

Course Outline

COURSE: ESL 743 DIVISION: 90 ALSO LISTED AS:

TERM EFFECTIVE: Spring 2018 CURRICULUM APPROVAL DATE: 03/13/2017

SHORT TITLE: NC INT ESL GRAM/WRIT II

LONG TITLE: NC Intermediate ESL Grammar/Writing II

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
0	18	Lecture:	5	Lecture:	90
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	5	Total:	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 737 or ESL Assessment Recommendation.

PREREQUISITES:

Completion of ESL 737, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

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: 2018

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition, 7. Content Specific

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: 2018

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition, 7. Content Specific

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: 2018

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition, 7. Content Specific

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

Curriculum Approval Date: 03/13/2017

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

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:

Objective examinations

Percent of total grade: 60.00 %

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

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

OUT OF CLASS ASSIGNMENTS:

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

More Grammar Practice 2. Heinle,2010.

Grammar content is still relevant.

ISBN: 978-1111220426

Reading Level of Text, Grade: ESL Intermediate Verified by: Nicole Cisneros

Elbaum. Grammar in Context 2. Heinle,2015.

ISBN: 978-1305075382

Reading Level of Text, Grade: ESL Intermediate Verified by: Nicole Cisneros

Recommended Other Texts and Materials

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

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

ARTICULATION and CERTIFICATE INFORMATION

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

SUPPLEMENTAL DATA:

Basic Skills: B
Classification: K
Noncredit Category: A
Cooperative Education:
Program Status: 1 Program Applicable
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: 90
Minimum Hours: 90
Course Control Number:
Sports/Physical Education Course: N
Taxonomy of Program: 493084