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Course Outline for ESL 130A

BEGINNING GRAMMAR FOR WRITING AND READING*

Effective: Fall 2014

I. CATALOG DESCRIPTION:

ESL 130A — BEGINNING GRAMMAR FOR WRITING AND READING* — 3.00 units

This is the first semester of a one-year course in beginning grammar for academic purposes designed to enable students to identify and use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on the connection between vocabulary and grammar, simple and compound sentences, phrases, verb forms, and verb tenses, especially simple present, simple past, and present progressive. Strongly recommended: appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 130A, 131A, and 133 or 136. 3 hours lecture.

3.00 Units Lecture

Grading Methods:

Pass/No Pass

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

1. name, use, and spell basic grammar terminology
2. distinguish subject, verb, and object in simple and compound sentences
3. apply basic grammatical rules to produce the correct word order in simple and compound sentences
4. Choose the correct verb tense and use of the simple present, simple past, and present progressive verb tense with 80% mastery of the verbs in the 0-500 most frequent words in English
5. recognize and use non-action/stative verbs with the correct verb tense with 80% mastery
6. identify verbs in a sentence as linking, intransitive, or transitive
7. recall and use the correct simple past and past participle forms of verbs from the list of most frequently used 0-500 words in English, especially the irregular verbs, with 80% mastery
8. use basic modals and verbal expressions to express ability in the present and past
9. use the correct form of learned irregular nouns, adjectives, and adverbs from the list of the most frequently used 0-500 words in English
10. select and correctly use high frequency prepositions
11. use an English language learner dictionary effectively to find information about a word, including the pronunciation, the part of speech, the type of noun, the type of verb, multiple word forms, and definition/s
12. analyze and make generalizations about learned grammar
13. Use technology effectively to enhance, assist, and monitor learning

V. CONTENT:

- A. Basic grammar terminology for example: noun phrase, prepositional phrase, sentence, parts of speech
- B. Basic parts of a sentence: subject, verb, object
- C. Correct word order of simple and compound sentences
- D. Verb tense: simple present, simple past, and present progressive/continuous
- E. Types of verbs: linking, intransitive, transitive, action, and non-action verbs in discourse
- F. Analysis of grammar, especially verb form, meaning, and use
- G. Irregular verbs forms: base, simple past, past participle, present participle of verbs from the list of the most frequently used 0-500 words in English
- H. Analysis of grammar, especially verb form, meaning, and use
 - I. Verb form: base form, simple past form, past participle form, present participle form of the verbs from the most frequently used 0-500 verbs in English
- J. Modals and verbal expressions to express present and past ability; affirmative and negative
- K. Word forms: irregular forms of the most frequently used nouns, adjectives, and adverbs from the list of most frequently used 0-500 words in English
- L. Pronouns: subject, object, possessive
- M. Prepositional phrases, especially with high frequency prepositions of place and time

- N. Adjective and adverb word order
- O. Extensive reading as a method of mastering vocabulary and grammar
- P. Use of an English language learner dictionary to find significant information about a word.

VI. METHODS OF INSTRUCTION:

- A. **Lecture** - Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a lesson, such as the Discourse Analysis Approach, Contrastive Analysis Approach, Corpus Linguistics Approach, Lexical Approach, and Interactive Approaches. The emphasis, however, will be on grammar as it applies to writing and reading. Methods should enable students to question, clarify, and take responsibility for their learning especially with test taking strategies, learning strategies, and critical thinking skills.
- B. Reading and writing activities to promote acquisition of learned grammar
- C. Problem solving tasks and activities where students are expected to reach consensus or make decisions
- D. Tasks which enable students to develop a variety of learning strategies, particularly tasks which develop memorization, critical thinking, and collaboration
- E. Discourse analysis tasks where students identify target grammar in extensive reading material.

VII. TYPICAL ASSIGNMENTS:

- A. Writing Tasks
 - 1. Write five true sentences about yourself with the verb BE followed by either an adjective, a noun phrase, or a prepositional phrase
 - 2. Write five true sentences about someone you know well. Tell about the person's daily life. Do not use a pronoun as the subject of the sentence. Use appropriate adverbs of frequency such as always, usually, or often;
 - 3. Write five true sentences about someone you know well. Tell about things the person did last week. Do not use a pronoun as the subject of the sentence. Use appropriate adverb expressions of time.
- B. Reading Tasks
 - 1. Recognition tasks: identify the prepositional phrases, subjects, tensed verbs, and objects in sentences and clauses in written discourse;
 - 2. Cloze exercises with either random or specific deletions;
 - 3. Weekly extensive reading assignments
 - 4. Find and copy five sentences with the target grammar from one essay in the extensive reading book.
- C. Analytical Tasks
 - 1. Text conversion: change the verb tense in a paragraph and change the adverbial signals as appropriate
 - 2. editing and error detection and correction tasks;
 - 3. text analysis: identify the definite and indefinite articles in a passage and discuss the reasons for each.
 - 4. Text analysis: "Underline the subject once and underline the verb twice. Put a circle around the direct object and put parentheses around the prepositional phrases.

VIII. EVALUATION:

A. **Methods**

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

B. **Frequency**

- 1. Frequency: Instructors may choose how often to evaluate students with quizzes and tests. However, at the beginning level of developing academic language skills, students need frequent feedback to let them know if they need to change their study techniques and develop alternative strategies for learning.
- 2. Weekly verb tense and form quizzes
- 3. 6-8 quizzes of word order and sentence structure
- 4. A program created final exam valued at 40% of the final grade

IX. TYPICAL TEXTS:

- 1. Badalamenti, V. & Henner-Stanchina, C. (2008). *Grammar Dimensions 1*. (4th ed.). Boston, MA: Cengage.
- 2. Elbaum, S. (2010). *Grammar in Context* (5th ed.). Boston MA: Cengage.
- 3. -Fuchs, Marjorie, Bonner, Margaret (2004). *Grammar Express Basic*. : -Longman.
- 4. -Mahnke, Kathleen (2005). *Grammar Links 1* (2nd ed.). Boston, MA: Cengage.
- 5. Fuchs, Marjorie, Bonner, Margaret (2004). *Grammar Express Basic Workbook* (1st ed.). : Pearson Education ESL .
- 6. Pavlik, Cheryl (2012). *Grammar Sense 1* (2nd edition ed.). : oxford.
- 7. Marquis, M, Nielsen, S, editors (2010). *One World Many Voices Our Cultures*. : Wingspan Press.
- 8. Oxford American Dictionary for learners of English. Oxford University Press 2011

X. OTHER MATERIALS REQUIRED OF STUDENTS: