

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

PREREQUISITES:

Completion of ESL 543, as UG, with a grade of C or better.

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Use the following verb tenses: simple present, present progressive, simple past, past progressive, future, present perfect, present perfect progressive, past perfect, past perfect progressive, future perfect, future progressive, future perfect progressive.

ILO: 7, 2, 1

Measure: written and oral classwork, homework and written exams

2. Compare and contrast the usage of modals and phrases within single sentences and in paragraphs in order to decipher meaning and nuance. Write original sentences using the modals introduced in the course.

ILO: 2, 1, 4, 7

Measure: written and oral classwork, homework and written exams

3. Read model paragraphs and explain the purpose and effect of the passive voice. Convert active sentences to passive and vice-versa while maintaining the proper tense correlation. Write original sentences and paragraphs utilizing either active or passive voice where appropriate.

ILO: 2, 7, 1, 4

Measure: written and oral classwork, homework and written exams

4. Identify gerunds and infinitives in sentences, analyze their functions and write original sentences using these structures in both the active and passive voice.

ILO: 2, 7, 1

Measure: written and oral classwork, homework and written exams

5. Write original sentences using both essential and non-essential adjective clauses. Read model paragraphs and analyze the form and function of adjective clauses and phrases within a larger context.

ILO: 2, 7, 1

Measure: written and oral classwork, homework and written exams

6. Recognize a noun clause and identify it as either a subject or an object. Utilize noun clauses after expressions of importance, in embedded questions and in the subjunctive. Convert quoted speech to reported speech using a noun clause. Read and write sentences and paragraphs using noun clauses

ILO: 2, 7, 1

Measure: written and oral classwork, homework and written exams

7. Read model paragraphs and identify adverbial clauses, conjunctive adverbs, correlative conjunctions and sentence connectors. Explain the relationship between ideas within a paragraph or essay (cause/effect, opposition, time, example, etc.)

ILO: 2, 7, 1

Measure: written and oral classwork, homework and written exams

8. Write original sentences and paragraphs utilizing adverbial clauses and sentence connectors.

ILO: 2, 7, 1

Measure: written and oral classwork, homework and written exams

9. Write sentences using true, untrue and implied conditionals in past, present, future and mixed tenses.

ILO: 2, 7, 1, 4

Measure: written and oral classwork, homework and written exams

TOPICS AND SCOPE:

Inactive Course: 12/08/2008

OUT-OF-CLASS ASSIGNMENTS: Every week students will do grammar exercises from the textbook and ESL Computer Lab grammar exercises that supplement the work done in class.

WEEK 1-4 24 HOURS CONTENT: Review all verb tenses previously presented in ESL 543. These include: SIMPLE PRESENT, PRESENT PROGRESSIVE, SIMPLE PAST, PAST PROGRESSIVE, FUTURE, PRESENT PERFECT, PRESENT PERFECT PROGRESSIVE, PAST PERFECT and PAST PERFECT PROGRESSIVE. Introduce these new verb tenses: FUTURE PERFECT, FUTURE PROGRESSIVE and FUTURE PERFECT PROGRESSIVE.

STUDENT PERFORMANCE OBJECTIVES: Compare and contrast forms and usage of tenses at the sentence level. Manipulate sentence form to create questions and affirmative and negative statements. Write original sentences. Read model paragraphs and analyze and explain tense usage at the paragraph level.

WEEK 5 6 HOURS CONTENT: Review MODALS with special emphasis on modals used to express PAST TIME.

STUDENT PERFORMANCE OBJECTIVES: Compare and contrast the usage of the following modals and phrases: would you mind, have to, must, should, ought to, had better, be supposed to, used to, would rather, could, was able to, must have, had to. Analyze short paragraphs and dialogues to decipher meaning and nuance. Construct questions and affirmative and negative statements using modals.

WEEK 6 6 HOURS CONTENT: Review and expand upon knowledge and application of the PASSIVE VOICE.

STUDENT PERFORMANCE OBJECTIVES: Identify active and passive sentences. Convert active sentences to passive and vice-versa. Use modals in the passive. Correlate the tense of an active sentence with that of its passive equivalent. Use participles as adjectives. Read model paragraphs and analyze and discuss the purpose and effect of the passive voice.

WEEK 7 6 HOURS CONTENT: Review and expand upon knowledge and application of GERUNDS and INFINITIVES.

STUDENT PERFORMANCE OBJECTIVES: Identify gerunds and infinitives in sentences and analyze their FUNCTIONS (subject, object, object of a preposition, adverbial phrase, idiomatic expression, etc.). Use gerunds and infinitives in THE PAST and THE PASSIVE VOICE. Differentiate verbs followed by infinitives from those followed by gerunds. Write original sentences using gerunds and infinitives.

WEEK 8 6 HOURS CONTENT: Review and expand upon knowledge and application of ADJECTIVE CLAUSES.

STUDENT PERFORMANCE OBJECTIVES: Identify adjective clauses. Combine and separate sentences through the use of or deletion of adjective

clauses. Reduce an adjective clause to an adjective phrase. Use "which" to modify a whole sentence. Use expressions of quantity in adjective clauses. Punctuate essential and non-essential adjective clauses. Read model paragraphs and analyze the form and function of adjective clauses within a larger context.

WEEK 9-10 12 HOURS CONTENT: Introduce NOUN CLAUSES.

STUDENT PERFORMANCE OBJECTIVES: Recognize a noun clause and identify its function as either a subject or an object. Utilize noun clauses after expressions of importance or as an embedded question. Write original sentences with noun clauses introduced by the following words:

WHEN, WHERE, WHY, HOW, WHO, WHOM, WHAT, WHICH, WHOSE, WHETHER, IF and THAT. Convert QUOTED SPEECH to REPORTED SPEECH using a noun clause and the appropriate verb tense. Use noun clauses in THE SUBJUNCTIVE.

Use 'EVER' WORDS (whoever, whichever, etc.) in noun clauses.

WEEK 11-14 24 HOURS CONTENT: Introduce ADVERBIAL CLAUSES, CONJUNCTIVE ADVERBS, CORRELATIVE CONJUNCTIONS and SENTENCE CONNECTORS.

Utilize these structures to clarify the relationship between ideas both within individual sentences and between sentences within a paragraph or an essay.

STUDENT PERFORMANCE OBJECTIVES: Read model paragraphs and identify adverbial clauses, conjunctive adverbs, correlative conjunctions and sentence connectors. Explain the relationship between ideas (cause/effect, opposition, time, condition, example, addition, etc.).

Write original sentences and paragraphs utilizing these structures.

Rewrite sentences and paragraphs substituting alternate structures that express the same or similar meaning. Punctuate appropriately.

WEEK 15-16 12 HOURS CONTENT: Introduce CONDITIONAL SENTENCES.

STUDENT PERFORMANCE OBJECTIVES: Identify conditional sentences.

Compare and contrast the form and meaning of various conditional sentences. Write TRUE and UNTRUE conditional sentences in the PAST, PRESENT, FUTURE and MIXED TENSES. Recognize IMPLIED CONDITIONS. Omit "IF" in past perfect sentences. Use WISH in past, present and future conditionals.

WEEK 17 6 HOURS CONTENT: REVIEW various parts of the course depending upon student need.

WEEK 18 2 HOURS FINAL EXAM

OUT-OF-CLASS ASSIGNMENTS: Every week students will do grammar exercises from the textbook and ESL Computer Lab grammar exercises that supplement the work done in class.

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, 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

Essay exams

Other: Paragraph writing

The problem-solving assignments required:

None

The types of skill demonstrations required:

Class performance

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other: Close paragraph

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 15% - 40%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 5% - 15%

Objective examinations: 60% - 80%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Elbaum, ^uGrammar in Context 3^s, 3rd edition, Heinle & Heinle, 2001

Azar, ^uUnderstanding and Using English Grammar^s, second edition, Pearson Ed., 1989

Reading level of text: High Intermediate/Advanced ESL level.

Verified by: K. Campbell

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: A

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: CCC000303766

Sports/Physical Education Course: N

Taxonomy of Program: 493084