# COURSE SYLLABUS

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| **Course Title:** | ESL: Grammar VI | **Date submitted:** | Spring 2014 (AAC: 14-25) |
| **Department:** | Humanities | | |
| **Curriculum:** | ESL | | |

**Course Descriptors:**
Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.

**Course Code:** (eg. ACC 101)   ESL*175

**Course Type:**   L/D

A: Clinical   B: Lab   D: Distance Learning
I: Individual/Independent   L: Lecture   N: Internship
M: Seminar   P: Practicum   U: Studio
X: Combined Lecture/Lab   Y: Combined Lecture/ Clinical/Lab   Z: Combined Lecture/Studio

**Elective Type:**   G/FL/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

| Contact Hours: | | |
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| **Credit Hours:** | 3 |
| **Developmental:** (yes/no) | No |
| Lecture: | 3 |
| Clinical: | 0 |
| Lab: | 0 |
| Studio: | 0 |
| Other: | 0 |
| TOTAL: | 3 |
| **Class Maximum:** | 21 |
| **Semesters Offered:** | F/Sp/S |

**Prerequisites:**
C- or better in ESL Grammar V (ESL*155) OR placement in ESL Writing & Reading VI (ESL*162) or Integrated Reading & Writing II (ENG*075) or Introduction to College Reading & Writing (ENG*093) or permission of department chair

**Corequisites:**
ESL: Reading & Writing VI (ESL*162) recommended but not required

**Other Requirements:**
None

**Catalog Course Description:**
Designed to be a comprehensive review of English grammar for advanced students who are nonnative speakers of English. General topics will include a review of verb tense and aspect, helping verbs, conditional verbs, passive voice verbs, and the verb forms associated with reported speech. The course will also review sentence-level coordination and subordination so that students can focus on composing more sophisticated, grammatically correct, compound and complex sentences. Throughout the semester, students will work on recognizing and editing common errors in their own writings which may indicate additional topics for review. It is designed to supplement ESL: Reading & Writing VI (ESL*162).

**Topical Outline:**
List course content in outline format.

1. Verb Tense Review:
   A. Form and function of standard use
      1. Present
      2. Past
      3. Future

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|  | B. Modals<br>C. Passive Voice<br>D. Gerunds and Infinitives<br>E. Conditionals<br>F. Reported Speech<br>H. Phrasal Verbs<br><br>2. Articles, determiners, demonstratives<br><br>3. Quantifiers<br><br>4. Nouns and Pronouns<br><br>5. Clause structures<br>    A. Adjective Clauses<br>    B. Noun clauses<br>    C. Adverb clauses<br><br>6. Building compound and complex sentences<br>    A. Compounding with coordinating conjunctions<br>    B. Parallel structure<br>    C. Building complex sentences<br>    D. Transitional devices<br>        1. Sentence-to-sentence<br>        2. Discourse Level<br><br>7. Editing—recognizing and repairing errors<br><br>8. Using corpus based materials to understand range of usage for specific items |
| **Outcomes:**<br>Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content. | **Upon successful completion of this course, the student will be able to do the following:**<br><br>1. use correct grammatical forms in writing at the sentence, paragraph, and extended discourse level<br>2. explain general grammar points across topics<br>3. apply grammatical rules when building simple, compound, and complex sentences<br>4. select appropriate conjunctions and transitional devices at the sentence, paragraph and extended discourse level<br>5. identify grammatical mistakes when editing student's own and other's written work<br>6. when mistakes are identified, justify the correction<br>7. apply rules of punctuation across written modes |
|  | **GENERAL EDUCATION:** *(Numbering reflects General Education Outcomes as they appear in the college catalog)*<br><br>11**.** **Written Communication (embedded) -** Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.<br><br>    **Demonstrates**: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.<br><br>    **Does Not Demonstrate:** Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation. |

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| **Evaluation:**<br>List how the above outcomes will be assessed. | **Assessment will be based on the following criteria:**<br><br>1. Homework<br>2. Tests to demonstrate use of grammatical structures<br>3. Editing<br>4. Self-correction |
| **Instructional Resources:**<br>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. | Class will initially be taught on-line so computer skills are important for the instructor and the students as well as easy access to a computer for the duration of the class. |
| **Textbook(s)** | Check with department chair for list of approved texts. |