

# COURSE SYLLABUS

<b>Course Title:</b>	ESL: Grammar IV		<b>Date submitted:</b>	Spring 2015 (AAC: 15-37)	
<b>Department:</b>	Humanities				
<b>Curriculum:</b>	ESL				
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	ESL*145	<b>Prerequisites:</b>		
	<b>Course Type:</b>	L	ESL: Grammar III (ESL*135) or appropriate ESL placement test score or permission of ESL Coordinator		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio		<b>Elective Type:</b>	FL/G/HU/LAS	
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science		<b>Credit Hours:</b>	3	
	<b>Developmental:</b> (yes/no)	No		<b>Corequisites:</b>	
	<b>Contact Hours:</b>	Lecture:	3	ESL: Writing & Reading IV (ESL*143) recommended but not required	
		Clinical:	0	<b>Other Requirements:</b>	
		Lab:	0		
		Studio:	0		
		Other:	0	None	
TOTAL:	3				
<b>Class Maximum:</b>	21				
<b>Semesters Offered:</b>	F/S/Su				
<b>Catalog Course Description:</b>	This is in the fourth or high intermediate course in the ESL grammar series. The primary focus is the study of level-appropriate grammar topics including the following: perfective tenses in the active voice, all tenses in the passive voice, adjective clauses, and noun clauses. Students will also review and expand their knowledge of gerunds, infinitives, phrasal verbs and modals. Students will identify and practice producing these structures with the goals to improve clarity of expression in writing and comprehension in reading. A secondary focus is on using and understanding the new structures in speaking and for listening comprehension.				
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>1. Verb Tenses-active voice <ol style="list-style-type: none"> <li>A. Review</li> <li>B. Past Perfect</li> <li>C. Past Perfect Progressive</li> <li>D. Future Perfect</li> <li>E. Future Perfect Progressive</li> </ol> </li> <li>2. Other verbal expressions <ol style="list-style-type: none"> <li>A. Expanded use of modals</li> </ol> </li> </ol>				

	<p>B. Gerunds and Infinitives                  C. Phrasal Verbs</p> <p>3. Passive Voice                  A. Difference between active and passive                  B. Construction of passive voice verbs in all tenses                  C. Use of passive voice verbs</p> <p>4. Adjective Clauses</p> <p>5. Introduction to Real and Unreal Conditionals</p> <p>6. Introduction to Indirect Speech</p>
<p><b>Outcomes:</b>                  Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. Recognize and produce sentences with indicative tenses in the active voice</li> <li>2. Recognize and produce indicative sentences in passive voice</li> <li>3. Recognize and produce sentences with a range of modals in the present, past and future</li> <li>4. Produce in speaking and writing sentences with phrasal verbs</li> <li>5. Recognize and produce adjective clauses</li> <li>6. Recognize and produce noun clauses</li> <li>7. Write focused paragraphs with sentence variety and appropriate tenses</li> </ol> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p><b>6. Oral Communication (embedded)</b> - Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p><b>Demonstrates:</b> Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.</p> <p><b>Does Not Demonstrate:</b> Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.</p>
<p><b>Evaluation:</b>                  List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <p>Homework assignments, quizzes, and exams. The teacher may also use structured speaking or listening skill evaluations, portfolios, and/or journals.</p>
<p><b>Instructional Resources:</b></p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: Classroom with Smartboard                  Desired: Language Lab</p>
<p><b>Textbook(s)</b></p>	<p>Refer to current academic year printout.</p>

