



Basic Course Information

Semester:	Spring 2026	Instructor Name:	Ingrid Sbacchi Bairstow
Course Title & #:	ESL 005 Grammar & Composition for Low Advanced ESL	Email:	Ingrid.bairstow@imperial.edu
CRN #:	20149	Webpage (optional):	n/a
Classroom:	2727	Office #:	Building 2700; 2799
Class Dates:	Feb. 17 - June 12, 2026	Office Hours:	M 1-3; Tu 5-6; W 1-2; 5-6; other times by appointment
Class Days:	Tuesday	Office Phone #:	PRONTO
Class Times:	6-8:30 pm	Emergency Contact:	Lency Lucas 760-355-6337
Units:	5	Class Format/Modality:	hybrid

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 paragraph 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

You do not need to buy any textbooks.

You will use these three resources for the class: (details on creating your account will be discussed in class).

- CANVAS
- Elli.com
- Chattybots

Course Requirements and Instructional Methods

This is a HYBRID course. You will meet ONE time per week face-to-face. The rest of your work will be completed online in Canvas and on Elli.

It is VERY important for you to make sure you do your work each week!

Elli. Elli is an online platform we will be using in our class. It takes the place of a textbook. Doing exercises on Elli is not optional.

Manage your time. Do not try to complete your assignments in one day. It will be too much for you to do and too much for your brain to handle. If you do not do your work, or you do not submit your work when it is due, you will not pass the class.

Success: Acquiring another language requires focused effort. Sitting in class is simply not sufficient for you to succeed. You must study, speak, read, and listen to English as much as you possibly can outside of class. College guidelines suggest that you study two hours for every hour of class. Since this is a five-hour class, this would mean that you are expected to study or participate in some other learning activity for an additional ten hours every week.'

Instructional Methodology: Demonstration, Discussion Group Activity, Individual Assistance Lecture, Distance Learning, Audio/Visual, Computer Assisted Instruction.

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

Communication (Vocabulary and Journal) 20%

Grammar (Elli & Canvas) 30%

Writing Practice 20%

Paragraphs and Essays 30%

TOTAL 100%

To pass this class, you need 70% (C).

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.

For this class:

"It is better to know how to learn than to know." - Dr. Seuss

Artificial Intelligence (AI) is a tool taking the world by storm. It was first created to speed up business processes, but now it influences how we think, write, and create. While AI is powerful, the way humans truly learn has not changed: **learning requires effortful work.**



As your teacher, my goal is to help you grow into a strong, independent thinker who can express yourself clearly in this new world. AI can do the *work for you, but it cannot do the learning for you*. Real learning only happens when you practice thinking, analyzing, and creating for yourself.

I am not against AI — I use AI, but I also know how to read, write, and think critically. I believe before you can use artificial tools well, you need a strong foundation in your own skills. My responsibility as your teacher is to help you build that foundation.

This is my policy:

1. **I appeal first to your integrity** — if you want to learn, do the work yourself.
2. **Unless otherwise stated, all assignments in this class are to be completed without the use of AI tools.** This includes ChatGPT, Grammarly (beyond basic spell check), and any other AI-assisted writing tools. Spell check is fine. We will have specific moments in the semester to explore AI together in a guided way, so you can learn how to use it responsibly and with purpose.

Consequence for AI use:

3. I love my job because I get to help students grow, not because I want to spend my time acting like a “police officer” checking for cheating. This is what is happening in schools now. If I must put on my “police hat” instead of my “professor hat,”:
 - a. I will always talk to you first. You will have the opportunity to redo the assignment within a specific amount of time (with penalty of being late).
 - b. If cheating or plagiarism continues, I will report you to my department chair, who will have the same discussion with you. We cannot give a college degree to a person who does not know how to think.

When can you use AI:

I have created assignments where we can practice using AI responsibly and ethically together. This will be very clear in the assignments.

If you don't know or are you confused about AI – always come to me FIRST before you use it.

These are examples of AI which are NOT allowed:

- ChatGPT Grammarly
- Grammarly Pro
- You.com
- Microsoft Co-Pilot
- Google Gemini
- Any other AI

Para esta clase:

A veces, puedo pedirte que uses CHAT GPT para una tarea.

Si te pido que uses CHAT GPT, esta; bien. Sin embargo, usar Chat GPT u otro software de IA para escribir tu trabajo es una forma de deshonestidad academica y no esta permitido. El trabajo que entregues para nuestra clase debe ser tu trabajo. Si descubro que entregas un trabajo que no escribiste tu mismo, recibiras un CERO (0) para el trabajo o puedo pedirte que lo escribas nuevamente. Estos son ejemplos de IA que NO estann permitidas: ChatGPT Grammarly Grammarly Pro You.com Microsoft Co-Pilot Google Gemini

Updated 11/2024



Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

Course Policies

When do modules open and close? You have one week to complete each module. Modules open on Monday morning at 8 am and close at 11:59 pm Sunday night the next week (7 days).

Can I complete work when I want? Yes, you can! However, you must complete each module by the deadline. (Sunday night at 11:59 pm). Everyday that an assignment is late, there will be 1% loss in points.

Can I complete my work after the module closes? Yes, but each day you lose 1% in points.

What happens if I have a problem? If something happens, please email me as soon as possible! I will work to help you. **ATTENDANCE**

Any student who does not complete the orientation unit or take at least one practice quiz by the end of the first day of class will be dropped. If you want to add the class, there must be space in the class.

If you do not attend class for more than **3 days in a row** without contacting me, I will consider dropping you. Remember, this is a **HYBRID class. Attendance is required on the one day we meet : TUESDAYS.**

Other Course Information

Late Work Policy:

Any student struggling with a deadline should contact the instructor as soon as possible. All assignments not on time will lose 1% per day.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

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

Subject to change without prior notice



Week	COMMUNICATION Vocabulary & Journal	GRAMMAR	Elli assignments	WRITING SKILLS Mechanics, Sentences, transition words, process	PARAGRAPHS & ESSAYS
Week 1	Introduction: magic of writing in a journal	Introduction to the class Review: parts of speech	Introduction to Elli	Tell me what you know: sentences, punctuation, capitalization Author's Purpose	Writing: Tell me about yourself and your goals for this semester
Week 2	Journal #1 Introduction to the Academic Word List AWL #1 Review: Word Families	Verb Review The Simple Tenses	Verb Tense Review 1 - The simple tenses	Review: the paragraph -The topic sentence -Main Points -Supporting details -Conclusion sentence Simple Sentences Phrases MLA formatting	Transcribe (copy) an MLA formatted paragraph
Week 3	Journal #2 AWL #1	Simple present vs present progressive Review: Subject-Verb Agreement		Introduction to the writing process: Brainstorming, Outline Draft Rewrite Final The Narrative Paragraph - more	Writing #1 OUTLINE Narrative paragraph
Week 4	Journal #3 AWL #2 What are Collocations?	Review: Simple past		Topic and controlling idea	Writing #1 DRAFT Narrative paragraph

Week 5	Journal #4 AWL #3	Present perfect Coordinating conjunctions	Present perfect	Comma rules Body paragraphs Editing checklist Compound sentences	Writing #1 FINAL Narrative paragraph:
Week 6	Journal #5 AWL #3	Past perfect vs simple past	Present perfect vs simple past	Logical division of ideas Unity and coherence in supporting sentences	Writing #2 OUTLINE & DRAFT: Logical division

	Using synonyms				of ideas - difficult choices
Week 7	Journal #6 Review AWL 1-3	Review: Simple tenses, present perfect	Don't forget to work on Elli homework	Sentence errors: run-ons Comma splices	Writing #2 FINAL Logical division of ideas - difficult choices
Week 8 MIDTERM	Journal #7	Teacher conferences			MIDTERM
Week 9 Week 10	Journal #8 AWL #4 Prefixes Journal #9 AWL#4	Introduction to phrasal verbs Phrasal verbs, continued	Phrasal verbs Phrasal verbs	Introduction to CAUSE & EFFECT paragraphs -Topic sentence -Supporting sentences -Concluding sentences Transition signals for cause and effect Review: independent and dependent clauses Complex sentences	Writing #3 OUTLINE Cause and Effect paragraph Writing #3 TIMED WRITING Cause and Effect paragraph
Week 11	Journal #10 AWL#5 Using antonyms	Advanced Modal verbs	Advanced Modal verbs	Introduction to COMPARISON & CONTRAST paragraphs -Topic sentence -Supporting sentences -Conclusion sentences	Writing #4 OUTLINE and DRAFT for comparison and contrast paragraph
Week 12	Journal #11 AWL#5	Advanced Modal verbs		More practice fixing sentence errors Transition signals for comparison Transition signals for contrast	Writing #5 FINAL Comparison & Contrast paragraph

Week 13	Journal #12 AWL #6		Work on Elli	Introduction to the ESSAY: Organization ‘ Introductory paragraph Body Conclusion Transition words Outlining	Create a reverse outline
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Week 14	Journal #13 No vocabulary this week		Work on Elli	The Opinion Essay	Writing #6 OUTLINE and Opinion Essay
Week 15	Journal #14 AWL#6		Work on Elli	The Opinion Essay Sentence practice	Writing #6 DRAFT Opinion Essay
Week 16		FINAL EXAM WEEK			Writing #6 FINAL Opinion Essay

*The professor reserves the right to make changes as needed.