

*Thank you for choosing IVC! We are so happy to join you in your educational journey.*



## ESL 013 Speaking and Listening for ESL 3

### Basic Course Information

Semester:	<b>Fall 2020</b>	Instructor Name:	<b>Leticia Pastrana</b>
Course Title & #:	<b>Speaking and Listening for ESL 03- ESL 013</b>	Email:	<b>Leticia.pastrana@Imperial.edu</b>
CRN #:	<b>10336 and 10337</b>	Webpage (optional):	
Classroom:	<b>Online</b>	Office #:	<b>405</b>
Class Dates:	<b>August 24, 2020 to December 12, 2020</b>	Office Hours:	<b>Tuesday 3-3:30 Wednesday 3-3:30 Thursday 9-10 Friday 10-12 All office hours will be held on pronto.</b>
Class Days:	<b>Asynchronous</b>	Office Phone #:	<b>(760)355-6336 but email is a better way to contact me.</b>
Class Times:	TBA	Emergency Contact:	<b>Lency Lucas -Department secretary (760) 355-6337</b>
Units:	5		

### Course Description

**(IVC CATALOG 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)

You will develop your aural skills in English. In pronunciation, we will focus on improving pronunciation of specific sounds that are problematic for intermediate ESL students (see Course Objectives for list). In speaking, you will develop the skill to speak more fluently without the stress of saying the perfect thing. You will work on increasing vocabulary and the use of grammatical structures (from grammar 002 and 003) which will help your accuracy in speech and ability to

express your desired ideas. You will participate in a variety of speech acts through: classroom participation (via Zoom), group dialogues and roles plays, Learn Something New talks (where you explain things to your classmates or reflect on your learning via Flipgrid), and oral reports and presentations. Although we will practice a variety of speech acts, focus will be on participating in an academic setting.

In listening, you will develop your skills in identifying the main idea and details of a variety of listening material such as TED talks, new reports, academic lectures, podcasts, and informal conversations. The focus will be on material you might encounter in an academic settings and everyday life.

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

The prerequisite is completion of ESL 012 or appropriate placement.

### **Student Learning Outcomes**

Upon completion, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to:

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

#### ***Translation:***

#### ***By the end of this course, students will be able to:***

1. Distinguish between main idea and details in a variety of audio material.
2. Listen to academic material and take notes that include the most important information which is organized in a logical format.
3. Implement knowledge of pronunciation and grammar rules to create and orally perform dialogues, role plays, interviews and reports on results.
5. Speak in front of a group and formulate on the spot responses to questions using appropriate vocabulary and grammar.

### **Course Objectives**

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.
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

Pathways 2 with online workbook package- Authors: Fettig, Najafi, Tarver Chase, Lee and MacIntyre

Edition: 2<sup>nd</sup> -13-digit ISBN Number: 978-13375-62577

It is your choice to buy an eBook or a paper textbook. If you prefer a paper textbook, please go to the IVC bookstore. If you prefer an online textbook, here are the links to purchase your textbook and online workbook. You will need both the text and the online workbook.

This link is for the Pathways ebooks at the discounted rate of \$42.00

<https://www.cengage.com/webapp/wcs/stores/servlet/en/micrositesus/NGLELT-CRPWREX?catalogId=10551&langId=-1&storeId=10151>

This link is for the Pathways online workbook for \$10.00

<https://www.cengage.com/webapp/wcs/stores/servlet/en/micrositesus/NGLMYELT-ACADEMICRW?catalogId=10551&langId=-1&storeId=10151>

#### 6 FREE programs are necessary for class:

1. **Canvas-** You can access through the IVC website or you can download the app on your phone.
2. **Pronto-** You can use **pronto** through Canvas and you can download the app on your phone.
3. **Flipgrid-** You can use **flipgrid** through Canvas. If you use your cell phone, you need to download the app and use **flipgrid** through Canvas.
4. **Google Docs.- Google Docs** are available through your IVC account. Please watch the video on Canvas on how to access.
5. **Kami- Kami** is a Chrome extension that lets you write on PDF files. Here is the link where you can download Kami and a video with an explanation.

