

**Course Outline**

COURSE: ESL 564                      DIVISION: 10                      ALSO LISTED AS:

TERM EFFECTIVE: Spring 2018                      CURRICULUM APPROVAL DATE: 04/24/2017

SHORT TITLE: ADVANCED ESL GRAMMAR II

LONG TITLE: Advanced ESL Grammar II

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
3	18	Lecture:	3	Lecture:	54
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	3	Total:	54

**COURSE DESCRIPTION:**

This course is designed to expand grammar usage to include adjective, noun, and adverb clauses in oral and written communication. Students learn the meaning and use of clause connectors and are introduced to conditionals, both real and unreal. These grammar structures constitute some of the most complex structures in English and expose students to a rich variety of structures that can effectively enhance their oral and written expression. PREREQUISITE: ESL 554 with a grade of 'C' or better or ESL Assessment Recommendation. ADVISORY: Recommended concurrent enrollment in ESL 562 and ESL 563.

**PREREQUISITES:**

Completion of ESL 554, 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
- 04A - Laboratory - LEH 0.65
- 05 - Hybrid

- 72 - Dist. Ed Internet Delayed
- 73 - Dist. Ed Internet Delayed LAB
- 73A - Dist. Ed Internet LAB-LEH 0.65

**STUDENT LEARNING OUTCOMES:**

1. Use the following grammatical structures in original sentences and paragraphs in present, past and future time: sentence connectors, adverbial and noun clauses, and real and unreal conditionals.

Measure of assessment: Written and oral classwork, homework, and written exams

Year assessed, or planned year of assessment: 2014

Institution Outcome Map

- 1. Communication:
- 2. Cognition:
- 6. Personal Development and Responsibility:
- 7. Content Specific:

2. Edit for errors in the use of the following grammatical structures: adverbial and noun clauses and real and unreal conditionals.

Measure of assessment: Written and oral classwork, homework, and written exams

Year assessed, or planned year of assessment: 2014

Institution Outcome Map

- 1. Communication:
- 2. Cognition:
- 6. Personal Development and Responsibility:
- 7. Content Specific:

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

Curriculum Approval Date: 04/24/2017

4 Hours

**CONTENT:** Review SENTENCE AND CLAUSE CONNECTORS to indicate coordination and subordination and the need to use both kinds of

coordinators to enrich written expression. Review simple, compound, and complex sentences. Review conjunctive adverbs (however, consequently, meanwhile) and their use and punctuation. Review correlative conjunctions (whether...or, both...and). Conjunctions and the different kinds of sentences they help form are reviewed as the foundation of subsequent focus on adverb, adjective, and noun

clauses. **STUDENT PERFORMANCE OBJECTIVES:** Compare and contrast different connectors used to indicate the same relationship (addition, contrast, result, etc.). Edit for errors in meaning and punctuation of different connectors in sentences and paragraphs. Write original sentences and paragraphs using a variety of connectors and conjunctive adverbs. Read and analyze model paragraphs with different kinds of connectors and discuss the different meanings they render.

8 Hours

**CONTENT:** Review and expand on ADJECTIVE CLAUSES. Review relative pronouns used in this kind of clause, their

functions within the clause (subject, object, object of a preposition, possessive, adverb), and the case in which the relative pronoun may be omitted.. Introduce restrictive adjective clauses and contrast them to nonrestrictive ones (Tonight's game, which... / The game which...). Contrast restrictive adjective clauses with appositives. Learn the correct punctuation for both types of

adjective clauses. **STUDENT PERFORMANCE OBJECTIVES:** Compare and contrast the use, meaning, and punctuation of adjective clauses. Edit for errors in the use of adjective clauses in sentences and paragraphs. Write original sentences and paragraphs using adjective clauses of both types. Read and analyze model paragraphs with adjective clauses.

10 Hours

**CONTENT:** Introduce ADVERB CLAUSES,

their form, punctuation, purpose, and meaning. Learn the different subordinating conjunctions used in this type of clause and the information they provide (time, reason, contrast, and condition).

Review the position of adverb clauses (before or after main clause) and understand how varying the position of the adverb clause affects emphasis and sentence variety. **STUDENT PERFORMANCE OBJECTIVES:**

Compare and contrast adverb and adjective clauses in their form, meaning, use, and punctuation. Edit for errors in the use of adverb clauses in sentences and paragraphs. Write original sentences and paragraphs using adverb clauses. Read and analyze model paragraphs with adverb clauses.

15 Hours

**CONTENT:** Introduce NOUN CLAUSES, their form, punctuation, purpose, and meaning. Learn the different

conjunctions used in this type of clause, the cases in which the conjunction can be omitted, and the verbs that are frequently followed by this type of clause. Discuss the use of noun clauses in

academic and business writing to report information, ideas, and the words of others. **STUDENT**

**PERFORMANCE OBJECTIVES:** Compare and contrast adjective, adverb, and noun clauses in their form, meaning,

use, and punctuation. Edit for errors in the use of noun clauses in sentences and paragraphs. Write original sentences and paragraphs using noun clauses. Read and analyze model paragraphs with noun clauses..

15 Hours

Introduce **CONDITIONAL AND HYPOTHETICAL** sentences (also called **REAL** and **UNREAL** conditions), their similarities and differences (conditional: If oil is poured on water, the oil

floats on top of the water; hypothetical: If George Washington were alive, he would be surprised at the size of the federal government), and the purpose of each. Learn the correct formation of the

"if clause" in future time and past time as well as the correct word order. Learn the modals that can be used in a conditional sentence aside from "will" (can, may, might, must, and should) and the

different shades of meaning they render. **STUDENT PERFORMANCE OBJECTIVES:** Compare and contrast real and unreal conditional sentences and discuss and analyze the meaning of them in sentences and

paragraphs. Edit for errors in conditional sentences in sentences and paragraphs. Write original sentences and paragraphs using conditional sentences. Review the meaning and grammar of each kind of

conditional and where each is used. Contrast conditional sentences to "wish statements" (I wish that I spoke Spanish).

2 Hours

Final exam

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

Required Outside Hours:

Assignment Description: Every week throughout the semester, students will do homework consisting of grammar exercises from the textbook

and workbook and practice specific grammar structures through grammar software in the ESL Computer Lab. They may also attend tutoring sessions.

### **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 and editing, reading and analysis of model paragraphs, and grammar and writing exercises utilizing ESL software.

### **METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 15.00 %

15% - 40% Written homework; Essay exams; Other: Paragraph writing

Objective examinations

Percent of total grade: 5.00 %

5% - 15% Multiple choice; True/false; Matching items; Completion; Other: Cloze exercise

Other methods of evaluation

Percent of total grade: 60.00 %

60% - 80% Other

### **REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Recommended Representative Textbooks

Elbaum. Grammar in Context Book 3, 6th edition. Boston, MA: Heinle&Heinle,2015.

Or other appropriate college level text.

ISBN: 978-1305075399

Reading Level of Text, Grade: High-Intermediate/Advanced ESL level Verified by: Bea C. Lawn

Recommended Other Texts and Materials

Other appropriate textbooks that may be used are Understanding and Using English Grammar, 4th Edition, Azar, Pearson Education, 2011; Focus on Grammar 3,3rd Edition, Fuchs, 2011.

### **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: B

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000583522

Sports/Physical Education Course: N

Taxonomy of Program: 493084