Basic Course Information

Semester:	**Fall 2018**	Instructor Name:	**Diane Harris**
Course Title & #:	**ESL 04 Grammar & Composition for Level 4**	Email:	**diane.harris@imperial.edu**
CRN #:	**11429**	Webpage (optional):	
Classroom:	**709**	Office #:	**1716**
Class Dates:	**Aug. 13 to Dec 08**	Office Hours:	**9 – 10 am M-Th**
Class Days:	**T/TH**	Office Phone #:	**760-355-6171**
Class Times:	**10:15 am – 12:45 pm**	Emergency Contact:	**Lency Lucas 760-355-6337**
Units:	**5**		

Course Description

ESL 004 is a grammar class in an English-only environment designed for the hiqh-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.
2. Write and/or identify a variety of sentences (simple, compound, complex, compound-complex), including questions and negatives.
3. Write a topic sentence with a topic and controlling idea.

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 organizational 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

Required Text: Grammar & Composition for ESL Level 4, by Amy Cooper and Samuela Didier; Student Book—ISBN-13:978-1-30-575762-2 and online workbook access code
Suggested Resources: Thesaurus, Dictionary

Course Requirements and Instructional Methods

Homework/Written Assignments: Please write your name, date, class code, and page number to identify your homework. Homework is due at the beginning of the class. **I will not accept homework that does not have the class code and page number written on it.** Chatting, repeated exits from the classroom, sleeping, and doing other homework, etc. do not show good participation and are disruptive to the class.

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.

Online Workbook: You will need access to a computer in order to complete this work.   I will assign all lab work from the *online workbook*. The access code is bundled with the textbook. This is an online grammar course in connection with the textbook, Grammar Explorer 3. There will be assignments, exercises, and quizzes online. **DO NOT LOG IN WITH SELF-STUDY!!!!!!!!! LOG IN WITH INSTRUCTOR-LED.**
Go to Canvas, and click on Online Workbook. I have posted the link and the Course Key is posted there. The course name is Fall 2018 ESL 04 Grammar & Composition.   Use the course key **E-4ZZEQFSQGYPEX** and your Content Access Code to register with MyELT. If you log in under self-study, your grades will not be posted, and you will receive no credit. If you complete exercises under self-study, you will have to repeat them in instructor-led. Be careful with your spelling. Remember, it's a machine that is grading, not me. Every space, every letter must be perfect.

Quizzes:/Written Assignments: You will have announced and unannounced quizzes each week. Your written assignments from the units will be in academic paragraph, letter, and web page form. For our class, an academic paragraph should be between 7-10 sentences. Your written assignments will include the

Connect the Grammar to Writing section of the chapter. You will be graded on grammar, content and format.

Chapter Tests: Each test will have two sections. You will be tested on the grammar structures of each chapter, and you will write a paragraph using those grammar structures.

Final Exam: The final exam will be given on the first class meeting during finals week, and the final will be conducted in the same classroom where the class meets during the semester. If an instructor feels that more than one hour is needed to complete the final, he/she can opt to have students meet for a second time during finals week.

There will be no late or make up exams, homework, quizzes, etc. unless you have spoken to me before the due date or testing date.

Course Grading Based on Course Objectives	
TASK	PERCENTAGE OF GRADE
1. Homework	10%
2. Online Workbook	15%
3. Quizzes/Connect the Grammar to Writing/Written Assignments	20%
4. Chapter Tests	25%
5. Final Exam	30%
90 + = A 80 – 89 = B 70 – 79 = C 60 – 69 = D 59 - = F	**100%**

NOTE: The last day to drop with a "W" is Nov. 3. It is YOUR RESPONSIBILITY to drop using WebSTAR.

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

- 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.

Online Netiquette

Information for web-enhanced, hybrid and online courses:

- 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

Bad, Bad, Bad!!! Do I have to say it!
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 LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support

available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

- 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 counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English ourses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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

***Course Calendar   English 04   Fall 2018

Week	Content	Pages
Week 1 **Aug 13**	Syllabus, Diagnostic Writing Sample, Writing Requirements	
Week 2 **Aug 20**	**Textbooks Required** Tenses**:** Perfect and Perfect Progressive Chapter 1 Lessons 1, 2, and 3; Online Workbook—Unit 2 (Unit numbers are different than your textbook chapter numbers.) **DON'T USE SELF-STUDY!!** **Online Workbook: Units 2, 3, 6, and 10 due Sept 20**	pgs. 1-31
Week 3 **Aug 27**	The Future: Simple and Progressive Chapter 2 Lessons 1, 2, and 3; Online Workbook—Unit 3	pgs. 34-52
Week 4 **Sept 3** **Mon Hol**	**Verb Forms** Gerunds/Infinitives Chapter 4: Lesson 1 Online Workbook Unit 6	pgs. 90-99
Week 5 **Sept 10**	**Verb Forms** Gerunds/Infinitives Chapter 4: Lessons 2, and 3 Online Workbook Unit 6	pgs. 100-119
Week 6 **Sept 17**	Causative Verb Patterns Chapter 5: Lesson 1: Online Workbook Unit 10 **Exam #1 Tenses, Verb Forms, and all previous material** **Online Workbook: Units 2, 3, 6, and 10 due Sept 20**	pgs. 122-130
Week 7 **Sept 24**	**Clauses—Relative (Adjective)** You *will not be tested on reduced clauses.* Subject Relative Clauses Lesson 1 Online Workbook Unit 11	pgs. 150-163
Week 8 **Oct 1**	Object Relative Clauses Lesson 2 Lesson 3 (When, Where) 11.7	pgs.164-173 pgs. 178-182

Week 9 Oct 8	**Exam #2 Relative Clauses and all previous material** **Online Workbook: Unit 11 due Oct 8**	
Week 10 Oct 15	**Adverb Clauses** Chapter 7: Lesson 1 *(not tested on reduced clauses)* Online Workbook Unit 12	pgs. 188-200
Week 11 Oct 24	Real Conditionals Chapter 8: Lesson 1 Online Workbook Unit 13	pgs. 212-221
Week 12 Oct 29	Unreal Conditionals Chapter 8: Lessons 2 and 3 Online Workbook Unit 13	pgs. 222-243
Week 13 Nov 5 Fri Hol	**Exam #3 Adverb Clauses and all previous material** **Online Workbook: Units 12 and 13 due Nov.8**	
Week 14 Nov 12	**Noun Clauses** Chapter 9: Lesson 1 Online Workbook Unit 14	pgs. 246-258
Nov 19-24 Holiday—Thanksgiving No Classes		
Week 15 Nov 26	Chapter 9: Reported Speech Lessons 2 and 3 **Online Workbook: Unit 14 due Dec 6**	pgs. 259-277
Week 16 Dec 3	Final Exams begin	

***Tentative, subject to change without prior notice

I know you can do this.

--Believe--