

Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551-7650  
(925) 424-1000  
(925) 443-0742 (Fax)

## Course Outline for ESL 23

### COLLEGE GRAMMAR

Effective: Spring 2014

#### I. CATALOG DESCRIPTION:

ESL 23 — COLLEGE GRAMMAR — 3.00 units

This is a one semester advanced grammar course for academic purposes designed to enable students to use linguistic forms accurately, meaningfully and appropriately in both oral and written expression. The course focuses on sentences, clauses, and phrases, verb tenses and forms, auxiliary verbs and modal expressions, verbs with grammar restrictions, and grammar analysis to enhance reading comprehension and written expression. Prerequisite: Successful completion of English as a Second Language 120B and 121B or appropriate skill level demonstrated through the ESL assessment process. 3 hours lecture,

3.00 Units Lecture

#### Prerequisite

ESL 121B - Intermediate Reading and Writing II  
with a minimum grade of pass  
and

ESL 120B - High-Intermediate Grammar for Reading & Writing\*  
with a minimum grade of cr

#### Grading Methods:

Letter or P/NP

#### Discipline:

	MIN
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

A. ESL121B

B. ESL120B

1. Use standard grammar terminology to analyze and discuss English in written discourse
2. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences in written discourse
3. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses: adverb clauses, real and unreal (hypothetical) conditionals, adjective/relative clauses, and noun clauses
4. Demonstrate mastery in form, meaning, and use all verb tenses: present, past, and future of the simple, progressive, perfect, and perfect-progressive
5. Identify verbs in written discourse as linking, intransitive, transitive or di-transitive with 80% accuracy
6. Interpret and use the passive voice in all verb tenses (present, past, and future simple, progressive, perfect, and perfect-progressive) with 80% accuracy
7. Recall, spell, and use with mastery the correct base form, simple past form, present participle form, and past participle forms of verbs from the list of most frequently used 0-2000 words in English and some words on the academic word list with 90% accuracy
8. Control the use of verbs from the list of most frequently used 0-2000 words that require either a gerund or an infinitive (deny receiving, volunteer to attend) and many of the verbs from the academic word list with 80% accuracy
9. Demonstrate control of modals and verbal expressions to express present and past ability, logical possibility, advice/obligation (should have studied), predictions, speculation (could have been there), and logical necessity in non-past time & modals that can refer to past time
10. Demonstrate mastery of the form of nouns, adjectives, and adverbs from the list of the most frequently used 0-2000 words in English and some words from the academic word list with 80% accuracy
11. Use an Advanced English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
12. Use technology to assist and monitor learning

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. use standard grammar terminology to analyze and discuss English in written discourse
- B. analyze sentence structure of complex sentences with multiple clauses in written discourse
- C. apply advanced grammar rules to produce complex sentences with multiple clauses
- D. demonstrate mastery of the English verb tense system in both active and passive voice
- E. demonstrate mastery of verbs with grammar restrictions
- F. demonstrate mastery of different types of subordinate clauses: relative clauses, adverb clauses, and noun clauses
- G. demonstrate comprehension and production of hypothetical conditional clauses
- H. demonstrate mastery of modals and modal expressions, simple and perfect, to express ability, advisability, intentions, suggestions, degrees of certainty, and expectation
- I. use an advanced English language learner dictionary efficiently and effectively to find information about a word, including pronunciation, part of speech type of noun or verb, grammar restrictions, word forms, and definition/s

#### V. CONTENT:

- A. review of standard grammatical terms for the purpose of discussing and analyzing English academic language
- B. review of sentence structure with emphasis on sentences with multiple clauses
- C. analysis of sentence structure to aid reading comprehension
- D. analysis and production of complex sentences with multiple clauses
- E. overview of the English verb tense system
- F. meaning and use of passive voice in academic writing
- G. review of verbs with grammar restrictions especially verbs followed by gerunds and infinitives, verbs that can be followed by subjunctive noun clauses, and verbs that take two objects
- H. subordinate clauses: relative clauses, adverb clauses, and noun clauses
- I. hypothetical conditional sentences
- J. modals and modal expressions to express ability, advisability, intentions, suggestions, degrees of certainty, and expectations
- K. using an English language learner dictionary to assist understanding of the grammar/vocabulary connection

#### VI. METHODS OF INSTRUCTION:

- A. tasks that promote memorization skills, critical thinking, collaborative learning, and identification of grammatical patterns
- B. **Lecture** - Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a lesson, such as discourse analysis approach, contrastive analysis approach, corpus linguistics approach and lexical approach with emphasis on grammar for comprehension and production of advanced academic language.
- C. Analysis activities that require students to identify the form, meaning, and use of grammatical structures.

#### VII. TYPICAL ASSIGNMENTS:

##### A. Writing Tasks

- 1. Write five true sentences with the past perfect to describe two events that happened in the past.
- 2. Write a paragraph of 12-15 sentences describing the world in the year of your birth.
- 3. Write a summary of a recent news event. Do not use direct quotes.
- 4. Write a short definition of the following. Include an adjective clause in definition. an ideal friend, mentor, hero, an ideal teacher, an ideal student.
- 5. Assume that you have a great job but your boss asked you to do something that you think is unethical. Would you follow your boss' instructions? Write a short paragraph to explain what you would do.

##### B. Reading Task

- 1. identify grammatical structures in discourse. *Read the following passage and identify the subject and tensed verb in every clause. Identify the type of each clause*
- 2. close exercises with specific deletions, for example, verb tenses, transition words, or subordinators.
- 3. Read a passage of several paragraphs and identify target grammar. For example, identify every adjective clause and the noun it refers to.

##### C. Analytical Tasks

- 1. Read a longer passage and identify five very interesting complex sentences. Identify the clauses and verb tenses in each. Select one sentence to analyze for the class.
- 2. Identify the instances of passive voice in an academic essay and identify the purpose of each.
- 3. Interpret the meaning of a short passage and analyze how the verb tense contributes to the meaning.
- 4. Select an aspect of English grammar that is very different from your native language. Explain the differences. For example, how do you discuss your intention to do something in the future that you may or may not do.

#### VIII. EVALUATION:

##### A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Home Work

##### B. **Frequency**

- 1. Weekly verb tense quizzes
- 2. Weekly writing assignments
- 3. Weekly grammar analysis tasks
- 4. Final exam worth 40% of the final grade

#### IX. TYPICAL TEXTS:

- 1. Azar, Betty Schramper (2009). *Understanding and Using English Grammar*. White Plains, NY: Pearson Education.
- 2. Frodesen, J. and Janet Eyring (2007). *Grammar Dimensions 4: Form, Meaning and Use* (4th ed.). Boston: Heinle & Heinle.
- 3. Hefty, Marye, Sallie Ortiz, and Sara Nelson (2007). *Sentence Diagramming: A Step-by-Step Approach to Learning Grammar through Diagramming*. White Plains, NY: Pearson Longman.
- 4. - (2011). *Oxford Advanced Dictionary of American English*. Oxford: Oxford UP.
- 5. Steer, J. (1999). *The Advanced Grammar Book*. Boston: Heinle & Heinle.
- 6. Cake, Cathleen D (2009). *Grammar Connection* (1st ed.). Boston, MA: Heinle Cengage.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: