Basic Course Information

Semester:	**Summer 2023**	Instructor Name:	**Manuel Guzmán**
Course Title & #:	**ESL 890 High Beginning ESL 1**	Email:	**manuel.guzman@imperial.edu**
CRN #:	**32014**	Office #:	**N/A**
Classroom:	**Face-to-face**	Office Hours:	**N/A**
Class Dates:	**6/20 - 7/27/2023**		
Class Days:	**Monday / Tuesday / Wednesday / Thursday**	Emergency Contact:	**manuel.guzman@imperial.edu**
Class Times:	**5:30 – 9:35 pm.**		
Units:	0	Classroom:	**2727**

Course Description

ESL 890 is an integrated skills course designed for ESL students to develop language skills at the high-beginning level. Students learn to speak and write about personal and workplace topics, give presentations, and express ideas in paragraph form. Students continue to develop reading skills, knowledge of vocabulary, grammatical competence, and overall language comprehension. The course may be taken concurrently with ESL 891. (CEFR A2) (Nontransferable, nondegree applicable)

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

ESL 881 Completion of ESL 881 is encouraged.

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. Speaking: Can make simple statements on very familiar topics.

2. Listening: Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.

3. Writing: Can write short simple notes or messages using simple phrases and sentences with connectors "and", "but", "or".

Course Objectives

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

1. Understand simple, everyday conversation when delivered clearly and slowly.
2. Identify a topic of conversation.
3. Ask for and give directions.
4. Identify important information in a simple news article.
5. Write short, simple notes and messages.
6. Describe actions which are happening now or will happen in the future.

Textbooks & Other Resources or Links

-------→ <u>No textbook required</u> ←-------

(IDE-A)- Summer (Part 1) - OER = Open Educational Resources, open-source course materials (free).

Washington State Board for Community and Technical Colleges 2020. Integrated Digital English Acceleration.

Course Requirements and Instructional Methods

METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity - Students will work on activities as a class or in small groups. They will present and discuss answers together.

Objective - Students will demonstrate competency in the language by meeting course objectives.

Oral Assignments - Students will participate in presentations and dialogs on given topics.

Quizzes - Quizzes will be used as formative assessments to measure progress.

Written Assignments - Written assignments will be submitted to instructor for feedback.

INSTRUCTIONAL METHODOLOGY:

Audio Visual - Videos and other audio, such as songs, news broadcast, and recordings.

Computer Assisted Instruction - Computer assisted instruction such as language learning software.

Discussion - Class and small group discussion.

Group Activity - Class and group activities.

Individual Assistance - Instructor will provide individual assistance and feedback as needed and throughout the course.

Lecture - Instructor will provide input such as information on grammar and language use.

Distance Learning - Students will engage in personalized learning through Canvas.

Course Grading Based on Course Objectives

GRADING CRITERIA – Pass / No Pass   Only

Course Policies

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 importance 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 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

Reading and Writing

Read a paragraph that your teacher gives you in class. After you read the paragraph, identify a main idea and three supporting details. Check your answer with a classmate and with your teacher. When you are done, use the paragraph as a model to write your own paragraph.

Work-based Learning

Career possibilities:

Work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experiences. These opportunities will provide you with a deeper, more engaging, and relevant learning environment. This semester, I will be offering the following WBL activities in order to provide you with the opportunity to explore career options in your field of interest.

WBL Activity Name	WBL Activity Description
WBL Activity 1: Research	Research current job data about the field the student is interested in pursuing for future employment.
WBL Activity 2: Interview	Interview a career professional in the field that the student is interested in pursuing for future employment.
WBL Activity 3: Resume	Create a Resume with the assistance of the College's Career Services Center.

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.

The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course.

COURSE CALENDAR ***   **ESL 890**   **Summer 2023**

Week	Activity, Assignment	Homework
Week 1 6/20 – 6/22	*Introduction to the Course: Syllabus, Canvas review* *Introduction to I-DEA* *Module 1: INTERNET BASICS* *Module 2: STUDY SKILLS*	• Autobiography • Canvas Discussion • What is I-DEA • What is "CANVAS" • Using EMAIL
Week 2 6/26 – 6/29	*Module 2: STUDY SKILLS* *Module 3: WRITING BASICS*	• Discussions • Quizzes
Week 3 7/3 – 7/6	*Module 3: WRITING BASICS* **Note: July 4 –No class – Independence Day**	• Discussions • Quizzes
Week 4 7/10 – 7/13	*Module 4: THE AMERICAN EDUCATION SYSTEM*	• Discussions • Quizzes
Week 5 7/17 – 7/20	*Module 5: LIBRARIES & LIBRARY RESOURCES*	• Discussions • Quizzes
Week 6 7/24 – 7/27	*Module 6: "END OF QUARTER PROJECT"*	• Skills Post Assessment • WBL activity due • Out-of-Class assignments: Write a Paragraph

Tentative, subject to change without prior notice