

# COURSE SYLLABUS

<b>Course Title:</b>	ESL: Grammar V	<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) <table border="1" style="display: inline-table;"><tr><td>ESL*155</td></tr></table> <b>Course Type:</b> <table border="1" style="display: inline-table;"><tr><td>L</td></tr></table> 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	ESL*155	L	<b>Prerequisites:</b>							
	ESL*155										
	L										
	<b>Elective Type:</b> <table border="1" style="display: inline-table;"><tr><td>FL/G/HU/LAS</td></tr></table> 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	FL/G/HU/LAS	ESL: Grammar IV (ESL*145) or appropriate placement test score or permission of ESL Coordinator								
	FL/G/HU/LAS										
	<b>Credit Hours:</b> <table border="1" style="display: inline-table;"><tr><td>3</td></tr></table> <b>Developmental:</b> (yes/no) <table border="1" style="display: inline-table;"><tr><td>No</td></tr></table> Lecture: <table border="1" style="display: inline-table;"><tr><td>3</td></tr></table> Clinical: <table border="1" style="display: inline-table;"><tr><td>0</td></tr></table> Lab: <table border="1" style="display: inline-table;"><tr><td>0</td></tr></table> <b>Contact Hours:</b> Studio <table border="1" style="display: inline-table;"><tr><td>0</td></tr></table> Other: <table border="1" style="display: inline-table;"><tr><td>0</td></tr></table> TOTAL: <table border="1" style="display: inline-table;"><tr><td>3</td></tr></table>	3	No	3	0	0	0	0	3	<b>Corequisites:</b>	
	3										
	No										
	3										
	0										
0											
0											
0											
3											
<b>Class Maximum:</b> <table border="1" style="display: inline-table;"><tr><td>21</td></tr></table> <b>Semesters Offered:</b> <table border="1" style="display: inline-table;"><tr><td>F/S/Su</td></tr></table>	21	F/S/Su	ESL: Writing & Reading IV (ESL*143) recommended but not required								
21											
F/S/Su											
	<b>Other Requirements:</b>										
	None										
<b>Ability-Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.										
<b>Catalog Course Description:</b>	This is the final or advanced course in the ESL grammar series. The primary focus is the study of level-appropriate grammar topics including the following: contrary to fact verbs, wishes, and verbs of urgency; reported speech; adverb clauses and reduced adverb clauses; and connectives devices of all kinds. Students will also review and expand their knowledge of the parts of speech, gerunds and infinitives. 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.	1. Review of parts of speech 2. Review of verb tenses 3. Reported speech 4. Subjunctive verbs										

- a. True conditional sentences
- b. Untrue conditional sentences relative to events in the present and past
- c. Wish sentences present and past
- d. Verbs and adjectives of urgency (i.e., demand, recommend, important, urgent)
- 5. Coordination
  - a. Review of parallel structure
  - b. Review of coordinate conjunctions
  - c. Correlative coordinate conjunctions
  - d. Conjunctive adverbs
- 6. Subordination
  - a. Recognition of adverb clauses
  - b. Subordination; building adverb clauses
  - c. Subordinate conjunctions
  - d. Reducing adverbs clauses
  - e. Other connectives (i.e., despite, because of)
- 7. Synthesis of compound and complex sentences
- 8. Review of gerunds plus verbs and adjectives followed by gerunds
- 9. Review of infinitives plus verbs and adjectives followed by infinitives

**Upon successful completion of this course, the student will be able to do the following:**  
**COURSE:**

- 1. Recognize and produce sentences that embed reported speech
- 2. Recognize and produce contrary to fact sentences relative to present and past time
- 3. Recognize and produce sentences expressing wishes in the present and past
- 4. Recognize and produce sentences with verbs of urgency such as *recommend* or *demand*
- 5. Recognize and produce gerunds and infinitives, especially as they follow specific verbs and adjectives
- 6. Recognize and produce compound and complex sentences of all kinds
- 7. Recognize and produce sentences that contain words and phrases in parallel structure
- 8. Recognize and use the full variety of conjunctions: coordinate, correlative coordinate, and subordinate
- 9. Recognize and use conjunctive adverbs and other connective words and phrases
- 10. Write cohesive paragraphs that demonstrative a variety of compound and complex sentences

**PROGRAM:** *(Numbering reflects Program Outcomes as they appear in the college catalog)*

**GENERAL EDUCATION:** *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

- 6. **Oral Communication (embedded)** - Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

**Demonstrates:** Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.

**Does Not Demonstrate:** Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.

**Outcomes:**

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b> 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> 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>