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Course Outline for ESL 130B

BEGINNING GRAMMAR FOR WRITING AND READING II

Effective: Spring 2006

I. CATALOG DESCRIPTION:

ESL 130B — BEGINNING GRAMMAR FOR WRITING AND READING II — 2.00 units

This is the second 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, modals, modifiers, phrases, and verb tenses, especially simple present, past, and future as well as present and past progressive. Prerequisite: ESL 130A or appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 130B, 131B, and 133B. 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. use basic grammar terminology
2. distinguish subject, verb, indirect and direct objects in short simple, compound and learned complex sentences
3. apply basic grammar rules to produce correct simple, compound, and learned complex sentences
4. recombine words and phrases to create simple, compound, and learned complex sentences
5. construct affirmative and negative statements, questions and short answers using learned verb tenses
6. analyze and choose the correct verb tense and verb usage appropriate to this level of proficiency
7. recognize subject-verb agreement and apply rules in a limited manner
8. use gerunds and infinitives correctly with learned verbs
9. use basic modals and verbal expressions to express ability, possibility, advisability, necessity, prohibition
10. use correct form of irregular plural nouns
11. use pronouns with general consistency (subject, object, possessive and reflexive)
12. identify pronoun references in written passages
13. use modifiers, adjectives, adverbs, and prepositional phrases, to describe people and places in paragraphs
14. use learned present and past participles as modifiers
15. ask and answer "wh" questions using learned verb tenses
16. use select high frequency prepositions correctly
17. analyze and make generalizations about learned grammar

V. CONTENT:

- A. Grammar terminology
- B. Basic parts of a sentence: subject noun phrase, verb phrase, object noun phrases in simple, compound and complex sentences
- C. Word order: questions, phrases, intensifiers, adverbs
- D. Factual conditionals
- E. Verb tense, present, past, and future of simple and progressive tenses
- F. Irregular verb forms: past tense and past participles
- G. Present and past participles as modifiers
- H. Common modals and verbal expressions
 - I. Gerund and infinitives with specific verbs
- J. Count and non-count nouns
- K. Pronouns: subject, object, possessive, reflexive
- L. Word order and meaning of adverbs: frequency, manner, and comparison
- M. Analysis of grammar structures for use, form, and meaning
- N. Prepositional phrase of time, place and manner

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. 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 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, collaboration, oral and written tasks, problem solving tasks, and repetition tasks D. Tasks which enable students to develop a variety of learning strategies, particularly memorization, categorization, restatement, identification of patterns, critical thinking, and collaboration E. Tasks which require computer technology for language learning: Plato, Blackboard, and or selected web-sites.

VII. TYPICAL ASSIGNMENTS:

A. Recognition tasks, matching, identifying correct forms, etc. "Identify the correct sentence in the following pairs. 1a The stove is hot. Touch it 1b The stove is hot. Don't touch it. 2a Meet she later. 2a Meet her later. 3a Please show to me your driver's license. 3b Please show me your driver's license." B. Practical writing, reading, and editing tasks which demonstrate or elicit certain grammatical structures "Write a short paragraph about the role of women in your native country 100 years ago." C. Cloze exercises with either random or specific deletions D. Text conversion tasks, for example changing verb from one tense to another or changing nouns to pronouns E. Dictation as a means of addressing grammatical structures F. Editing tasks for error detection or correction G. Analysis of written text for recognizing particular grammatical features 1a The stove is hot. Touch it 1b The stove is hot. Don't touch it. 2a Meet she later. 2a Meet her later. 3a Please show to me your driver's license. 3b Please show me your driver's license.

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. Lulu feel great. She going to aerobics class twice a week. When she began six months ago, she cannot exercise for more than fifteen minutes. Now she can exercising for an hour. She also lose some weight. Now she was wearing a skirt she cannot wear before."
 - b. Completed homework assignments
 - c. Quizzes
 1. "Find and correct the errors in the following sentences
 - a. A teenager is different as a young child
 - b. The coffee is cool enough for she to drink now.
 - c. Your necklace in too beautiful.
 - d. These shoes are not enough big.
 - d. Mid-term
 - e. Final exam
 1. Identify the following sentences as correct A or incorrect B using a scantron form
 - a. Martin seemed very serious when he was giving a speech.
 - b. Martin seems very serious when he was giving a speech.
 - c. Martin Luther King was winning the Nobel Peace Prize.
 - d. Martin Luther King won the Nobel Peace Prize.
 - e. The King began to clap and soon everyone was clapping.
 - f. The King beginning to clap and soon everyone was clapping.
 - g. Only one out of a hundred black people in Selma could vote.
 - h. Only one out of a hundred black people in Selma should vote.
 - i. Martin walked the streets of Watts to calm the people.
 - j. In 1965, King started to registering blacks voters in Selma.
 2. "Write a paragraph about things you did to prepare for the grammar final exam."

B. Frequency

1. Instructors may choose how often to evaluate students with quizzes and tests. However, at the high 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 1.*, Heinle & Heinle, 1996.
3. - *Longman Dictionary of American English.*, Addison Wesley Longman Limited, 2000.
4. Peck, Ira *The Life and Words of Martin Luther King Jr.*, Scholastic, Inc., 1999.
5. Addison Wesley Longman Publishing, 1998

X. OTHER MATERIALS REQUIRED OF STUDENTS: