



Activities:           prewriting activities  
                           paragraph writing  
                           group writing  
                           note taking  
                           grammar and vocabulary games  
                           group discussion  
                           grammar practice exercises  
                           computer lab—grammar games and exercises, typing paragraphs

|                             |                             |                   |
|-----------------------------|-----------------------------|-------------------|
| Assignments/<br>Evaluation: | Classmate paragraph         | 10 points         |
|                             | Four 50-point paragraphs    | 200 points        |
|                             | Paragraph expanded to essay | 50 points         |
|                             | Homework                    | 130 points        |
|                             | Quizzes                     | 100 points        |
|                             | Journal                     | 30 points         |
|                             | Spelling Log                | 30 points         |
|                             | Midterm Exam                | 150 points        |
|                             | Final Exam                  | <u>150 points</u> |
|                             |                             | 850 points        |

|                        |   |
|------------------------|---|
| 765-850 points=90-100% | A |
| 680-764 points=80-89%  | B |
| 595-679 points= 70-79% | C |
| 510- 594 points=60-69% | D |
| Below 510 points       | F |

- Paragraphs will be graded for unity and organization (20 points), explanation and supporting details (10 points), and sentence skills (20 points).
- Midterm exam and final exam will include in-class paragraph writing.

Policy:

- Students who do not turn in final drafts of paragraphs or any other graded work by the due date will receive a 10% lower grade on that assignment.
- Students are responsible for all information and assignments missed due to late adds, tardiness or absence.
- Students who are absent more than four class sessions will be dropped from the class.
- It is the student's responsibility to drop him/herself from class before the withdrawal deadline.
- Expect to spend 1-2 hours outside of class for every hour in class.
- Quizzes will be announced a week in advance.
- Cheating (copying sentences, paragraphs or test answers from other students or from books, handouts or class notes) will result in an automatic zero on that quiz, test or paragraph.

- Interruptions of lectures, whole class discussions or exams will not be tolerated. During lectures and whole class discussions, raise your hand if you wish to speak, and do not leave your seat to hand in papers or sharpen pencils, for example. Cell phones and pagers must be turned off or turned to “vibrate.”
- If you have a disability or feel you might have a disability, you should contact the Disabled Students’ Programs and Services (DSPS) office (A103) or phone 670-1980, ext. 239.

**This course adheres to the policies outlined in the Cuyamaca Catalog. For further information, see Academic Policies stated in the Catalog.**

Important dates:

|             |                              |
|-------------|------------------------------|
| February 3  | last day to drop without “W” |
| February 20 | no class (Presidents’ Day)   |
| April 10-15 | Spring Recess                |
| April 21    | last day to withdraw         |
| May 24      | final exam 11:00- 1:00       |

### **CLASS SCHEDULE**

(Subject to Change at Teacher’s Discretion)

| <b>Day</b> | <b>Date</b> | <b>Class Focus</b>  |
|------------|-------------|---|
| M          | 1/23        | Introduction to class, pair interviews<br>Review simple present tense<br>Writing sample                     |
| W          | 1/25        | Paragraph format<br>Present tense questions and negatives, spelling rules                                   |
| M          | 1/30        | Present continuous tense<br>Present versus present continuous, non-continuous verbs<br>Classmate report due |
| W          | 2/1         | Freewriting<br>Paragraph unity, topic sentence and supporting detail  |
| M          | 2/6         | Review simple past tense, spelling rules for adding ed and ing<br>Paragraph #1 due                          |
| W          | 2/8         | Simple and compound sentences   |
| M          | 2/13        | Past continuous versus simple past  |
| W          | 2/15        | Past habit (used to)  |
| M          | 2/20        | no class (Presidents’ Day)  |

|             |      |  |
|-------------|------|--|
| W           | 2/22 | Spelling rules and irregular past tense verb Quiz<br>Future                    |
| M           | 2/27 | Future time clauses<br>Complex sentences<br>Begin Paragraph #2 (Description)   |
| W           | 3/1  | Present perfect, for and since<br>Paragraph #2 first draft due                 |
| M           | 3/6  | Present perfect, already/ yet<br>Review writing questions and negatives        |
| W           | 3/8  | Present perfect, indefinite past<br>Paragraph #2 final draft due               |
| M           | 3/13 | Present perfect continuous<br>Begin paragraph #3 ( Listing Characteristics)    |
| W           | 3/15 | Present perfect and Present perfect continuous<br>Paragraph #3 first draft due |
| M           | 3/20 | Past Perfect<br>Verb tense review  |
| W           | 3/22 | Verb tense Quiz<br>Paragraph #3 final draft due                                |
| M           | 3/27 | Adjectives and Adverbs<br>Participial Adjectives                               |
| W           | 3/29 | Review for midterm exam  |
| M           | 4/3  | MIDTERM EXAM   |
| W           | 4/5  | Begin Paragraph # 4 (Stating Reasons)  |
| April 10-15 |      | no class (Spring Recess)   |
| M           | 4/17 | Comparatives, Equatives and Superlatives<br>Paragraph # 4 first draft due      |
| W           | 4/19 | Punctuation Review   |
| M           | 4/24 | Modals of necessity and advice<br>Supposed to<br>Paragraph #4 final draft due  |

|   |      |  |
|---|------|--|
| W | 4/26 | Modals of future possibility                               |
| M | 5/1  | Assumption modals  |
| W | 5/3  | Gerunds and infinitives                                    |
| M | 5/8  | Gerunds and infinitives<br>Infinitives with too and enough |
| W | 5/10 | Gerund/Infinitive Quiz<br>From paragraph to essay          |
| M | 5/15 | Count versus non-count nouns<br>Articles                   |
| W | 5/17 | Review for final exam<br>Stating Reasons Essay due         |
| W | 5/24 | <b>FINAL EXAM</b> 11:00- 1:00                              |

## JOURNAL WRITING

Each student is expected to write a page in a blue book journal once a week. I will collect the journal three times during the semester. Journal entries can be your thoughts about the reading you do for ESL 102 (Reading and Vocabulary II), about what you hear read or see on the news, or about anything that you have been thinking about. The purpose of the journal is to develop fluency in writing. Journal writing does not need to follow paragraph format or have perfect grammar and spelling. Journal writing may be a source for spelling log entries, but spelling and grammar errors will not lower your journal grade unless the poor spelling or grammar keeps me from understanding what you have written. Journals will be graded on the amount of writing and the thought that went into the writing. This is your chance to develop your flow of thought while writing without worrying about accuracy.

## SPELLING LOG

### Collection and Evaluation:

Spelling logs will be collected three times during the semester. You can receive up to ten points each time you turn in your spelling log. I will grade the logs for correctness, following instructions and numbers of words. The number of words in your log will depend on the number of spelling mistakes you make on your paragraphs, journal entries and homework assignments.

I am aware that some students make more spelling errors than others do, and I know who these students are. A student who has a lot of trouble with spelling will be expected to have more words in his/her log than a student who does not have trouble with spelling.

**Instructions:** Every time the instructor hands back a paragraph, homework assignment, or journal, look for “SP” on your paper. If you see “SP” (spelling), you need to make a spelling log entry for this word. In your spelling log, write the sentence in which the misspelled word appeared. **It is very important to write the sentence** because many words that sound the same have different meanings and spellings in different sentences. For example, I’m taking **two** classes, or I work **too** hard. Highlight or underline each misspelled word in the sentence you have written in your spelling log. After you have written the sentence and highlighted or underlined the misspelled word or words, write the correct spelling for each word as it is used in your sentence. Then write the correct spelling of the word five more times.

### Example:

**Dose** Mary know how to change a **tier**?

Does does does does does does

Tire tire tire tire tire tire

