

EMLS 371GR Course Outline as of Fall 2024**CATALOG INFORMATION**

Dept and Nbr: EMLS 371GR Title: EMLS INT GRAMMAR REVIEW

Full Title: Intermediate Grammar Review for Multilingual Students

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 371GR

Catalog Description:

Intermediate multilingual students will review and reinforce their understanding of a variety of English grammar structures.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Eligibility for EMLS 371 (ESL 371) OR EMLS 371A (ESL 371A)

Limits on Enrollment:**Schedule of Classes Information:**

Description: Intermediate multilingual students will review and reinforce their understanding of a variety of English grammar structures. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Course Eligibility for EMLS 371 (ESL 371) OR EMLS 371A (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 compose original sentences and paragraphs using the target grammar, punctuation, and syntax.
2. Demonstrate an intermediate level ability to edit sample writings for common sentence level 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 the past participle.
4. Identify and correct verb tense errors, 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 objects of prepositions.

Topics and Scope:

I. Sentence Boundaries and Punctuation

- A. Periods
- B. Commas
- C. Coordinating conjunctions
 1. And
 2. Or
 3. But
 4. 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
 - 1. May
 - 2. Might
 - 3. 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. Adjective + infinitive
- D. Gerunds after prepositions + verb or adjective or noun

VI. Troublesome Grammar

- A. The article system
- B. Prepositions

Assignment:

In-class work

- 1. Individual, paired, or group activities that focus on a particular grammar point
- 2. Individual, paired, or group editing activities
- 3. Discussion of homework exercises

Homework

- 1. Online exercises
- 2. Compose and edit sentences and paragraphs using structures studied in class
- 3. Journals
- 4. Written textbook assignments

Exams and Quizzes

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
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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.

Exams and quizzes

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. (classic).

Basic English Grammar. 5th ed. Azar, Betty and Hagen, Stacy. Pearson. 2021.

Focus on Grammar 3. 5th ed. Fuchs, Marjorie and Bonner, Margaret and Westheimer, Miriam. Pearson. 2016. (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