

Basic Course Information

Semester:	Fall 2019	Instructor Name:	Leticia Pastrana
Course Title & #:	ESL 013 Speaking and Listening	Email:	Leticia.pastrana@imperial.edu
CRN #:	10337	Webpage (optional):	
Classroom:	201	Office #:	405
Class Dates:	August 19 to December 14, 2019	Office Hours:	Monday 9:30- 10:00 Tuesday 3:30-4:00 Monday +Wednesday 6-6:30 Friday (online 8-10 am -canvas and email)
Class Days:	Monday/Wednesday	Office Phone #:	(760)355-6336
Class Times:	10:15-12:45	Emergency Contact:	Lency Lucas: Office Secretary (760) 355-6337
Units:	5		

Course Description

ESL 013 is a grammar-based speaking class in an English-only Environment, for the intermediate ESL student. Students will further develop listening comprehension and will increase fluency, accuracy, and confidence in oral production. (Nontransferable, nondegree applicable)

Course Prerequisite(s) and/or Corequisite(s)

ESL 012 or appropriate placement

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. Apply knowledge of English pronunciation rules in oral and/or aural exercises. (ILO 1, ILO 2)
2. Participate in speeches/ conversations/ presentations utilizing the format and vocabulary of the identified speech act. (ILO 1, ILO 2)
3. Listen to a passage or conversation and identify the main ideas and supporting details, either orally or in writing. (ILO 1, ILO2)

Course Objectives

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

1. Demonstrate competency in using and recognizing the past progressive and future to express plans, certainty, or willingness (be going to, will, and simple present); demonstrate the ability to recognize and use the present perfect.
2. Demonstrate mastery in recognizing, responding to, and producing affirmative, negative and interrogative sentences in aural and oral exercises.

Student Learning Outcomes

3. Demonstrate the ability to use and recognize the modal auxiliary verbs for ability, permission, and requests, advice, suggestions, preferences, necessity, expectations, possibility, and deductions in oral and aural exercises.
4. Demonstrate competency in using, recognizing, and producing comparative, superlative, and equative forms.
5. Demonstrate mastery in using, recognizing, and producing singular and plural nouns, Subject and object pronouns, possessive adjective forms, and with singular, plural, and possessive noun forms in oral and aural exercises.
6. Demonstrate ability to use, recognize, and produce object pronouns and two-word (phrasal) verbs in oral and aural exercises.
7. Demonstrate competency in recognizing and producing vowel and consonant contrasts in minimal pairs, /t/ and /th/, /b/ and /v/, /j/ and /y/, /ch/ and /sh/, long and short vowel sounds, the third person singular, possessive, and plural (/s/, /z/, /iz/), the past tense (/tid/, /did/ /d/, or /t/), and /s/+ consonant combinations.
8. Create and present short dialogs and oral reports on limited topics, conduct interviews and report on results.
9. Create and present impromptu conversations and participate in role plays, both scripted and unscripted.
10. Demonstrate ability to take accurate notes on, and recognize important information presented in academic lectures, movies, and other audio material.
11. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises.

Textbooks & Other Resources or Links

Chase, B. T., and K. L. Johannsen 2018. *Pathways 2* new with online workbook access code. National Geographic Learning

Course Requirements and Instructional Methods

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

Online Homework	15%
In class presentation skills/role play/group discussions	15%
Oral Presentations (3)	10% each =30%
Chapter Tests (6)	5% each = 30%
Final Exam	10%
	100% total

A= 100-90% B= 89-80% C=79-70% D= 69-60% F= 59% -0%

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, only students enrolled in the class may attend; children are not allowed.

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 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.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population. Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid

assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

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 courses, 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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 19 - 23	Syllabus & Introduction Chapter 1 Healthy Lives /create online account	
Week 2 August 26 - 30	Chapter 1 continued Pronunciation final /s/	Presentation skills Group Discussion (In-Class)
Week 3 September 2-6	Chapter 2 Technology today and tomorrow	Chapter 1 Online homework due Chapter 1 test
Week 4 September 9-13	Chapter 2 Continued Pronunciation final /ed/	Presentation skills Group Discussion (In-Class)
Week 5 September 16-20	Chapter 3 Culture and Tradition	Chapter 2 Online homework due Chapter 2 test
Week 6 September 23-27	Oral Presentation 1	Oral Presentation 1
Week 7 September 30 to October 4	Chapter 3 Continued Pronunciation: question intonation and /j/ and /y/	Presentation skills Group Discussion (In-Class)
Week 8 October 7-11	Chapter 4 A thirsty world	Chapter 3 Online homework due Chapter 3 test
Week 9 October 14-18	Chapter 4 Continued Pronunciation /ch/ vs /sh/ and long and short vowels	Presentation skills Role play (In-Class)
Week 10 October 21-25	Oral Presentation 2	Chapter 4 Online homework due Chapter 4 test
Week 11 October 28 - November 1	Chapter 5 Inside the Brain	Presentation skills Role play (In-Class)
Week 12 November 4-8	Chapter 5 Continued Pronunciation /t/ vs /th/ and /s/ plus consonant combinations	Chapter 5 Online homework due Chapter 5 test
Week 13 November 11-15	Chapter 10 (from book 1) How we communicate	Presentation skills Role play (In-Class)
Week 14 November 18-22	Chapter 10 Continued Pronunciation /b/ vs /v/	Chapter 10 test
Week 15	Oral Presentation 3	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
December 2-6		
Week 16 December 9-13	Final Exam: 2 parts Aural and Oral	

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