ESL 371GR Course Outline as of Summer 2021

CATALOG INFORMATION

Dept and Nbr: ESL 371GR   Title: INTER GRAMMAR REVIEW
Full Title: English as a Second Language Intermediate Grammar Review
Last Reviewed: 3/11/2024

Units			Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50		Lecture Scheduled	1.50	17.5	Lecture Scheduled	26.25
Minimum	1.50		Lab Scheduled	0	6	Lab Scheduled	0
			Contact DHR	0		Contact DHR	0
			Contact Total	1.50		Contact Total	26.25
			Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 52.50   Total Student Learning Hours: 78.75

Title 5 Category: AA Degree Non-Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: ESL 311GR

Catalog Description:
A communicative grammar workshop designed for intermediate ESL students to review and reinforce a variety of level-appropriate English grammar structures.

Prerequisites/Corequisites:

Recommended Preparation:
Course Eligibility for ESL 371 OR ESL 371A

Limits on Enrollment:

Schedule of Classes Information:
Description: A communicative grammar workshop designed for intermediate ESL students to review and reinforce a variety of level-appropriate English grammar structures. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Course Eligibility for ESL 371 OR ESL 371A
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree: **Area**   Effective: Inactive:
CSU GE: **Transfer Area**   Effective: Inactive:

IGETC: **Transfer Area**   Effective: Inactive:

CSU Transfer: Effective: Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:
Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Demonstrate an intermediate level ability to edit sample writings for common sentence level errors.
2. Demonstrate an intermediate level ability to compose original sentences and paragraphs using the target grammar, punctuation and syntax and edit for common errors.

Objectives:
At the conclusion of this course, the student should be able to:

1. Recognize basic sentence boundaries and use coordinating conjunctions to join clauses.
2. Identify simple, compound, and complex sentences.
3. Construct passive sentences using participal adjectives.
4. Identify and correct verb tense errrors, such as simple present, simple past, and all perfect tense forms.
5. Use past modals in writing.
6. Use gerunds and infinitives (verbal nouns) as subjects, objects, and objectives of prepositions.

Topics and Scope:

I. Sentence Boundaries and Punctuation
    A. Periods
    B. Commas
    C. Coordinating conjunctions, such as and, but, or and so
II. Sentence Types
    A. Simple
    B. Compound
    C. Complex
III. Verb Tense and Form
    A. Simple present and present continuous
    B. Simple past and past continuous
    C. Future
    D. Present perfect and present perfect continuous

E. Past perfect and past perfect continuous
IV. Modals in the Past
   A. Past regrets or mistakes: should have
   B. Past possibility or ability: may, might, could have
   C. Logical conclusions in the past: must have
   D. Past direction not taken: could have
V. Gerunds and Infinitives
   A. As subjects
   B. As objects
   C. Infinitive + adjective
   D. Gerunds after prepositions + verb or adjective or noun
VI. Troublesome Grammar
   A. The article system
   B. Prepositions

Assignment:

The following represent types of assignments that may be included:

A. In-class work
   1. Individual, paired or group problem-solving activities that focus on a particular grammar point (5 - 8 activities)
   2. Individual, paired or group editing activities (5 - 8 activities)
   3. Quizzes (4 - 8)
   4. Discussion of homework exercises
   5. Final exam
B. Homework
   1. Textbook and online exercises
   2. Compose and edit sentences and paragraphs using structures studied in class
   3. Journals

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written textbook exercises; sentences and paragraphs; journals	Writing 20 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes; final exam

Exams 50 - 70%

Other: Includes any assessment tools that do not logically fit into the above categories.

Online exercises; class attendance and participation

Other Category 10 - 15%

Representative Textbooks and Materials:
Grammar for Great Writing B. Gordon, Deborah and Smith-Palinkas, Barbara. Cengage Learning. 2018
Basic English Grammar. 4th ed. Azar, Betty and Hagen, Stacy. Pearson. 2014
Focus on Grammar 3. 4th ed. Fuchs, Marjorie and Bonner, Margaret and Westheimer, Miriam. Pearson. 2011 (classic)
More Grammar Practice 2. 2nd ed. Heinle. Cengage Learning. 2011 (classic)
Top 10: Great Grammar for Great Writing. Folse, Keith and Solomon, Elena and Tortorella, Donna. Cengage Learning. 2008 (classic)
Instructor prepared materials