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Course Outline for NESL 220B

HIGH-INTERMEDIATE GRAMMAR FOR READING AND WRITING

Effective: Fall 2019

I. CATALOG DESCRIPTION:

NESL 220B — Noncredit

This is the second semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on types of sentences, clauses, phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. This course also emphasizes analyzing grammar and meaning and detecting and correcting grammatical errors. Students are advised to enroll concurrently in NESL 220B and NESL 221B, and ESL 123 or ESL 126.

Prerequisite

NESL 220A - Intermediate Grammar for Reading and Writing
with a minimum grade of P
or

ESL 120A - Intermediate Grammar for Reading and Writing
with a minimum grade of P
or placement through the ESL assessment process

Grading Methods:

Pass/No Pass

Discipline:

- ESL: Noncredit

Noncredit Category

A - English As A Second Language (ESL)

| | MIN |
|-------------------------------|-------|
| Total Noncredit Hours: | 54.00 |

II. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. NESL220A

1. Use standard grammar terminology to analyze and discuss English in written discourse
2. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses (adverb clauses and adjective/relative clauses)
3. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences
4. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, transitive
5. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list in the following verb tenses: present, past, and future of simple and progressive tenses, and present perfect tense
6. Identify and correctly use passive voice in the present, past and future of simple and progressive tenses, and present perfect tense
7. Identify and correctly use the base, simple past, past participle, and present participle forms of verbs from the "1000-2000 Most Frequent Words" list
8. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list that are followed by either a gerund or an infinitive
9. Identify and correctly use modals/modal expressions to express advice/suggestions, preferences, and choice/no choice in the present tense
10. Identify and correctly use present, past, and future real/factual conditionals
11. Use an 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 (Canvas, etc.) to assist and monitor learning

B. ESL120A

1. Use standard grammar terminology to analyze and discuss English in written discourse
2. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses (adverb clauses and adjective/relative clauses)
3. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences
4. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, transitive
5. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list in the following verb tenses: present, past, and future of simple and progressive tenses, and present perfect tense

6. Identify and correctly use passive voice in the present, past and future of simple and progressive tenses, and present perfect tense
7. Identify and correctly use the base, simple past, past participle, and present participle forms of verbs from the "1000-2000 Most Frequent Words" list
8. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list that are followed by either a gerund or an infinitive
9. Identify and correctly use modals/modal expressions to express advice/suggestions, preferences, and choice/no choice in the present tense
10. Identify and correctly use present, past, and future real/factual conditionals
11. Use an 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 (Canvas, etc.) to assist and monitor learning

III. 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. 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
- C. 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 as reported/embedded speech
- D. Demonstrate mastery in form, meaning, and use of all verb tenses
- E. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
- F. Identify and correctly use the passive voice in all verb tenses
- G. Identify and correctly use the base, simple past, present participle, and past participle forms of verbs from the "1000-2000 Most Frequent Words" list
- H. Identify and correctly use modals/modal expressions to express advice/suggestion in present and past and guess/speculation in present and past
- I. Identify and correctly use the forms of nouns, adjectives, and adverbs from the "1000-2000 Most Frequent Words" list
- J. Use an 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
- K. Use technology (Canvas, etc.) to assist and monitor learning

IV. CONTENT:

- A. Parts of Speech/Parts of Sentence
 1. Review of grammar terminology, for example, parts of speech, noun phrase, verb phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, verb forms (base, past, present participle, past participle), independent clause, dependent clause, types of dependent clauses
 2. Review of the parts of a sentence, for example, subject, tensed verb, direct object, indirect object
- B. Word Order
 1. Review of word order in simple, compound, and complex sentences
- C. Compound/Complex Sentences
 1. Review of coordinating and subordinating conjunctions in compound and complex sentences with adverb clauses
- D. Adverb Clauses
 1. Form, meaning, and use of present and past unreal (hypothetical) conditionals
- E. Adjective Clauses
 1. Form, meaning, and use of adjective/relative clauses, including identifying vs non-identifying clauses
- F. Noun Clauses
 1. Noun clauses as reported/embedded speech
- G. Verbs
 1. Verb Tense
 - a. Review of present perfect tense
 - b. Form, meaning, and use of past perfect, past perfect progressive, future perfect, and future perfect progressive tenses
 - c. Review of all verb tenses
 2. Passive Voice
 - a. Review of passive voice in simple tenses
 - b. Form, meaning, and use of passive voice in progressive and perfect tenses
- H. Modals
 1. Form, meaning, and use of modals to express advice/suggestion in the past and guess/speculation in the past
- I. Dictionary
 1. Use of an English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms and definition/s
- J. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

V. METHODS OF INSTRUCTION:

- A. **Lecture** - for example, explaining the formation and use of unreal conditionals
- B. **Classroom Activity** - for example, analysis of grammar in an authentic text
- C. **Discussion** - for example, small group discussion of the difference between past perfect and past perfect progressive tense
- D. **Individualized Instruction** - for example, working one-on-one to assist with a student's formation of a verb tense
- E. **Projects** - for example, individual or small group projects covering a specific grammar concept

VI. TYPICAL ASSIGNMENTS:

- A. Writing Tasks
 1. Write five complex sentences. Each sentence should have one past unreal conditional.
 2. Write five sentences. Each sentence should use a modal to express advice or a guess in the past.
 3. Write five sentences. Each sentence should have at least one adjective/relative clause.
- B. Reading/Analysis Tasks
 1. Identify specific grammatical features in a text. For example, "Read the following article. Underline the adjective clauses and draw a line to the noun/pronoun each refers to. Explain why the clause is identifying or non-identifying."
 2. Complete cloze exercises with either random or specific deletions
 3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
 4. Editing tasks for error detection and correction, especially for verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

VII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
Minimum of two, including a department-created comprehensive final
- B. Quizzes
Minimum of every other week
- C. Class Work
Weekly
- D. Home Work
Approximately 6 hours per week

VIII. TYPICAL TEXTS:

1. Murphy, R. (2018). *English Grammar in Use Book with Answers and Interactive eBook* (4 ed.). New York, New York: Cambridge University Press.
2. Marquis, M., & Nielsen, S. (2010). *One World Many Voices: Living in the USA* (1 ed.). Livermore, California: Wingspan Press.
3. Fuchs, M., & Bonner, M. (2002). *Grammar Express Intermediate with Answer Key* (1 ed.). White Plains, New York: Pearson Education, Inc.
4. Elbaum, S. (2016). *Grammar in Context 3* (6 ed.). Boston, Massachusetts: Cengage.
5. Longman Dictionary of American English, 5 ed., Pearson Education ESL, 2014.

IX. OTHER MATERIALS REQUIRED OF STUDENTS: