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Course Outline for ESL 23

ADVANCED GRAMMAR

Effective: Fall 2019

I. CATALOG DESCRIPTION:

ESL 23 — ADVANCED GRAMMAR — 3.00 units

This is a one semester advanced grammar course for academic purposes. The course focuses on sentences, clauses, and phrases, verb tenses and forms, auxiliary verbs and modals, and grammar analysis primarily to enhance reading comprehension. Students are advised to enroll concurrently in ESL 23 and ESL 24 or 25.

3.00 Units Lecture

Prerequisite

ESL 120B - High-Intermediate Grammar for Reading and Writing
with a minimum grade of P
or

NESL 220B - High-Intermediate Grammar for Reading and Writing
with a minimum grade of P
and

ESL 121B - Intermediate Reading and Writing II
with a minimum grade of P
or

NESL 221B - High-Intermediate Reading and Writing
with a minimum grade of P

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or
placement through the ESL assessment process

Grading Methods:

Letter or P/NP

Discipline:

- ESL

	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:

Before entering the course a student should be able to:

A. ESL120B

1. Use standard grammar terminology to analyze and discuss English in written discourse
2. 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
3. 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
4. Demonstrate mastery in form, meaning, and use of all verb tenses
5. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
6. Identify and correctly use the passive voice in all verb tenses
7. Identify and correctly use the base, simple past, present participle, and past participle forms of verbs from the "1000-2000 Most Frequent Words" list
8. Identify and correctly use modals/modal expressions to express advice/suggestion in present and past and guess/speculation in present and past
9. Identify and correctly use the forms of nouns, adjectives, and adverbs from the "1000-2000 Most Frequent Words" list
10. 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

11. Use technology (Canvas, etc.) to assist and monitor learning
- B. NESL220B
 1. Use standard grammar terminology to analyze and discuss English in written discourse
 2. 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
 3. 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
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 11. Use technology (Canvas, etc.) to assist and monitor learning
- C. ESL121B
 1. Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
 2. Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
 3. Express real conditions consistently, with some errors
 4. Express unreal conditions and use modals with emerging accuracy
 5. Identify and correct errors in a paragraph based on learned grammar and spelling
 6. Contribute constructive comments in the peer editing process
 7. Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
 8. Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
 9. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
 10. Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
 11. Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
 12. Summarize and paraphrase short texts, with emerging accuracy
 13. Read a variety of authentic texts or general interest to native speakers, but with some difficulty
 14. Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
 15. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
 16. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
 17. Use websites to research information about a specific topic in the college library and create a works cited page
 18. Identify source (author, title, date, publisher, type of source) and evaluate reliability
- D. NESL221B
 1. Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
 2. Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
 3. Express real conditions consistently, with some errors
 4. Express unreal conditions and use modals with emerging accuracy
 5. Identify and correct errors in a paragraph based on learned grammar and spelling
 6. Contribute constructive comments in the peer editing process
 7. Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
 8. Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
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IV. MEASURABLE OBJECTIVES:

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

- A. Use standard grammar terminology to analyze sentence structure of complex sentences with multiple clauses, including adjective, adverb, and noun clauses, in written discourse
- B. Demonstrate mastery of the English verb tense system in both active and passive voice
- C. Demonstrate comprehension of hypothetical conditional clauses
- D. Demonstrate mastery of modals and modal expressions, simple and perfect, to express ability, advisability, intention, suggestion, degree of certainty, and expectation
- E. Use an English language learner dictionary to find information about a word, including part of speech, type of noun or verb, grammar restrictions, word forms, and definition/s

V. CONTENT:

- A. Parts of Speech
 1. Review of all parts of speech
- B. Verbs
 1. Review of all verb tenses
 2. Review of verb types (transitive, intransitive, linking) and forms, including participles
- C. Verb Form
 1. Gerunds and Infinitives after certain verbs on the "Academic Word List"
- D. Modals
 1. Present and perfect modals of ability, advisability, intention, suggestion, degree of certainty, and expectation
- E. Passive Voice

1. Review of passive voice in all verb tenses
- F. Adverb Clauses
 1. Formation, use, and meaning of adverb clauses, including hypothetical conditionals
- G. Adjective Clauses
 1. Formation, use, and meaning of adjective clauses, including restrictive and non-restrictive clauses
- H. Noun Clauses
 1. Formation, use, and meaning of noun clauses, including "that" clauses, "if/whether" clauses, and question word clauses
 2. Changes (verb tense, etc.) for noun clauses as reported speech
 3. Differentiation of "that" in noun, adjective, and adverb clause

VI. METHODS OF INSTRUCTION:

- A. **Lecture** - for example, explaining the formation, use, and placement of noun clauses
- B. **Classroom Activity** - for example, analysis of grammar in an authentic text
- C. **Discussion** - for example, small group discussion of the difference between noun and adjective clauses
- D. **Individualized Instruction** - for example, working one-on-one to assist with a student's analysis of a sentence
- E. **Projects** - individual or small group projects covering a specific grammar concept
- F. **Student Presentations** - individual or small group presentations of a specific grammar concept

VII. TYPICAL ASSIGNMENTS:

- A. Reading/Analysis Tasks
 1. Identify grammatical structures in discourse: Read the following passage and identify the subject and tensed verb in every clause. Identify the type of each clause.
 2. Fill in the blank in close exercises with specific deletions, for example, verb tenses or subordinators.
 3. Read a passage of several paragraphs and identify target grammar. For example, identify every adjective clause and the noun it refers to.
 4. Read a longer passage and identify five complex sentences. Identify the clauses and verb tenses in each. Select one sentence to analyze for the class.
 5. Identify the instances of passive voice in an academic essay and analyze the purpose of each.
 6. Analyze verb tense shifts and explain how verb tense affects meaning.
 7. Choose an aspect of English grammar that is very different from your native language. Explain the differences. For example, how do you discuss your intention to do something in the future that you may or may not do.

VIII. EVALUATION:

Methods/Frequency

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

IX. TYPICAL TEXTS:

1. Azar, B.S., & Hagen, S.A. (2016). *Understanding and Using English Grammar* (5 ed.). White Plains, NY: Pearson Education.
2. Lester, M. (2016). *Advanced English Grammar for ESL Learners* (2 ed.). New York, NY: McGraw-Hill Education.
3. Maurer, J. (2016). *Focus on Grammar 5* (5 ed.). White Plains, NY: Pearson Education.
4. Schmidt, H.H. (2015). *Advanced Grammar* (1 ed.). White Plains, NY: Pearson Education.
5. Elbaum, S.N. (2016). *Grammar in Context 3* (6 ed.). Boston, MA: Cengage Learning.

X. OTHER MATERIALS REQUIRED OF STUDENTS: