

Imperial Valley College Course Syllabus

Basic Course Information

Semester	Fall 2023	Instructor Name	Ingrid Bairstow
Course Title & #	Grammar and Composition for Intermediate ESL	Email	Ingrid.Bairstow@imperial.edu
CRN #	10149 & 10150	Webpage (optional)	
Room	10149: Building 2700, Room 2751 10150: Room 2726	Office	2799
Class Dates	August 14 – December 9, 2023	Office Hours	<ul style="list-style-type: none"> • M & W 2:30-3:30 pm • T & Th 1-2 pm • Th 5:30 pm; 9:10-9:40 pm • Other times by appointment
Class Days	Monday & Wednesday 10149- 7:30-10; 10150- 10:15- 12:45	Office Phone #	760-444-0968 text only 760-355-5750
Class Times Units	5	Office contact if student will be out or emergency	Lency Lucas, Dept Secretary Lency.lucas@imperial.edu 760-355-6337

Course Description

ESL 004 is an integrated grammar and writing course designed for students who want to develop English language skills at the intermediate level. Students learn and use grammatical structures found in academic English. Students also extend their knowledge of, and their ability to write, academic paragraphs. This course may be taken concurrently with other Level 4 ESL courses to strengthen student academic performance. Successful completion of this course will prepare students for ESL 005. CEFR B1. (Nontransferable, nondegree applicable)

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:

4. Can produce straightforward connected texts (paragraphs and short papers) on a range of familiar subjects using a variety of sentence structures (simple, compound, complex);
5. Can develop content, organization, and coherence to communicate effectively in written work.
6. Can use basic punctuation (commas, periods, and question marks), capitalization, and formatting.

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7. Can recognize and correct errors in own and other's writing including subject/verb agreement, verb tense, modal use, sentence errors, and punctuation.
8. Can use a wide range of vocabulary appropriately when discussing familiar topics and everyday situations such as family, hobbies and interests, work, travel, and current events.

Lecture Outline

WRITING

- Write sentences using a variety of structures
- Write an 8-10 sentence paragraph with a topic and a controlling idea using correct capitalization, grammar, and mechanics
- Capitalization, grammar, and mechanics
- Connecting Devices
- Paragraph Format and Style.
- Prewriting skills
- Self and peer editing
- Plagiarism awareness

GRAMMAR

- Parts of speech, parts of a sentence
- Verb tenses (review): simple present, simple past, present/past progressive, future
- Verb tenses (introduce): present/past perfect, present perfect progressive
- Sentence structure: simple, compound, complex
- Parallel structure
- Clauses: dependent/independent, relative (adjective), adverb, noun
- Irregular verbs and past participles
- Gerunds and infinitives
- Modals (review): Ability (can/could/be able to) - Permission (can/could/may) - Request (can, could will, would) - Advice (should, ought to, had better) - Necessity (have to/must/cannot) - Possibility (may/might/could)
- Modals (introduce): Advisability in the past (should have, ought to have, could have, might have) - Speculations in the past (may have, might have, could have, must have, had to have)

VOCABULARY

- Vocabulary is needed to express habits, routines, past activities, and personal experiences, family, hobbies and interests, work, travel, and current events.
- Use of high incidence vocabulary from the Academic Word List

Textbooks & Other Resources or Links

1. Elbaum, S. 2021. *Grammar in Context* 2. National Geographic Cengage. ISBN: 978-0-357-14024-6
2. Online workbook

Course Requirements and Instructional Methods

1. **On-Line Work:** Much of your homework will take place online. Online work will be assigned on a weekly basis and must be completed by the time stated by your instructor. Late assignments will NOT be accepted. This means that you cannot wait until the end of the term to try to complete your work. If you have questions about the information covered online, you will need to bring them to class, as we will not typically go over exercises you complete online.

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2. **Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that 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

Letter grades:

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

Grades for assignments will be posted on Canvas.

Quizzes and discussion assignments will **not be accepted late** and must be completed on or before the original due date to get points.

Writing assignments will be deducted 10% for each day late, including rewriting assignments.

- Quizzes: 25%
- Tests: 25%
- Writing: 25%
- Online workbook: 25%

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. [\[PDF\]](#)

What this means for you: if you do not come to the first day of class, and you do not notify the teacher, you will be automatically dropped from the class. This is a California state law.

If you want to join the class again, you will be added to the wait list if there is one.

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 example: if the class meets for 3 hours, if a student misses 3 hours, the student may be dropped).*

What this means for you: If you do not come to class for the number of hours that the class meets per week (3 hours for this class) and you have not talked to the teacher, you will be dropped.

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

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an opportunity for name-calling or belittling. Any instances of disrespect in a discussion or group collaboration should be brought to the instructor's attention and may result in the disrespectful student losing points or being reported to the campus disciplinary officer.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. **Consider**: specifics for your class/program
- 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.
- 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.

Academic Honesty

Why are you in college? To learn, right? Copying someone else's work may help you practice your spelling, but you are not learning how to think and produce for yourself. You are here because you do not know something, and you want to learn it. You are giving up time, effort, and money to invest in yourself.

Unfortunately, students often doubt themselves and decide someone else can express themselves better than they can. A student copies words or ideas from somewhere else and submits it as their own work. This is called *PLAGIARISM*. This is not only a bad way to learn, but also illegal.

Because I want to ensure you are practicing and learning in this class, I take plagiarism seriously. 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 serious problem.

What is plagiarism?

- copying and pasting information from webpages (this includes using the internet for support and taking ideas, sentences, summaries, etc. without giving credit);
- 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 class;
- copying information from a webpage or book in Spanish and submitting the English translation as your work.
- using AI or text generators to complete your assignments.
- 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 academic assignment's context.

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- Anyone caught cheating or 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 School 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.

Class Schedule / Calendar

Please see homework announcement posted in class and on CANVAS. * This calendar is subject to change.

Week/Date	Grammar	Writing	Assessment/notes
Week 1 August 15 & 17 Introduction to everything	Unit 1 Simple Present; Frequency words Introduction to everything	Review: capitalization and punctuation	<ul style="list-style-type: none"> • Discussion: introduce yourself • Quiz: simple present
Week 2 August 21	Unit 1 Simple Present Review: Parts of speech	Review: What is a sentence? Time words Prepositional phrases	<ul style="list-style-type: none"> • Quiz: simple present negative, questions • Writing: describe a picture with negatives and questions.
Week 3 August 28	Unit 1 Simple present negatives, questions	Review: Time words, prepositional phrases What is a clause Simple & compound sentences	<ul style="list-style-type: none"> • Test #1 • Project #1 Dialog with questions about a job you want
Week 4 September 6	Unit 2 The Present Continuous; Future	Review: simple and compound sentences, phrases, clauses	<ul style="list-style-type: none"> • Quiz: Present continuous • Quiz: Compound sentences
Week 5 September 11	Review Week 4 and material on CANVAS Present continuous vs. simple present	Identify parts of sentences	<ul style="list-style-type: none"> • Order books online • Class survey • Quiz: Present progressive vs simple present • Write present continuous sentences

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Week 6 September 18	Review 3 forms of future	Dependent clauses Subordinating conjunctions	<ul style="list-style-type: none"> • Quiz: 3 forms of future • Writing: future sentences • Quiz: Identify simple, compound, complex sentences
Week 7 September 25	Action vs non-action verbs	Complex sentences Future time clauses with <i>when</i>	<ul style="list-style-type: none"> • Quiz: identify sentences • Writing: write simple, compound, and complex sentences • Quiz: action vs non-action verbs
Week 8 October 2	Mid-term	Introduction to the writing process: brainstorming, prewriting; paragraph structure	<ul style="list-style-type: none"> • TEST #2 Unit 2 + 3 types of sentences • Practice paragraph #1
Week 9 October 9	Unit 3 The simple past: Irregular verbs; negatives; questions	Sentence error #1: run-on sentences Topic sentences & controlling ideas	<ul style="list-style-type: none"> • Quiz: topic sentences with controlling idea • Quiz: run-on sentences. • Edit paragraph #1 • MyELT Unit 3
Week 10 October 16	Unit 7 Past continuous vs. simple past	Sentence error #2: Fragments Paragraph supporting details Brainstorm/outline paragraph #2	<ul style="list-style-type: none"> • Quiz: sentence error #2 • Quiz: paragraph supporting details • Prewrite paragraph #2 • MYELT Unit 7
Week 11 October 23	Present perfect form	Sentence error #3: comma splices Paragraph: conclusions	<ul style="list-style-type: none"> • Rewrite Paragraph #2 • Quiz sentence error #3 • MY ELT Unit 9
Week 12 October 30	Present perfect, cont'd Review for test #3 Past Tenses	Peer editing: sentence errors Transition words Brainstorm & outline paragraph #3	<ul style="list-style-type: none"> • TEST #3 PAST TENSES • Quiz: Transition words • Prewrite paragraph #3

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Week 13 November 6	Gerunds	Peer editing: paragraph structure	<ul style="list-style-type: none"> • Rewrite paragraph 3 • MyELT Unit 10
Week 14 November 13	Infinitives	Peer editing: sentence structure and paragraph structure	MyELT Unit 10
November 20	NO SCHOOL	Thanksgiving Break	
Week 15 November 27 Passive voice	Modals	Brainstorm and outline: Final writing: Self-reflection and plans for the future (using modals)	<ul style="list-style-type: none"> • MyELT Unit 8 • Prewrite final writing
Week 16 December 4	Review: Gerunds, Infinitives, Modals	Review: Writing process, sentence structure and errors, paragraph structure	Final exam & final writing project