

Course Outline

COURSE: ESL 754 **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 11/10/2020

SHORT TITLE: NC ADVANCED ESL GRAMMAR I

LONG TITLE: NC Advanced ESL Grammar I

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

COURSE DESCRIPTION:

This course is designed to help students improve their grammar usage so that they will be able to expand their use of grammar structures in oral and written communication. Students begin the study of more sophisticated grammar structures such as past perfect, passive voice, and modal auxiliaries for past time, and they review present perfect and modals for present and future time. Students will enhance their understanding of grammar by comparing and contrasting new and previously encountered structures and better appreciate the subtleties of English grammar. **PREREQUISITE:** ESL 743 or ESL 747 with a grade of 'C'; or better or ESL Assessment Test Recommendation.

PREREQUISITES:

- Completion of ESL 743, as NC, with a grade of P or better.
- OR
- Completion of ESL 747, as NC, with a grade of P or better.
- OR
- Score of 1 on Advanced I

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Write original sentences in active and passive voice using modal auxiliaries and phrases and the following verb tenses: simple present, present continuous, simple past, past continuous, simple future, present perfect, present perfect continuous, past perfect, and past perfect continuous.

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

Year assessed, or planned year of assessment: 2018

Semester: Fall

2. Compare and contrast modal auxiliaries, modal phrases, and verb tenses to determine differences in use, meaning, and function of each.

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

Year assessed, or planned year of assessment: 2018

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

Curriculum Approval Date: 11/10/2020 - **DE MODIFICATION ONLY**

5 Hours

CONTENT: Review verb tenses and grammar structures previously learned. These include simple present, past and future; present and past continuous; and simple future.

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.

35 Hours

CONTENT: Review the present perfect tense and present perfect continuous tense. Compare and contrast the use and meaning of these two tenses with other verb tenses used in the present time. Introduce the past perfect tense and the past perfect continuous tense. Compare and contrast the use and meaning of all verb tenses used in the past time and compare to those used in the present time.

STUDENT PERFORMANCE OBJECTIVES: Compare and contrast forms and usage of all verb 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.

25 Hours

CONTENT: Review modal auxiliaries used for present and future time. Introduce modal auxiliary forms used to express past time.

STUDENT PERFORMANCE OBJECTIVES: Compare and contrast the usage of the following modals and related expressions: will, may, might, can, could, would rather, would like, must, have to, should, ought to, had better, be supposed to, be able to, be allowed to, be permitted to. Introduce the form used for past time: could have, may have, might have, must have, should have, would have, be supposed to, be able to, be allowed to, be permitted to, had to. Analyze short paragraphs and dialogues to decipher meaning and nuance. Construct questions and affirmative and negative statements using modals.

20 Hours

CONTENT: Introduce the passive voice, its form, meaning, and use, and compare it to active voice.

STUDENT PERFORMANCE OBJECTIVES: Identify active and passive sentences. Convert active sentences to passive and vice-versa. Use modal auxiliaries 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.

3 Hours

CONTENT: Review of all grammatical structures presented in the semester.

STUDENT PERFORMANCE OBJECTIVES: Demonstrate mastery of correct formation of verb tenses and appropriateness of use in present, future, and past time.

2 Hours

Final

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:

Objective examinations

Percent of total grade: 80.00 %

Multiple choice, True/false, Matching items, Completion, Cloze paragraph.

Skill demonstrations

Percent of total grade: 10.00 %

Class and lab performance.

Writing assignments

Percent of total grade: 10.00 %

Written homework, paragraph writing.

OUT OF CLASS ASSIGNMENTS:

Every week students will do grammar exercises from the textbook and work with grammar software in the ESL Computer Lab to supplement work done in class.

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

More Grammar Practice Book 3, 2nd Edition. Heinle Cengage,2011.

ISBN: 978-1-111-220099

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

Elbaum, Sandra. Grammar in Context, Book 3, 6th Edition (the first half). Heinle Cengage Learning,2015.

ISBN: 978-1-305-075399

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

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: C

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000592419

Sports/Physical Education Course: N

Taxonomy of Program: 493084