

Course Information:

ESL 211

Section V5147

Spring 2023

Online via Canvas and Zoom Meetings Tuesdays and Thursdays 6-7:30

0 units

Instructor Contact Information:

Kendra Dwelley Guimaraes

Email: kendra-guimaraes@redwoods.edu

Office Hours: Tuesdays 1:30-2:30 and Wednesdays from 3-4

Office Location: 333 Sixth St. Suite A in Eureka (CR downtown campus) and CA129 (on Eureka main campus)

Course Description:

Develop English language skills for High Intermediate ESL students. Cultivate competence and confidence in reading and writing, sentence and paragraph structure, verbal communication skills, and comprehension of everyday spoken English. Students will learn to interpret meaning in more advanced texts and engage in specialized conversations such as an interview. Students will learn how to approach multi-paragraph writing with consistent control of grammatical patterns, mechanics and punctuation.

Student Learning Outcomes:

- Engage in conversations or interviews on more specialized topics using appropriate syntax and level of formality.
- Interpret meaning in longer simplified or authentic texts on familiar topics with some unfamiliar words.
- Write a clearly organized, brief composition or report.
- Demonstrate consistent control of basic grammatical patterns, mechanics and punctuation.

Prerequisites:

[ESL210 - Intermediate English as a Second Language \(ESL\) - Low](#)

Student will need to be able to discuss familiar topics in extended conversations and read for main ideas and supporting details in English to be successful in ESL 211.

Accessibility:

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or Disability Services and Programs for Students (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location: • Eureka: 707-476-4280, student services building, 1st floor • Del Norte: 707-465-2324, main building near library • Klamath-Trinity: 530-625-4821 Ext 103 If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support:

Clear communication about your needs will help you be successful in the class. Please let me, your instructor, know about any specific challenges that might affect your participation in class. College of the Redwoods and our Adult Education program can help with such things as securing a laptop for class use and will provide course materials we will use in the class.

Evaluation and Grading Policy:

This is a non-credit course, so you won't receive a letter grade, ex. A, B, C. Instead, you will receive an "S" for satisfactory for your participation on the Canvas platform and/or via Zoom Meetings.

Academic Integrity Policy:

Academic dishonesty is defined as an act of deception in which a student claims credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Any evidence of academic dishonesty/plagiarism will result in the student redoing whatever work has been plagiarized to demonstrate their own proficiency on the subject. If you are ever unsure about how to quote another person's work, talk to me, and I will be happy to help.

Acts of academic dishonesty include but are not limited to the following:

Cheating—unauthorized copying or collaborating on a test or assignment.

Plagiarism—representing someone else’s words, ideas, artistry, or data as your own (including published and unpublished material, and/or material from the internet, or presenting someone else’s opinions as your own).

Assisting—assisting another student in an act of academic dishonesty.

Tips for Using Canvas:

To find the Canvas link go to the CR homepage and redwoods.edu and then click on the Canvas link listed in the upper left side of your screen. Once you click on this link you will log onto Canvas at <https://redwoods.instructure.com>. This will take you to your Dashboard that shows all the classes you are currently enrolled in. You will log onto Canvas to complete your coursework and participate in online discussions. This class is an asynchronous class, which means that you log onto the Canvas site and complete the work each week at your own pace. To help manage your time, many students find it helpful to create their own schedule with which to complete the work, so you might log on one day a week to watch the mini-lecture on grammar. You might log on another day that week to participate in listening and discussion, and a third day during the week to complete any reading or writing assignments. We will also have Zoom meetings twice a week on Tuesdays and Thursdays from 6-7:30. These meetings are an opportunity to practice the skills we are building during the week on Canvas and of course, to practice your listening and speaking.

For help, logging onto Canvas for the first time, you can go to the CR Homepage and click on Academics link. Then click on Online Classes. Then you can choose from a variety of options like managing your student accounts, help logging onto Canvas, or even an orientation to Canvas video.

If you are experiencing any difficulties online and/or on Canvas you can call College of the Redwoods for technical assistance at 707 476-4160. You can also email its@redwoods.edu. You can also click on Help on your navigation bar and from there go to a Canvas Student Guide or contact Canvas Support as well.

For additional help with any registration or Canvas difficulties, you can contact Jonny Maiullo, the Student Development Advisor of Adult and Community Education (707) 476 4527 or Jonathan-maiullo@redwoods.edu

Course Schedule:

This schedule is subject to change depending on student pace of reading/learning. We may need to spend more time in one area or another, but this will give you a general idea of the schedule including due dates for writing assignments. I will, of course, keep you posted in class with any changes.

