ESL 373GR Course Outline as of Summer 2021

CATALOG INFORMATION

Dept and Nbr: ESL 373GR Title: ADV. GRAMMAR REVIEW
Full Title: English as a Second Language Advanced 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 317GR

Catalog Description:
A grammar workshop designed for advanced ESL students to review and reinforce a variety of level-appropriate English grammar structures and to apply grammar revision strategies to writing.

Prerequisites/Corequisites:

Recommended Preparation:
Course eligibility for ESL 373 or ESL 373A

Limits on Enrollment:

Schedule of Classes Information:
Description: A grammar workshop designed for advanced ESL students to review and reinforce a variety of level-appropriate English grammar structures and to apply grammar revision strategies to writing. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Course eligibility for ESL 373 or ESL 373A
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 advanced level ability to edit sample writings for common sentence level errors.
2. Demonstrate an advanced 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. Write and edit sentences and paragraphs demonstrating level-appropriate knowledge of clause structure, academic vocabulary, fluency, and grammatical accuracy.
2. Distinguish between independent and dependent clauses and combine sentences using a variety of coordinators and subordinators.
3. Choose the correct word forms as needed
4. Correctly use capitalization and punctuation (commas, apostrophes, semicolons, colons, dashes, parenthesis, and quotations) in their student writings.

Topics and Scope:

I. Sentence boundaries and punctuation of compound, complex, and compound-complex sentences
   A. Fragments, run-ons, comma splices, parallel structure
   B. Punctuation: quotation marks, apostrophes, commas, semicolons, colons, dashes, apostrophes, parenthesis
II. Clause Structure
   A. Subjunctive noun clauses
   B. Reduced adverb clauses
   C. Reduced adjective clauses
   D. Conditional clauses

E. Connectives that express cause and effect, contrast, condition
III. Verb form and appropriate tense usage
A. Present and past perfect; present and past perfect continuous
B. Active and passive voice
C. Reported speech versus quoted speech
IV. 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 to 8)
2. Individual, paired or group editing activities (5 to 8)
3. Quizzes (4 to 8)
4. Discussion of homework exercises
5. Final Exam

B. Homework
1. Textbook and online exercises
2. Composing and editing paragraphs using structures studied in class
3. Finding examples of grammatical structures in periodicals and online
4. 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; 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 Writing 3: An Editing Guide to Writing. 2nd ed. Cain, Joyce. Pearson. 2012 (classic)
Top 20: Great Grammar for Great Writing. 2nd ed. Folse, Keith and Solomon, Elena, and Smith-Palinkas, Barbara. National Geographic Learning. 2008 (classic)
Understanding and Using English Grammar. 5th ed. Azar, Betty and Hagan, Stacy. Pearson. 2017
Grammar for Great Writing C. Baker, Lida and Sherman, Kristen and Lockwood, Robyn. National Geographic Learning. 2017

Instructor prepared materials