<https://chrome.google.com/webstore/detail/kami-extension-pdf-and-do/ecnphlgnajnjkcmbpancdjoidceilk?hl=en>

\*6. **Zoom-**zoom is free and you need to open a free account. **You will use zoom to work with group partners so you can speak face to face electronically.**

**Zoom for class:** If students are interested in attending Zoom classes, I will hold 2 zoom sessions a week (day and time determined by student interest.) These sessions are OPTIONAL. All zoom sessions will be recorded and available on Canvas for you to watch. If you would like to join zoom, please Zoom is also required to join class sessions and you will need to create an account (the free version is sufficient).

**If you have a cell phone, please download the IVC Canvas app, Flipgrid, Pronto, and Zoom.**

**Please use your IVC email and G# when possible to create these accounts so you can easily remember usernames and passwords.**

### Course Requirements and Instructional Methods

Each Unit is contained in **Modules** in Canvas.

A **module** is similar to a Unit or Chapter in a textbook. Every Module on Canvas will include class sessions (via zoom which will be available on Canvas to watch if you cannot join during the zoom class time), readings, audios (such as videos, podcasts, example lectures, etc) , written work (this work will be done in the workbook through myelt.com). You will also participate in group discussions, oral reports (via flipgrid), respond to group members videos, and take a quiz at the end of each module.

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.

#### **What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

#### Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind

**-No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

**Course Grading Based on Course Objectives**

**Online Assignments (Canvas and Online Workbook) -20%**

**Discussions, Role plays, Dialogues, Learn Something New talks, 20%**

**Listening Assignments 15%**

**Pronunciation Practice – 5%**

**Oral Presentations and Reports – 20%**

**Unit Tests – 20%**

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

**Anticipated Class Schedule/Calendar**

**You have 2 weeks to complete all activities in the Module. All assignments are due the Saturday of the second week at 9:59 pm. One exception is the Flipgrid videos of pre-reflection, Learning Something New and peer response. These will be due by 9:59 Wednesday of the week. Finally, you have one week from that day to complete the quiz for the Module.**

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1 August 24-29	Module 0: Orientation  Syllabus & Introduction	-2 Self-Check Quizzes -Flipgrid Self-Introduction and peer response
Week 2-3 August 30- September 12	Module 1: Healthy Lives <ul style="list-style-type: none"> <li>○ Listening and Note taking: Listening for main ideas, writing key words and phrases</li> <li>○ Speaking and Presentation: Keeping a conversation going, practicing your presentation; presenting healthy habits</li> <li>○ Vocabulary : Understanding meaning from context</li> <li>○ Grammar and Pronunciation: expressions of frequency, simple present, simple past, final-s sounds</li> </ul>	Pre-reflection Online Workbook Exercises Canvas Exercises Learn Something New: Presenting Healthy Habits Presentation Quiz Post-Reflection
Week September 13- 26	Module 2: Technology Today and Tomorrow <ul style="list-style-type: none"> <li>○ Listening and Note taking: Identifying important details, using abbreviations</li> </ul>	Pre-reflection Online Workbook Exercises Canvas Exercises

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<ul style="list-style-type: none"> <li>○ Speaking and Presentation: Giving reasons, making eye contact, presenting a new technology product</li> <li>○ Vocabulary : Using collocations</li> <li>○ Grammar and Pronunciation: Action and non-action verbs, future tenses, stressed content words,</li> </ul>	<p>Learn Something New: Discussing Self-Driving Cars Presentation Quiz Post-Reflection</p>
<p>Week 5-6 September 27 – October 10</p>	<p>Module 3: Culture and Tradition</p> <ul style="list-style-type: none"> <li>○ Listening and Note taking: Asking questions while listening, using a numbered list</li> <li>○ Speaking and Presentation: Asking for and giving clarification, using good posture, presenting a kind of music</li> <li>○ Vocabulary :Keeping a vocabulary journal</li> <li>○ Grammar and Pronunciation: the past progressive and simple past, modal verbs, reduced function words</li> </ul>	<p>Pre-reflection Online Workbook Exercises Canvas Exercises Learn Something New: Exchanging Information Presentation Quiz Post-Reflection</p>
<p>Week 7-8 October 11-24</p>	<p>Module 4: A Thirsty World</p> <ul style="list-style-type: none"> <li>○ Listening and Note taking: Listening for problems and solutions, Using a T chart</li> <li>○ Speaking and Presentation: Asking for and giving opinions, speaking at the right volume,</li> <li>○ Vocabulary :Recognizing suffixes</li> <li>○ Grammar and Pronunciation: Active and passive voice, present perfect, suffixes and syllable stress</li> </ul>	<p>Pre-reflection Online Workbook Exercises Canvas Exercises Learn Something New: Presenting a clean water device Presentation Quiz Post-Reflection</p>
<p>Week 9-10 October 25- November 7</p>	<p>Module 5: Inside the Brain</p> <ul style="list-style-type: none"> <li>○ Listening and Note taking: Listening for reasons and explanations, recording the steps in a process</li> <li>○ Speaking and Presentation: Making suggestions, pausing to check understanding</li> <li>○ Vocabulary : Using context clues</li> </ul>	<p>Pre-reflection Online Workbook Exercises Canvas Exercises Learn Something New: Discussing Problems and solutions Presentation</p>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<ul style="list-style-type: none"> <li>○ Grammar and Pronunciation: Infinitives after verbs, linking</li> </ul>	Quiz Post-Reflection
Week 11-12 November 8-21	Module 6: Let's Eat <ul style="list-style-type: none"> <li>○ Listening and Note taking: Listening for numerical data, using a split page to take notes</li> <li>○ Speaking and Presentation: interrupting and returning to a topic, participating in a group discussion, presenting a Marketing plan</li> <li>○ Vocabulary : Recognizing parts of speech</li> <li>○ Grammar and Pronunciation: Real conditionals, present and future; Intonation: Finished and unfinished sentences</li> </ul>	Pre-reflection Online Workbook Exercises Canvas Exercises Learn Something New: Presenting Healthy Habits Presentation Quiz Post-Reflection
Week 13-14 November 30 – December 12	Module 7: Our Active Earth <ul style="list-style-type: none"> <li>○ Listening and Note taking: Listening for transitions, using a chart to take notes</li> <li>○ Speaking and Presentation: using transitions, speaking at the right place, interviewing a partner and reporting response, presentation about a natural disaster</li> <li>○ Vocabulary :Using Affect and Effect</li> <li>○ Grammar and Pronunciation: Gerunds as subjects and objects, word stress review</li> </ul>	Pre-reflection Online Workbook Exercises Canvas Exercises Learn Something New: Presenting Healthy Habits Presentation Quiz Post-Reflection
Week 15	Final's Week	Final Oral Presentation Final Self-Assessment

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

### Attendance

**[Required Information:** The below information is the IVC attendance policy. Use this information in addition to any specific attendance policies you have for your course.]



- 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.

### What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

### Classroom Etiquette

*[Required Information: Describe your policies regarding classroom conduct. The below is suggested language and may be modified for your course.]*

- 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.

### How do I act differently if I have an on-ground class during COVID?



- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
  - a. Even if your symptoms are mild, stay home.
  - b. Email your instructor to explain why you are missing class.
  - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
  - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
  - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
  - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
  - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
  - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through [www.imperial.edu](http://www.imperial.edu).
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
  - a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
  - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
- 7. BRING YOUR OWN FOOD AND DRINKS.**
  - a. There is no food service currently offered on campus.

## Online Netiquette

*[Required Information for web-enhanced, hybrid and online courses: Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]*

- 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 (!!!!)].

**How am I expected to act in an online “classroom” (especially Zoom)?**

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

**1) Be RESPECTFUL**

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

**2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**

- a. People walking around and pets barking can be a distraction.

**3) EAT AT A DIFFERENT TIME.**

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

**4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

**5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

**6) Be READY TO LEARN AND PAY ATTENTION**

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

**7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.

**8) REMEMBER TO UNMUTE WHEN SPEAKING**

- a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

**9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

**10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

## Academic Honesty

**[Required language.]** 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.

### How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;

- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

### Additional Services for Students

**[Suggested Language.]** 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.

#### How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's 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.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

### Disabled Student Programs and Services (DSPS)

**[Required language.]** 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. When campus is open, the DSP&S office is 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

**[Required language.]** 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, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, for more information.

### Veteran's Center

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

### Extended Opportunity Program and Services (EOPS)

**[Required language.]** The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

### **Student Equity Program**

**[Required language.]** The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

#### **What if I cannot afford food, books, or need other help?**

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

### **Student Rights and Responsibilities**

**[Required language.]** 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**

**[Required language.]** 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.