

Course Outline for ESL 130A

BEGINNING GRAMMAR FOR WRITING AND READING I

Effective: Spring 2006

I. CATALOG DESCRIPTION:

ESL 130A — BEGINNING GRAMMAR FOR WRITING AND READING I — 2.00 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 simple and compound sentences, questions, modifiers, phrases, 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 133A. 2 hours lecture, 0-1 hours laboratory.

2.00 Units Lecture

Grading Methods:

Pass/No Pass

Discipline:

	<u>MIN</u>
Lecture Hours:	36.00
Total Hours:	36.00

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. name 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 simple and compound sentences
4. recombine learned material to create simple and compound sentences with correct word order
5. choose correct verb tenses and verb usage appropriate to this level of proficiency
6. recall and use the correct simple past form of learned irregular verbs
7. demonstrate ability to use some basic modals and verbal expressions to express ability
8. use the correct form of learned plural nouns
9. replace nouns with correct learned pronouns
10. select correct high frequency prepositions
11. use modifiers correctly in simple and compound sentences
12. analyze and make generalizations about learned grammar

V. CONTENT:

- A. Basic grammar terminology for example: sentence, statement, question, command, noun, verb, adjective
- B. Basic parts of a sentence: subject, verb, object
- C. Correct word order of simple sentences and compound sentences
- D. Verb tense: simple present, simple past, and present progressive
- E. Irregular verbs: simple past
- F. Modals and verbal expressions to express present and past ability; affirmative and negative
- G. Pronouns: subject, object, possessive
- H. Prepositional phrases, especially high frequency prepositions of place and time
 - I. Adjective and adverb word order
- J. Analysis of grammar structures for use, form, and meaning
- K. A full length text

VI. METHODS OF INSTRUCTION:

- A. Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a lesson, such as the Discourse Analysis Approach, the Communicative Approach, Thematic Approach, Acculturation Approach, Contrastive Analysis Approach, Corpus Linguistics Approach, Lexical approach, and Interactive Approaches. Emphasis, however, will be on enabling students to question, clarify, and take responsibility for their learning through the following: A. Written and communicative activities to promote acquisition of learned grammar. B. Problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings. C. Tasks which allow for differences in learning styles, for example; collaborative oral and written tasks, problem solving tasks, and repetition tasks. D. Tasks which enable students to develop a variety of learning strategies, particularly tasks which develop memorization, critical thinking, and collaboration. E. Tasks which require computer technology for language learning: Plato, Blackboard and/or selected Website.

VII. TYPICAL ASSIGNMENTS:

A. Recognition tasks: for example, matching, identifying correct forms, etc. B. Practical writing and reading tasks which demonstrate or elicit certain grammatical structures "Write five sentences about yourself. Use the verb "BE" plus a noun or an adjective. Example: I am a student." "Write a short paragraph about five things you do every day. Use the simple present tense." C. Cloze exercises with either random or specific deletions Read the following passage and complete each sentence with an appropriate word In Grand Forks, North Dakota, 1. East Grand Forks, Minnesota, there was 2. big flood. There was water everywhere. Many people had 3. in their houses. They had to leave 4. homes. After the flood, 5. had no houses, no furniture, no clothes, and no food. D. Text conversion tasks, for example changing verb tense or pronouns E. Dictation as a means of addressing grammatical structures F. Editing tasks for error detection or correction G. Text analysis to see how particular grammatical features are used "Underline the subject once and underline the verb twice. Put a circle around the direct object and put parentheses around the prepositional phrases. 1. The explorers completed their difficult trek. 2. They put their canoes in the water. 3. They celebrated Independence Day on July 4. 4. The explorers came upon an awesome canyon." 5. The captains needed horses.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Home Work
4. Other:
 - a. Reading, writing, and editing tasks
 1. "Find and correct the errors in the following paragraph.
 2. I lives in New York city with my parents. We lives in a large apartment in an old building. Both my mother and father works. My mother is a writer. She write stories for magazines. My father is a businessman. His work take him all over the world. I has two older sisters, Carol and Norma."
 - b. Completed homework assignments
 - c. Quizzes
 1. Write the correct form of the verbs in the following irregular verbs in the chart:
 2. eat drink sleep take read go grow (imagine a larger chart)
 3. Simple present Present progressive
 4. I
 5. He
 6. They
 - d. Mid-term
 - e. Final exam

B. **Frequency**

1. 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

IX. TYPICAL TEXTS:

1. Badalamenti, V. & Henner-Stanchina, C. *Grammar Dimensions 1...*, Heinle & Heinle, 2000.
2. Elbaum, S. *Grammar in Context.*, Heinle & Heinle, 2000.
3. - *Grammar Express Basic.*, -, 0.
4. - *Grammar Links 1.*, Houghton Mifflin Company, 2000.
5. Davidson, M. *Hellen Keller.*, Scholastic Inc., 1969.
6. Davidson, M. *I Have a Dream: The Story of Martin Luther King.*, Scholastic, 1955.
7. Fuchs, Marjorie *Longman Dictionary of American English Workbook.*, Addison Wesley Longman Publishing, 1998.
8. - *Longman Dictionary of American English.*, Addison Wesley Longman Limited, 2000.
9. Sullivan, G. *Lewis and Clark.*, Scholastic, 1999.

X. OTHER MATERIALS REQUIRED OF STUDENTS: