



## Basic Course Information

|                   |  |                        |   |
|-------------------|--|------------------------|---|
| Semester:         | <b>Fall 2023</b>                                   | Instructor Name:       | <b>Rosa Contreras</b>   |
| Course Title & #: | <b>ESL 005 Grammar and Composition Low-Advance</b> | Email:                 | <b>rosa.contreras@imperial.edu</b>                                      |
| CRN #:            | <b>10152</b>                                       | Webpage (optional):    | <b>Canvas</b>   |
| Classroom:        | <b>206</b>   | Office #:              | <b>2789</b>   |
| Class Dates:      | <b>August 14 – December 09</b>                     | Office Hours:          | <b>Monday/Wednesday 1:00-2:00pm<br/>Tuesday/Thursday 9:00am-10:00am</b> |
| Class Days:       | <b>Tuesdays and Thursdays</b>                      | Office Phone #:        | <b>760-355-5707</b>   |
| Class Times:      | <b>10:15am – 12:45pm</b>                           | Emergency Contact:     | <b>ESL Dept. 760-355-6337</b>   |
| Units:            | <b>5</b>   | Class Format/Modality: | <b>Face-to-Face</b>   |

## 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 paragraphs 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)

Prerequisites: ESL 004 – or appropriate placement.

Recommended Companion Course: ESL 015 and ESL 025

## 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 topic sentences 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<sup>th</sup> Edition

Authors: Alice Oshima & Ann Hogue

ISBN: 9780132915663



#### You will also need:

Notebook or paper

Pen, pencil, and highlighters

Regular access to a computer with internet, Canvas, email, and Microsoft Word or Google Docs

**NOTE:** We will be using technology in this course. Assignments, quizzes, and discussions will be held or submitted on Canvas. Additionally, you may be asked to download, upload, and/or print resources.

### Course Requirements and Instructional Methods

**This is a face-to-face course.** Class meetings in person are required. We will meet face-to-face on campus AND you will do work online. You will have about a week to complete each module; modules open on Monday morning and close on Sunday at 11:59pm.

#### This class will have multiple forms of instruction, including:

- Lecture/Video
- Group work
- Individual work
- Online work (Canvas)

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 reasonable 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

This course is built for you to succeed; however, you MUST do your work! If you do not do your work, you will not pass.

This class uses a weighted grading system. The points for each assignment count toward a category. The weights are as follows:

| CATEGORY                             | PERCENT |
|--------------------------------------|---------|
| Homework/In-Class Assignments/Canvas | 15%     |
| Paragraphs/Essays                    | 30%     |



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| <b>Grammar Exams</b>      | 30%  |
| <b>Mid-Term Paragraph</b> | 10%  |
| <b>Final Essay</b>        | 15%  |
| <b>TOTAL</b>              | 100% |

### Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

**Plagiarism and Academic Honesty Policy:** Because I want to ensure that you are practicing and learning in this class, I take plagiarism very 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 *Turnitin Similarity* in our class. *Turnitin Similarity* will run a report and show how much of the paper is exactly like another paper or webpage.

### 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 discussions and group activities 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 discussions, but we do have to be respectful and kind. Any instances of disrespect in a discussion will result in the student being asked to leave the class.

### 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   | Due Dates                  |
|--|--|----------------------------|
| <b>Week 1</b><br><b>August 14 - 20</b>           | Syllabus & Introduction<br>Grammar & Writing Pre-Assessments   | DUE: Sunday, August 20     |
| <b>Week 2</b><br><b>August 21-27</b>             | <b>Academic Paragraphs</b> , Editing, The Writing Process  | DUE: Sunday, August 27     |
| <b>Week 3</b><br><b>August 28 - September 3</b>  | <b>Academic Paragraphs Cont.</b> , Clauses, Fragments.<br><b>Final Draft Due: <i>Someone Who Made a Difference</i></b>   | DUE: Sunday, September 3   |
| <b>Week 4</b><br><b>September 4-10</b>           | <b>Narrative Paragraphs</b> , Time Order Signals, Author's Purpose,<br>Compound Sentences, Comma rules<br><b>Final Draft Due: <i>Narrative Paragraph</i></b>       | DUE: Sunday, September 10  |
| <b>Week 5</b><br><b>September 11-17</b>          | <b>Paragraph Structure</b> , Topic Sentences, Unity, Cohesion,<br>Complex Sentences  | DUE: Sunday, September 17  |
| <b>Week 6</b><br><b>September 18-24</b>          | <b>Logical Division of Ideas</b> , Outlining, Sentence Errors, <b>Timed Writing #1</b>   | DUE: Sunday, September 24  |
| <b>Week 7</b><br><b>September 25- October 1</b>  | Logical Division of Ideas Cont., Transitions Quiz, Sentence Errors,<br><b>Final Draft Due: Logical Division of Ideas</b>   | DUE: Sunday, October 1     |
| <b>Week 8</b><br><b>October 2-8</b>              | <b>Midterm</b>   | DUE: Sunday, October 8     |
| <b>Week 9</b><br><b>October 9-15</b>             | <b>Process Writing</b> , Imperative sentences, types of sentences,<br>transitions and time order signals, <b>Timed Writing #2</b>                                  | DUE: Sunday, October 15    |
| <b>Week 10</b><br><b>October 16-22</b>           | <b>Process Writing</b> , Audience, Purpose, Tone, Gerunds and<br>Infinitives,<br><b>Final Draft Due: Process Paragraph</b>   | DUE: Sunday, October 22    |
| <b>Week 11</b><br><b>October 23-29</b>           | <b>Cause and Effect</b> signal words, outlining, sentence types and<br>sentence errors, <b>Timed Writing #3</b>  | DUE: Sunday, October 29    |
| <b>Week 12</b><br><b>October 30- November 5</b>  | <b>Cause and Effect Cont.</b> , Essay Writing, Parts of an Essay, Funnel<br>Introductions, Analyzing a cause-effect model  | DUE: Sunday, November 5    |
| <b>Week 13</b><br><b>November 6-12</b>           | Compare/Contrast, structures, Correlative conjunctions, <b>Timed Writing #4</b>  | DUE: Sunday, November 12   |
| <b>Week 14</b><br><b>November 13-19</b>          | Compare/Contrast Cont., review logical division of ideas,<br>Writing a conclusion, Compare/Contrast signals,<br><b>Final Draft Due: Compare/Contrast Paragraph</b> | DUE: Sunday, November 19   |
| <b>BREAK</b><br><b>November 20-26</b>            | THANKSGIVING BREAK   | BREAK November 20-26       |
| <b>Week 15</b><br><b>November 27- December 3</b> | Final Essay Review, Plagiarism review, Self-Check list   | DUE: Sunday, December 3    |
| <b>Week 16</b><br><b>December 4-8</b>            | <b>Final Exam and Final Essay DUE, THURSDAY, December 7<sup>th</sup></b>   | DUE: THURSDAY, DECEMBER 7! |

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