Week One:

1/17 and 1/19

Click on Announcements for a Welcome Video!

Speaking: Introductions, review syllabus

Grammar: Review present v. present continuous

Listening:

Reading: Yesika Salgado's "What I Know" and "Jenny"

Writing: Write your own childhood memory in a poem form or make a list of what you knew as a child/know now/ will know for your future self.

Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Two:

1/24 and 1/26

Speaking: Informal/formal language in the workplace

Grammar: Present and past modals/simple, compound, and complex sentences

Listening: Youtube clip on formal/informal writing and speech:
<https://www.youtube.com/watch?v=nwMI97hDTJk>

Reading: How to Handle Conflict in the Workplace

Writing: Practice writing a formal email to your boss to resolve a conflict at work.

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Three:

1/31 and 2/2

Speaking: Discussion

Grammar: Idioms and Phrasal Verbs

Listening: Video clip of Julia Alvarez

Reading: "My English" by Julia Alvarez

Writing: Note-taking strategies and vocabulary learning strategies

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Four:

2/7 and 2/9

Speaking: Discussion Continued

Grammar: Adverbs and adverbial clauses including frequency adverbs

Listening:

Reading: "My English" by Julia Alvarez

Writing: Simple, Compound, and Complex sentences and Punctuation. Write about your own process of learning English in one paragraph.

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Five:

2/14 and 2/16

Speaking:

Grammar: Comparative adjectives

Listening:

Reading: "My English" by Julia Alvarez

Writing: Compare your native language to English. Link this paragraph to your paragraph on your process of learning English

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Six:

2/21 and 2/23

Speaking:

Grammar: Conditional Statements

Listening:

Reading: “Knife” by Farzana Marie

Writing: Use the form of Farzana Marie to write your own poem of place OR Write a paragraph about a place you know by heart.

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Seven:

2/28 and 3/2

Speaking:

Grammar: Modals—could and might

Listening:

Reading: “My Dear You” by Rachel Khong

Writing: Khong’s story is about an imagined heaven. Write a paragraph of what you think heaven might be like.

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Eight:

3/7 and 3/9

Speaking:

Grammar: Future Conditional

Listening:

Reading: Three Poems by Serhiy Zhadan <https://solsticelitmag.org/content/three-poems-by-serhiy-zhadan/>

Writing: Write about something that language isn't adequate to express.

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

3/13-3/18 No classes SPRING BREAK

Week Nine:

3/21 and 3/23

Speaking:

Grammar: Past vs. Past continuous

Listening:

Reading: "Two Words" by Isabel Allende

Writing: Write about how language is power.

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Ten:

3/28 and 3/30

Speaking:

Grammar: Past participles and Present Perfect Tense

Listening:

Reading: "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez and using a reading log

Writing: Writing a response paper

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Eleven:

4/4 and 4/6

Speaking:

Grammar: Past, Present, and Future review

Listening:

Reading: "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez and using a reading log

Writing: Writing a response paper

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Twelve:

4/11 and 4/13

Speaking:

Grammar: Past perfect and past perfect continuous

Listening:

Reading: Edwidge Danticat "World Refugee Day" <https://progressive.org/latest/world-refugee-day/>

Writing: Write a paragraph either about your experience immigrating to US or Danticat's opinion on US immigration policy.

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Thirteen:

4/18 and 4/20

Speaking: Focus on Pronunciation

Grammar:

Listening: "The Danger of a Single Story"

Reading: Look for an essay, a short story, a poem, or a news article that you would like to share with your classmates.

Writing: Write about a single story that you once had/heard and how it changed.

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Fourteen:

4/25 and 4/27

Speaking: Focus on Pronunciation

Grammar: Review grammar from the semester

Listening: TBA

Reading: Post your reading subject of choice on the Discussion Board and read something a classmate has shared.

Writing: Write two paragraphs about what your classmate has shared. Use the response paper format.

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Fifteen:

5/2 and 5/4

Speaking:

Grammar: Final Review

Listening:

Reading:

Writing: Choose one piece of writing to submit for your final and use revising techniques.

Canvas Discussion: Review 10 of the high frequency words. Define at least one of the words that might be unfamiliar to you and then write three sentences using one word in each.

Week Sixteen:

Finals Week 5/6-5/12