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## Course Outline for ESL 23

### COLLEGE GRAMMAR

Effective: Fall 2010

#### 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 includes 1) verbs in discourse, 2) adverb, adjective, and noun clauses, 3) modals, 4) subjunctive verbs 5) gerunds and infinitives, 6) grammar in discourse. Prerequisite: English as a Second Language 120B and 121B (completed with a grade of "C" or higher). 3 hours lecture, 1 hour laboratory.

3.00 Units Lecture

#### Grading Methods:

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	54.00
<b>No Unit Value Lab</b>	18.00
<b>Total Hours:</b>	72.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 2

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

#### IV. MEASURABLE OBJECTIVES:

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

1. recognize and analyze parts of speech
2. recognize, analyze, and use verb tense and aspect
3. recognize, analyze, and use linking, intransitive, and transitive verbs
4. recognize, analyze, and use passive and active voice appropriately
5. recognize, analyze, and use subjunctive verbs in discourse
6. recognize, analyze, and use restrictive and nonrestrictive relative clauses
7. recognize, analyze, and use adverb clauses
8. recognize, analyze, and use noun clauses
9. recognize, analyze, and use modals
10. recognize, analyze, and use infinitives and gerunds
11. recognize, analyze, and use prepositions

#### V. CONTENT:

- A. Overview of parts of speech
- B. Verb tense and aspect in discourse
- C. Linking, Transitive, Intransitive verbs
- D. Active and passive voice
- E. Subjunctive verbs
- F. Relative clauses
- G. Adverb clauses
- H. Noun clauses
- I. Modals
- J. Infinitives and Gerunds
- K. Prepositions

#### VI. METHODS OF INSTRUCTION:

- A. Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a class, especially the Communicative Approach, Comprehension Approach, Cognitive Approach, and/or Affective-Humanistic Approach. Emphasis, however, will be on enabling students to question, clarify, and take responsibility for their learning through the following:
  - A. problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings;
  - B. tasks which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem-solving tasks and repetition;
  - C. tasks which enable students to develop a variety of learning strategies: repetition, categorization, restatement, comparison and contrast, identification of patterns, memorization, critical thinking, and collaboration;
  - D. tasks which require identification and analysis of learned grammar in longer reading assignments;
  - E. writing tasks which focus on grammatical form and meaning.

## VII. TYPICAL ASSIGNMENTS:

A. Recognition tasks: identifying grammatical structures in discourse B. Sentence diagramming exercises C. Sentence combining; sentence imitating D. Academic writing, reading, speaking and listening tasks which demonstrate or elicit certain grammatical structures E. Cloze exercises of longer discourse with either random or specific deletions F. Dictation as a means of addressing grammatical structures G. Editing tasks for error detection or correction H. Examples: 1. Diagram the following sentences and explain the purpose/relationship of each clause in the sentence. 2. Identify the instances of passive voice in the following paragraph and identify the purpose of each. 3. Combine the following sentences in two different ways, making an adjective clause once and an adverb clause once. 4. Follow the pattern of the given sentence to create your own sentence.

## VIII. EVALUATION:

### A. **Methods**

1. Exams/Tests
2. Quizzes
3. Home Work
4. Other:
  - a. Reading, writing, speaking, and listening tasks
  - b. Homework assignments
  - c. Quizzes
  - d. Mid-term
  - e. Final exam

### B. **Frequency**

1. One midterm exam
2. One final exam
3. Weekly lab assignments
4. Weekly individualized assessments
5. Instructors may choose how often to evaluate students with quizzes and tests. However, at this 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. Frequent quizzes to evaluate newly learned grammar help students monitor their own learning.

## IX. TYPICAL TEXTS:

1. Azar, Betty Schramper *Understanding and Using English Grammar.*, Pearson Education, 2001.
2. DeVincent-Hayes, Nan. *Grammar & Diagramming.*, Garlic Pr., 1995.
3. Frodesen, J. and Janet Eyring *Grammar Dimensions 4: Form, Meaning and Use.* 4th ed., Heinle & Heinle, 2007.
4. Hefty, Marye, Sallie Ortiz, and Sara Nelson *Sentence Diagramming: A Step-by-Step Approach to Learning Grammar through Diagramming.*, Pearson Longman, 2007.
5. Lane, Janet and Ellen Lange *Writing Clearly: An Editing Guide.*, Heinle & Heinle, 1999.
6. - *Longman Advanced American Dictionary.*, Pearson Education, 2007.
7. Moutoux, Eugene R. *A Workbook of Sentence Diagramming: Student Workbook.*, -, 2003.
8. - *Oxford Dictionary of American English.*, Oxford UP, 2009.
9. Steer, J. *The Advanced Grammar Book.*, Heinle & Heinle, 1999.

## X. OTHER MATERIALS REQUIRED OF STUDENTS: