Course Outline

COURSE: ESL 533  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE: Spring 2015  CURRICULUM APPROVAL DATE: 10/13/2014

SHORT TITLE: INT ESL GRAM/WRIT I

LONG TITLE: Intermediate ESL Grammar/Writing I

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<tr>
<td>5</td>
<td>18</td>
<td>Lecture:</td>
<td>5</td>
<td>90</td>
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<tr>
<td></td>
<td></td>
<td>Lab:</td>
<td>0</td>
<td>0</td>
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<td></td>
<td></td>
<td>Other:</td>
<td>1</td>
<td>18</td>
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<tr>
<td></td>
<td></td>
<td>Total:</td>
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COURSE DESCRIPTION:

This course involves the practice and refinement of sentence and paragraph skills, structure and punctuation. Students will learn basic use of the computer as a writing tool. PREREQUISITE: ESL 523 with a grade of C or better or ESL Assessment Test recommendation. ADVISORY: Recommended concurrent enrollment in ESL 531 and ESL 532.

PREREQUISITES:

Completion of ESL 523, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
03 - Lecture/Laboratory
04 - Laboratory/Studio/Activity
05 - Hybrid
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:
1. Write simple and compound sentences utilizing correct structure and punctuation.
   Measure: written classwork & homework
   PLO: 3
   ILO: 1,7,2
   GE-LO:
   Year assessed or anticipated year of assessment: 2014

2. Manipulate sentence forms (yes/no questions, information questions, affirmative and negative statements).
   Measure: written classwork and homework, oral interaction, written exams
   PLO: 3,1
   ILO: 1,7,2,4
   GE-LO:
   Year assessed or anticipated year of assessment: 2014

3. Explain the use of the following verb tenses: simple present, present progressive, simple past, and future.
   Measure: written classwork and homework, oral interaction, written exams
   PLO: 3,1
   ILO: 2,1,4,7
   GE-LO:
   Year assessed or anticipated year of assessment: 2014

4. Recognize the above verb tenses in model paragraphs.
   Measure: written classwork, homework and exams
   PLO: 3,2,1
   ILO: 2,7,1
   GE-LO:
   Year assessed or anticipated year of assessment: 2014

5. Write original sentences using the above verb tenses.
   Measure: written classwork, homework, journals and exams
   PLO: 3
   ILO: 1,7,2
   GE-LO:
   Year assessed or anticipated year of assessment: 2014

6. Express ideas through writing.
   Measure: written classwork, homework, journals, exams
   PLO: 3
   ILO: 1,7,2
   GE-LO:
   Year assessed or anticipated year of assessment: 2014

7. Spell singular and plural forms of regular and irregular nouns and regular and irregular present and past tense verbs.
   Measure: written classwork, homework, exams
   PLO: 3
ILO: 1,7,2
GE-LO:
Year assessed or anticipated year of assessment: 2014

8. Identify the function of a noun in a sentence (subject, object, object of a preposition).
Measure: written classwork homework and exams
PLO: 3
ILO: 1,7,2
GE-LO:
Year assessed or anticipated year of assessment: 2014

9. Differentiate between count and noncount nouns and their quantifiers.
Measure: written classwork, homework and exams
PLO: 3
ILO: 1,7,2
GE-LO:
Year assessed or anticipated year of assessment: 2014

10. Substitute appropriate pronouns (subject, object, possessive, reflexive, and possessive adjectives) for nouns.
Measure: written classwork, homework and exams
PLO: 3
ILO: 1,7,2
GE-LO:
Year assessed or anticipated year of assessment: 2014

11. Compare and contrast the form, function and position of adjectives and adverbs in a sentence.
PLO: 3
ILO: 1,7,2
Year assessed or anticipated year of assessment: 2014

PROGRAM LEARNING OUTCOMES:
1. By the end of ESL 541, Intermediate ESL Listening/Speaking II, students will demonstrate their listening/speaking abilities by participating in an individual interview with an ESL instructor. In the interview, students show their ability to understand and answer questions appropriately, their ability to speak extemporaneously within the interview, and their pronunciation.
2. By the end of ESL 562, Advanced ESL Reading/Vocabulary II, students will demonstrate their reading ability by answering questions that involve a variety of reading skills such as making inferences, deciphering vocabulary in context, and distinguishing fact from opinion.
3. By the end of ESL 563, Advanced ESL Composition II, students will demonstrate their writing ability by responding to a prompt that shows their understanding of it and their ability to state a clear thesis, support it, and organize their ideas.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 10/13/2014
WEEKS: 1-2 10 HOURS
CONTENT: Participate in an introduction to the course and its requirements. Review SIMPLE PRESENT tense. Introduce form and punctuation of simple sentences.
STUDENT PERFORMANCE OBJECTIVES: Construct yes/no and information questions and affirmative and negative statements. Use frequency adverbs. Differentiate nonaction verbs. Write a controlled paragraph and/or journal entries using the simple present tense. Punctuate simple sentences. Express ideas through journal writing. **See OUT-OF-CLASS
ASSIGNMENTS which will remain consistent throughout the semester.

WEEKS: 3-5  18 HOURS
CONTENT: Review FUTURE and PRESENT PROGRESSIVE tenses. Introduce form and punctuation of compound sentences.
STUDENT PERFORMANCE OBJECTIVES: Compare and contrast forms and usage of WILL and BE GOING TO. Use TIME and IF CLAUSES in the future. Express future time using PRESENT PROGRESSIVE and SIMPLE PRESENT.

WEEKS: 6-8  18 HOURS
CONTENT: Review SIMPLE PAST tense.
STUDENT PERFORMANCE OBJECTIVES: Construct yes/no and information questions and affirmative and negative statements using the PAST TENSE of REGULAR and IRREGULAR VERBS. Use USED TO to express habitual past. Utilize TIME CLAUSES in the past tense. Practice punctuating simple and compound sentences. Write a controlled paragraph and/or express ideas through free journal writing. **See OUT-OF-CLASS ASSIGNMENTS which will remain consistent throughout the semester.

WEEKS: 9-11  18 HOURS
CONTENT: Review PRONOUNS (subject, object, reflexive and possessive adjectives), POSSESSIVE NOUNS, DIRECT and INDIRECT OBJECTS, and QUESTIONS ABOUT THE SUBJECT
STUDENT PERFORMANCE OBJECTIVES: Identify the function of a noun in a sentence (subject, object, possessive, object of a preposition). Substitute appropriate pronouns (subject, object, possessive, reflexive, and possessive adjectives) for nouns. Compare and contrast questions about the subject and questions about the complement. Use direct and indirect objects. Write a controlled paragraph and/or journal entries. **See OUT-OF-CLASS ASSIGNMENTS which will remain consistent throughout the semester.

WEEKS: 12-13  12 HOURS
CONTENT: Review NOUNS (singular, plural, count, noncount) and QUANTIFIERS.
STUDENT PERFORMANCE OBJECTIVES: Spell singular and plural noun forms. Differentiate between count and noncount nouns and use with appropriate quantifiers (much, many, a little, a few, any, some, etc.) Utilize common units of measure (ounce, pound, gallon, slice, bar, piece, etc.) when describing amounts. Write a controlled paragraph and/or journal entries. **See OUT-OF-CLASS ASSIGNMENTS which will remain consistent throughout the semester.

WEEKS: 14-15  12 HOURS
CONTENT: Review ADJECTIVES, ADVERBS, and NOUN MODIFIERS and REVIEW for final exam.
STUDENT PERFORMANCE OBJECTIVES: Compare and contrast the form, function, and position of adjectives and adverbs in a sentence. Use nouns and gerunds as noun modifiers. Write a controlled paragraph and/or journal entries. REVIEW various parts of course content depending on student need. **See OUT-OF-CLASS ASSIGNMENTS which will remain consistent throughout the semester.

WEEK: 16  2 HOURS
FINAL EXAM

METHODS OF INSTRUCTION:
Students are taught English grammar through a variety of activities that include: lecture, pair work, small and large group activities, written and oral textbook exercises, sentence and paragraph writing in controlled and free contexts, journal writing, reading and analysis of model paragraphs,
and grammar and writing exercises utilizing ESL software.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Term papers
Other: journal writing
The problem-solving assignments required:
None
The types of skill demonstrations required:
Other: in class activities - individual, pair and group
The types of objective examinations used in the course:
Multiple choice
True/false
Matching items
Completion
Other: class exercises, paragraph writing
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 15% - 30%
Problem-solving demonstrations: 0% - 0%
Skill demonstrations: 5% - 20%
Objective examinations: 60% - 80%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
Recommended:
Reading level of text, Grade: Intermediate ESL Verified by: Kathleen Campbell

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
   Not Transferable
UC TRANSFER:
   Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: B
Classification: B
Noncredit Category: Y
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: E
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000281772
Sports/Physical Education Course: N
Taxonomy of Program: 493084