

CATALOG INFORMATION

Dept and Nbr: ESL 372GR Title: HIGH INT GRAMMAR REVIEW
Full Title: ESL High 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: P/NP Only
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: ESL 315GR

Catalog Description:
A communicative grammar course designed for high intermediate ESL students to review and reinforce a variety of English grammar structures.

Prerequisites/Corequisites:

Recommended Preparation:
Course eligibility for ESL 372 or ESL 372A

Limits on Enrollment:

Schedule of Classes Information:
Description: A communicative grammar course designed for high intermediate ESL students to review and reinforce a variety of English grammar structures. (P/NP Only)
Prerequisites/Corequisites:
Recommended: Course eligibility for ESL 372 or ESL 372A
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 a high intermediate level ability to edit sample writings for common sentence level errors.
2. Demonstrate a high 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. Identify sentence boundaries and use relative pronouns and subordinating conjunctions to join clauses using correct punctuation and capitalization.
2. Distinguish among simple, compound, and complex sentences with adjective, adverb, and noun clauses, and use sentence variety in writing.
3. Edit sample writings for verb form and tense shift errors such as simple (present, past, future) continuous (present, past, future), and perfect (present, past, future).
4. Correctly use infinitives and gerunds following a main verb, passive voice with a variety of tenses, and modals with active, passive, and various tenses in writing.
5. Correctly use quoted speech and reported speech in writing.

Topics and Scope:

- I. Sentence Boundaries and Punctuation of Compound and Complex Sentences
 - A. Subordinating conjunctions
 - B. Essential and non-essential adjective clauses
 - C. Direct and indirect speech
 - D. Punctuation: quotation marks, apostrophes, commas, semicolons, colons
- II. Noun Clauses, Adjective Clauses, and Adverb Clauses
 - A. Reporting verbs and verbs introducing noun clauses
 - B. Pronoun and time word shifts for indirect speech
 - C. Relative pronouns
 - D. Subordinating conjunctions for time, contrast, purpose, and condition
- III. Verb Form and Appropriate Tense Usage

- A. Present and past perfect
 - B. Infinitive and gerund
 - C. Passive voice with all tenses
 - D. Past participle form of irregular verbs
- IV. Editing and Proofreading of Essays for Grammatical Problems
- A. Subject-verb agreement
 - B. Verb tense and form
 - C. Reported speech
 - D. Passive voice
 - E. Conditional forms
 - F. Appropriate word forms
- V. 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. 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, paragraph homework, journal

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 and final

Exams
50 - 70%

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

Completion of online exercises; class attendance and participation

Other Category
10 - 15%

Representative Textbooks and Materials:

Grammar for Great Writing C. Baker, Lida, Lockwood, Robyn and Sherman, Kristen. Cengage Learning. 2018

Understanding and Using English Grammar. 5th ed. Azar, Betty and Hagen, Stacy. Pearson. 2017

Focus on Grammar 4. 5th ed. Fuchs, Marjorie and Bonner, Margaret. Pearson. 2016

Grammar for Writing; An Editing Guide to Writing 2. 2nd ed. Cain, Joyce. Pearson. 2012 (classic)

More Grammar Practice 3. 2nd ed. Heinle. Cengage Learning. 2011 (classic)

Top 20: Great Grammar for Great Writing. 2nd ed. Folse, Keith and Solomon, Elena and Smith-Palinkas, Barbara. Cengage Learning. 2008 (classic)

Instructor prepared materials