



Note to Instructor: Replace the placeholder text beneath the headings with the appropriate information for your course. Please note that all sections, with the exception of "Other Course Information," are required elements.

Basic Course Information

Semester:	Fall 2021	Instructor Name:	Scheuerell, Edward
Course Title & #:	Speaking & Listening FOR ESL 3	Email:	edward.scheuerell@imperial.edu
CRN #:	10163	Webpage (optional):	
Classroom:	804	Office #:	2784
Class Dates:	16 AUG 2021 – 11 DEC 2021	Office Hours:	MW 9:00-10:00am / 6:30-7:00pm TR 12:55-1:25pm
Class Days:	TR	Office Phone #:	(760) 355-6349
Class Times:	1015-1245pm	Emergency Contact:	Lency Lucas (760)355-6337
Units:	5	Class Format:	Face-To-Face

Course Description

[Paste in the course description from the Course Outline of Record (COR), located at

ESL 013 is a listening and speaking course for ESL students who want to develop oral language skills and listening skills at the low-intermediate level. Students learn to exchange information on a variety of common topics, expressing ideas in an extended series of phrases and sentences. Students also increase listening comprehension skills by listening to a variety of academic material. This course may be taken concurrently with other ESL Level 3 courses. Successful completion of this course will prepare students for ESL 014. (CEFR A2) (Nontransferable, nondegree applicable)

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

none

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.
2. Participate in speeches/ conversations/ presentations utilizing the format and vocabulary of the identified speech act.
3. Listen to a passage or conversation and identify the main ideas and supporting details, either orally or in writing.

Course Objectives

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

1. Use generally clear and easily understood pronunciation;
2. Use the stress, intonation, and/or rhythm of every day words and phrases intelligibly;
3. Give impressions and opinions about topics of personal interest using basic everyday vocabulary and expressions;
4. Take simple notes during a presentation/demonstration where the subject matter is familiar and predictable;
5. Demonstrate knowledge and use of vocabulary to deal with concrete ideas and everyday needs.

Textbooks & Other Resources or Links

Optional – Side by Side book 3

Course Requirements and Instructional Methods

[Describe course activities, assignments, tests, homework, etc.]

Lecture Outline

PRONUNCIATION

- Recognize and produce:
 - Third person singular/plural noun endings;
 - Past tense - ed endings.
- Development of correct pronunciation of vowels, consonants and corresponding receptive skills;
- Intonation in connected speech;
- Stress of content and function words.

ORAL PRODUCTION

- Ask for clarification;
- Dialogs demonstrating situational/functional English:
 - Offering to introduce someone, apologizing for and explaining lateness, leaving and taking phone messages, expressing concern, asking for something one can't find, discussing lifestyle, and expressing opinions
- Develop and deliver short organized speeches;
- Participate in, conduct an interview, and report on results.

AURAL SKILLS

- Listening for note-taking;
- Understanding global and discrete meanings in conversations, announcements, phone messages, adapted materials;
 - Listening for gist;
 - Listening for main idea;
 - Listening for details;

- Participate in and conduct an interview.

VOCABULARY

- Vocabulary needed to express habits, routines, past activities, and personal experiences;
- Use of high incidence vocabulary from the Academic Word List.

Course Grading Based on Course Objectives

GRADING:

Canvas Quizzes	= 20%
Quizzes / Tests	= 20%
Recordings	= 30%
Homework	= 10%
Final Exam	= 20%
A = 100-90	
B = 89-80	
C = 79-70	
D = 69-60	
F = 59 or below	

Course Policies

[Describe other policies such as attendance, academic honesty, netiquette, expected classroom behavior, etc.]

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

- 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.

Other Course Information

- 1. *DO NOT make counseling or financial aid appointments during class time.*
- 2. *Try to be on time because many quizzes are at the beginning of class.*
- 3. *If you are late for class, DO NOT interrupt the class to explain why you were late. Just sit down and start to work. Talk to me after class to mark you on the attendance list.*
- 4. *No makeup quizzes are available for any reason.*
- 5. *Please do not sharpen pencils during the class. It is very distracting to students when they are trying to do work. You may want to bring 3 or 4 sharpened pencils to class.*
- 6. *No beepers or cell phones in class. Please! They are very distracting.*
- 7. *No food in the room. No drinks in the room. Water is OK if it is in a bottle with a top.*
- 8. *Be respectful of others. When someone is talking, please listen. You may be removed from class for cause.*
- 9. *Speak English in class.*
- 10. *Don't cheat. You will get an F. You may be removed for cause.*

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 19 - 21	Syllabus & Introduction Chapter 1-15-Science of Development	Pages 1-502
Week 2 August 28 - 30	Chapter 1-15 continued Chapter 16 -Biology of Mind	Pages 504-505
Week 3 September 4-6	Paper: Distinguishing myth from science during first 2 years of life.	Due 9-16-2015

*****Subject to change without prior notice*****



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

(Content may change depending on need.)

Week	Grammar	Speaking & Listening	Quiz or Test
Week 1	Introduction	Introductions	
Week 2	In/On/At	3 rd person singular sounds Plural sounds Possessive sounds Listening to directions.	
Week 3	Used to singular vs. plural Possession Present perfect Demonstrative Adjectives Nouns / Verbs/Adjectives/Adverbs Irregular Verbs – Group 1 Gerund / Infinitive – Group 1	Past Tense sounds. Questions and Answers with Present perfect. Listening to directions Pronunciation – Topic = front vowels	Canvas quizzes Group 1 – quizzes



Week	Grammar	Speaking & Listening	Quiz or Test
Week 4	Modals – will vs. be + going to Present perfect Pronouns Count vs Non-count Transitive vs. Intransitive Separable vs Inseparable Phrasal Verbs Irregular Verbs – Group 2 Gerund / Infinitive – Group 2 Time words Prepositions	Questions and Answers with future forms. Giving directions on a map. Listening to directions. Pronunciation – Topic = mid vowels Side by Side – Chapter 1 Page – 1-10	Canvas quizzes Group 2 – quizzes
Week 5	Modals – can vs. be able to Present perfect Relative Pronouns Be + Adjective + Infinitive Irregular Verbs – Group 3 Gerund / Infinitive – Group 3 Time words Prepositions	Questions and Answers with ability. Speaking about past and present perfect experiences Pronunciation – Topic = back vowels Side by Side – Chapter 2 Page – 11-20	Canvas quizzes Group 3 – quizzes
Week 6	Modals – should vs. must/have to Present perfect Possessive adj vs. Possessive Pronouns Noun clauses Irregular Verbs – Group 4 Gerund / Infinitive – Group 4 Time words Prepositions	Questions and Answers with obligations and advice. Speaking about ownership. Listening to descriptions Pronunciation – Topic = contrasting vowels Side by Side – Chapter 3 Page – 21-36	Canvas quizzes Group 4 – quizzes



Week	Grammar	Speaking & Listening	Quiz or Test
Week 7	Modals – must (probability) Present perfect Irregular Verbs – Group 5 Gerund / Infinitive – Group 5 Comparative Forms Separable vs Inseparable Phrasal Verbs Time words Prepositions	Questions and answers about probability. Speaking about how things are the same or different. Information gap activities Pronunciation – Topic = consonants = b vs. v Side by Side – Chapter 4 Page – 37-50	Canvas quizzes Group 5 – quizzes
Week 8	Modals – could/might/may Present perfect Irregular Verbs – Group 6 Gerund / Infinitive – Group 6 Superlative Forms Separable vs Inseparable Phrasal Verbs Time words Prepositions	Questions and answers about possibilities. Talking about people with pronouns. Information Gap activities. Listening to phrasal verbs. Pronunciation – Topic = consonants = t vs. th Side by Side – Chapter 5 Page – 51-68	Speaking Test
Week 9	Present perfect Irregular Verbs – Group 7 Gerund / Infinitive – Group 7 a/ an / the / this / that / these/ those Separable vs Inseparable Phrasal Verbs Time words Prepositions Subject/Verb Agreement	Questions and answers about different times in your life. How are things now vs. how they used to be. Slang in everyday use Pronunciation – Topic = consonants = j vs. y Interviews Side by Side – Chapter 6 Page – 69-80	Midterm



Week	Grammar	Speaking & Listening	Quiz or Test
Week 10	Modals – must not (prohibition) Present perfect Irregular Verbs – Group 8 Gerund / Infinitive – Group 8 Adverbs of Frequency Separable vs Inseparable Phrasal Verbs Time words Prepositions	Questions and answers using expressions for time. Pronunciation – Topic = consonants = ch vs. sh Interviews Side by Side – Chapter 7 Page – 81-94	Canvas quizzes Group 6 – quizzes
Week 11	Modals – be + supposed Present perfect Irregular Verbs – Group 9 Gerund / Infinitive – Group 9 Reported Speech Separable vs Inseparable Phrasal Verbs Time words Prepositions	Questions and answers using expressions for reason. Pronunciation – Topic = consonants = more third person singular endings. Dialogues Side by Side – Chapter 8 Page – 95-114	Canvas quizzes Group 7 – quizzes
Week 12	Present perfect Conditional Irregular Verbs – Group 10 Gerund / Infinitive – Group 10 Separable vs Inseparable Phrasal Verbs Time words Prepositions	Questions and answers using expressions for contrast. Pronunciation – Topic = consonants = more past tense endings Dialogues Side by Side – Chapter 9 Page – 115-130	Canvas quizzes Group 8 – quizzes



Week	Grammar	Speaking & Listening	Quiz or Test
Week 13	Present perfect Conditional Separable vs Inseparable Phrasal Verbs Time words Prepositions Subject/Verb Agreement	Questions and answers using expressions for conditions. Oral Presentations Side by Side – Chapter 10 Page – 131-145	Canvas quizzes Group 9 – quizzes
Week 14	Present perfect Conditional Separable vs Inseparable Phrasal Verbs Time words Prepositions Subject/Verb Agreement	Oral Presentations	Canvas quizzes Group 10 – quizzes
Week 15	Present perfect Conditional Time words Prepositions Subject/Verb Agreement	Review	Oral Presentations

Week	Grammar	Speaking & Listening	Quiz or Test
Week 16			Final

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