



Basic Course Information

Semester:	Spring 2023	Instructor Name:	Hector Solorzano
Course # and Title:	ESL 005 GRAMMAR AND COMP LOW ADV ESL	Email:	Hector.solorzano@imperial.edu
CRN #:	20149	Webpage (optional):	imperial.instructure.com
Classroom:	Online	Office #:	Zoom
Class Dates:	Feb 13 – June 09	Office Hours:	Monday, Wednesday and Thursdays from 5:30 to 6:30
Class Days:	Tuesdays and Thursdays	Office Phone #:	760-355-5705
Class Times:	6:30 pm to 9:00 pm	Emergency Contact:	ESL Dept. 760-355-6337
Units:	5	Class Format:	Real time online

Course Description

ESL 005 is an integrated grammar and writing course for students to develop academic English skills at the low-advanced level. Students learn to develop well organized, coherent academic paragraphs and multiple essays containing advanced level sentence structure and mechanics. Students also learn to edit and revise their own written material. (CEFR B2) (Nontransferable, nondegree applicable)

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

ESL 004 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. 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. Write well organized, cohesive academic themed paragraphs and short essays using correct capitalization, grammar, mechanics, and cohesive devices.
2. Demonstrate the ability to write a topic sentence with a topic and a controlling idea;
3. Use a variety of pre-writing skills (brainstorming, clustering, outlining, etc) which lead to the development of ideas and topics for paragraphs.
4. Write using a variety of sentence structure (simple, compound, complex, compound-complex) to write sentences in a variety of tenses.



5. Recognize and correct errors in their own and other's writing including subject/verb agreement, verb tense, modal use, fragmented sentences, comma splices, and run-on sentences;
6. Use a range of vocabulary to express themselves on most topics pertinent to everyday life such as family, hobbies and interests, work, travel, and current events.

Textbooks & Other Resources or Links

Longman Academic Writing 3: Paragraphs to Essays 4 th Edition Authors: Alice Oshima & Ann Hogue ISBN: 9780132915663

Course Requirements and Instructional Methods

This class will have multiple forms of instruction, including:

- Lecture
- Group work
- Individual work
- Online work

Assignments will include various forms of writing (individual and group), editing, reading and responding, exams, other exercises focusing on sentence structure and form, as well as grammar and mechanics.

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

final grade calculation, rubrics, late assignment policy, and other grading practices.]

Homework/In Class Assignments 15%	A = 100 – 90%
Paragraphs/Essays 30%	B = 80 – 89%
Grammar Exams 30%	C = 70 – 79%
Mid-term Paragraph 10%	D = 60 – 69%
Final Essay 15%	F = 59% and below TOTAL 100%

Course Policies

Attendance Policy: 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.

Participation Policy: People learn better when they are connected as a community. I encourage and expect all students to work together and participate in discussion boards, video posts, and occasional, optional video conferences using English only.

Respectful Use and Speech Policy: All students should be respectful to each other and the instructor. Remember that we are all here to learn, and learning requires practice. Nobody is perfect, and nobody in the class should feel scared or embarrassed about making mistakes. They are a part of learning! I expect all students to be treated with respect. If



someone disagrees with an opinion, it is not an opportunity for name calling or belittling. It is a time to respectfully listen, contemplate, and learn. We do not have to agree in the discussion boards, but we do have to be respectful and kind. Any instances of disrespect in a discussion or

Other Course Information

Plagiarism and Academic Honesty Policy: Because I want to ensure that you are practicing and learning in this class, I take plagiarism pretty seriously. Plagiarism happens when you copy words or ideas from somewhere else and submit it or repeat it as your own work. We get better at what we practice, and when we copy, we only get better at copying, not the important English skills we should be practicing. Plagiarism is academic dishonesty and is a very serious problem. Plagiarism includes:

- copying and pasting information from webpages;
- copying answers from an answer key or Teacher’s book;
- copying the work from another student in your class, in another class, or from a previous term;
- copying information from a webpage or book in Spanish and submitting the English translation as your work.

To help keep track of plagiarism, I use Ouriginal in our class. Ouriginal will run a report and show how much of the paper is exactly like another paper or webpage.

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 Feb.14-16	Syllabus & Introduction Introduction to the course Introduction to each other	
Week 2 Feb.21-23	LAWS CH. 1 Review parts of speech •Review subject/verb agreement •Learn about editing and practice your editing skills •Learn about the writing process and practice your skills (Listing, Organizing, and Writing a rough draft)	Complete the Part of Speech Quiz *Complete Identify Subject/Verb Agreement Quiz *Complete the exercises in your book on editing practice *Submit Listing and Listing 2 for your first writing assignment *Submit an organization plan (outline) for your first writing assignment *Submit your rough draft for your first writing assignment
Week 3 Feb.28-March 2	LAWS CH. 2 Review simple sentences, independent and dependent clauses • Practice your sentence skills • Do some work on clauses and phrases • Learn about sentence fragments and how to avoid them.	*Independent and Dependent Clauses Quiz *More Practice: Parts of Speech *Self-Editing - Someone Who Has Made a

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		Difference *Final Submission - Someone Who Has Made
Week 4 March 7–9	Cont. LAWS CH. 2 Narrative Paragraphs • Time Order Signals • Setting a Purpose for Writing • Using Commas Correctly • Writing Compound Sentences • Outlining, drafting, and editing	*Response posts to peer for Time Order Signals discussion *Quiz: Time Order Signals *Quiz: Author's Purpose Self-Editing – Narrative Paragraph *Final Draft Submission - Narrative Paragraph
Week 5 March 14-16	LAWS CH. 3 Learn about Topic and Controlling Idea • Learn about relevance and unity • Learn about concluding sentences • Practice editing for adjectives and adverbs • Practice avoiding run-on sentences.	*Practice: Concluding Sentences *Think and Reflect - Unit 5.
Week 6 March 21-23	LAWS CH. 4 Learn about outlining; • Review critical errors (Run-On Sentences & Comma Splices) • Practice fixing comma splices and other sentence errors • Write a summary	*Produce an Outline *Practice: Comma Splices *Write a summary
Week 7 March 28-30	LAWS CH. 5 Use signal and transition words to improve paragraphs •Practice avoiding and correcting run-ons and comma splices • Edit for pronoun use • Develop, write, and edit a paragraph about a topic that you choose.	Outlining for Logical Division of Ideas *Transitions quiz *Run-Ons and Comma Splices *Logical Division of Ideas - SelfEditing *Logical Division of Ideas - Final Draft and Submission *End of Chapter Self-Assessment
Week 8 April 4-6	Mid Term Writing Assignment	
Week April 11-13	Spring Break	
Week 9 April 18-20	Intro to Academic Writing – Chapter 7 Learn about Process Paragraphs, concluding sentences, transitions, imperative sentences,	*Timed Writing #2 *Submit Process Paragraph Rough Draft
Week 10 April 25-27	Intro to Academic Writing – Chapter 7, cont Identifying audience, purpose, and tone. Gerunds and infinitives	*Steps to Composing #1 *Submit Process Paragraph Final Draft *End of Chapter Assessment
Week 11 May 2-4	Intro to Academic Writing – Chapter 8 Learn and practice Cause/Effect, sentence types and sentence errors	*Timed Writing #3
Week 12 May 9-11	Intro to Academic Writing – Chapter 9 Identifying parts of an essay, funnel introductions, and review cause-effect	*Steps to composing #2



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 13 May 16-18	Intro to Academic Writing – Chapter 10 Comparison/Contrast writing and correlative conjunctions	*Timed Writing #4
Week 14 May 23-25	Intro to Academic Writing – Chapter 10, continued Review logical order of ideas for compare/contrast, and write conclusions	*Final Draft Compare/Contrast Paragraph
Week 15 May 30 – June 1	Prepare final writing assignment: Writing an Essay	
Week 16 June 6	Final	Final!!! Due on June 8

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