned in class related to the unit.
<b>Week 5</b>	PART 9 – (Chapters 24-26): - Indirect Speech & Embedded Questions	-Prepare for Speech #3: On the Job -Exercises assigned in class related to the unit.
<b>Week 6</b>	PART 9 – (Chapters 27-28): - Indirect Speech & Embedded Questions - <b>Final Exam</b>	-Speech #3: On the Job -Exercises assigned in class related to the unit.