

### Course Outline

**COURSE:** ESL 543                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2018                      **CURRICULUM APPROVAL DATE:** 04/10/2017

**SHORT TITLE:** INT ESL GRAM/WRIT II

**LONG TITLE:** Intermediate ESL Grammar - Writing II

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
5	18	Lecture:	5	90
		Lab:	0	0
		Other:	0	0
		Total:	5	90

#### **COURSE DESCRIPTION:**

This course reviews basic tenses learned in previous courses, pronouns, and nouns and expands the grammar overview into modal auxiliaries, gerunds and infinitives, and other intermediate-level grammar structures. Students continue developing sentence and paragraph skills begun in previous courses.  
**PREREQUISITE:** ESL 533 or ESL 537 with a grade of 'C' or better, or ESL assessment recommendation.  
**ADVISORY:** Recommended concurrent enrollment in ESL 541 and ESL 542.

#### **PREREQUISITES:**

- Completion of ESL 533, as UG, with a grade of C or better.
- OR
- Completion of ESL 537, 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

## **STUDENT LEARNING OUTCOMES:**

1. Write simple, compound and complex sentences in paragraph form utilizing correct structure and punctuation.

Measure of assessment: written classwork and homework

Year assessed, or planned year of assessment: 2015

2. Read model paragraphs and identify and analyze tense usage.

Measure of assessment: written classwork, homework and exams

Year assessed, or planned year of assessment: 2015

3. Write affirmative and negative statements and questions utilizing the following verb tenses and structures: simple present, present continuous, simple past, past continuous, future, present perfect, present perfect continuous, present tense modals, gerunds, and infinitives.

Measure of assessment: written classwork and homework, journals

Year assessed, or planned year of assessment: 2015

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 04/10/2017

**OUT-OF-CLASS ASSIGNMENTS:** journal writing, paragraph writing, grammar exercises, ESL computer lab exercises \*\*These assignments will be weekly and remain consistent throughout the semester.

**6 HOURS CONTENT:** Review simple verb tenses learned previously, yes/no questions, short answers, information questions, and question order.

**STUDENT PERFORMANCE OBJECTIVES:** Demonstrate mastery of question forms and the use of auxiliary verbs BE and DO with simple present, simple past, present continuous, and simple future with "will" and "be going to." Use the correct auxiliary verb to make questions and give appropriate answers for the verb tenses described above.

**13 HOURS CONTENT:** Introduce the PAST CONTINUOUS tense and the use of time words and time connectors.

**STUDENT PERFORMANCE OBJECTIVES:** Compare and contrast the use of time words and time connectors in sentences using the past continuous tense.

**13 HOURS CONTENT:** Introduce MODAL AUXILIARIES AND RELATED EXPRESSIONS to indicate different meanings: obligation, ability, permission, advice, politeness, and more.

**STUDENT PERFORMANCE OBJECTIVES:** Compare and contrast forms and use of modal auxiliaries (might, can) and related expressions (would rather, have to) to render different meanings.

**13 HOURS CONTENT:** Introduce PRESENT PERFECT and PRESENT PERFECT CONTINUOUS tense and the time words that suggest their different uses (so far, since, for, and more).

**STUDENT PERFORMANCE OBJECTIVES:** Compare and contrast form and usage of present perfect, present perfect continuous and simple present and simple past.

**13 HOURS CONTENT:** Introduce GERUNDS AND INFINITIVES and their relationship to verbs, focusing on their occurrence in both the subject and the predicate and with prepositions. Also discuss the difference between USED TO, BE USED TO, and GET USED TO.

**STUDENT PERFORMANCE OBJECTIVES:** Compare and contrast gerunds and infinitives, discussing the groups of verbs that are followed by one and not the other as well as the verbs that allow either form. Analyze the function of the verbal form (subject, object of the preposition, and more.)

**13 HOURS CONTENT:** Introduce ADJECTIVE CLAUSES (that, who, whom, whose + noun, which, when, where, who/whom/which/that + preposition, preposition + whom/which).

**STUDENT PERFORMANCE OBJECTIVES:** Compare adjectives with adjective clauses. Identify adjective clauses. Combine sentences through the use of adjective clauses. Write original sentences using adjective clauses.

**13 HOURS CONTENT:** Introduce COMPARATIVE, SUPERLATIVE, AND EQUALATIVE forms of ADJECTIVES AND ADVERBS.

**STUDENT PERFORMANCE OBJECTIVES:** Make comparisons utilizing regular forms ("\_\_\_er" than, more than, the "\_\_\_est" , the most, less than, the least, as \_\_\_ as, etc.) and irregular forms (better than, the best, worse than, the worst, etc.) Write sentences using additional comparative words and phrases ( the same as, similar to, different from, like, alike).

4 HOURS CONTENT: Review various parts of course content depending upon student need.

STUDENT PERFORMANCE OBJECTIVES: Read, write and correctly punctuate simple, compound, and complex sentences. Demonstrate understanding of (verb tenses, modals, gerunds, infinitives, comparative and superlative forms, and adjective clauses) by writing sentences and paragraphs utilizing these forms.

2 HOURS FINAL EXAM

### **OUT OF CLASS ASSIGNMENTS:**

Assignment Description: journal writing, paragraph writing, grammar exercises, ESL computer lab exercises.

### **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:**

Writing assignments

Percent of total grade: 30.00 %

30% - 40% Written homework; Essay exams; Term papers

Skill demonstrations

Percent of total grade: 5.00 %

5% - 10% In class activities- individual, pair & group work

Objective examinations

Percent of total grade: 60.00 %

60% - 80% Multiple choice; True/false; Matching items; Completion; Other: cloze exercises, paragraph writing

### **REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Recommended Representative Textbooks

Elbaum, Sandra N. Grammar in Context Book 2, Sixth Edition (2nd half). Heinle & Heinle: Boston, MA, 2015.

Or other appropriate college level text

ISBN: 978-1305075382

Reading Level of Text, Grade: Intermediate for ESL learners Verified by: Bea C. Lawn

Recommended Other Texts and Materials

Azar, Betty. Fundamentals of English Grammar, Fourth Edition, New York, NY, Pearson Longman Publishing, 2012, ISBN: 978-0132-46932-6

Fuchs, Marjorie and Margaret Bonner, Focus on Grammar Book 4, 4th Edition, New York, NY, Pearson Longman Publishing, 2013, ISBN: 978-8011-3216936-3.

More Grammar Practice Book 2, 2nd Edition (2nd half), Heinle and Heinle.

### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: Y

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: D

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000339318

Sports/Physical Education Course: N

Taxonomy of Program: 493084