



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

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|---|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input checked="" type="checkbox"/> COR Revision 12/10/2009 |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input checked="" type="checkbox"/> SLOs 3/3/2008 |

COURSE SUBJECT & NUMBER: ESL 033

COURSE NAME: ESL Grammar 3

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 023 or eligibility for ESL 033

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is a low-intermediate grammar skills course designed for non-native speakers of English. Students learn low-intermediate grammar (e.g., verb tense & aspect, pronouns, modals, adjectives & adverbs, gerunds & infinitives, articles) through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. Students entering this course should have already mastered the basic verb tense and aspect forms. **Note:** No grade will be given for this class; student will receive "pass" or "no pass" only. (Credit course not applicable to the associate degree and certificate programs.)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Apply the use of tense (present, past, and future) and aspect (simple and progressive).
- 2) Use a variety of pronouns (e.g., reflexive, reciprocal).
- 3) Apply the use of a variety of modal verbs and related expressions (e.g., CAN, WOULD, MAY, WHY NOT, MUST).
- 4) Demonstrate the use of the present perfect.
- 5) Distinguish and illustrate the use of adjectives and adverbs.
- 6) Distinguish and apply the use of gerunds and infinitives.
- 7) Demonstrate the use of nouns with articles A, AN, THE, & [zero] and quantifiers.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Present, Past, and Future

- A) Present Progressive and Simple Present
- B) Imperative
- C) Simple Past Tense
- D) USED TO
- E) Past Progressive Tense
- F) Simple Past Tense
- G) Future Tense
- H) Future Time Clauses

II) Pronouns and Phrasal Verbs

- A) Reflexive and Reciprocal Pronouns
- B) Phrasal Verbs

III) Modals and Related Verbs and Expressions

- A) Ability: CAN, COULD, BE ABLE TO
- B) Permission: MAY, COULD, CAN, DO YOU MIND IF...?
- C) Requests: WILL, WOULD, COULD, CAN, WOULD YOU MIND ... ?
- D) Advice: SHOULD, OUGHT TO, HAD BETTER
- E) Suggestions: LET'S, COULD, WHY DON'T ... ? WHY NOT ... ? HOW ABOUT. ...?
- F) Preferences: PREFER, WOULD PREFER, WOULD RATHER
- G) Necessity: HAVE (GOT) TO, DON'T HAVE TO, MUST, MUST NOT, CAN'T
- H) Expectations: BE SUPPOSED TO
- I) Future Possibility: MAY, MIGHT, COULD
- J) Assumptions: MUST, HAVE (GOT) TO, MAY, MIGHT, COULD, CAN'T

IV) Present Perfect

- A) Present Perfect: SINCE AND FOR
- B) Present Perfect: ALREADY & YET
- C) Present Perfect: Indefinite Past
- D) Present Perfect: Present Perfect & Simple Past
- E) Present Perfect Progressive
- F) Present Perfect & Present Perfect Progressive

V) Adjectives & Adverbs

- A) Distinguishing Adjectives & Adverbs
- B) Adjectives: Comparatives & Equatives
- C) Adjectives: Superlatives
- D) Adverbs: Equatives, Comparatives, & Superlatives
- E) Using Descriptive Adjectives

VI) Gerunds & Infinitives

- A) Gerunds: Subjects & Objects
- B) Gerunds after Prepositions
- C) Infinitives after Certain Verbs
- D) Infinitives of Purpose
- E) Infinitives with TOO and ENOUGH

VII) Nouns & Articles

- A) Nouns & Quantifiers
- B) Articles: Indefinite and Definite

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Each week students are introduced to a unit by reading a text related to a high-interest topic or theme. This text highlights upcoming grammatical structures to be learned.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Each week students are required to incorporate newly learned grammatical structures into writing tasks (e.g., journal entry, essay).

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

n/a

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

A culminating presentation (e.g., poster advertisement, movie or song review, photo board) may be assigned during and/or at the end of the semester in order to reinforce and evaluate the student's acquisition of intermediate grammatical structures.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 2

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, games, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

Students' fulfillment of Objectives 1-7 (Employing: 1-basic tenses and aspects, 2-tense: present, past, and future and aspect: simple and progressive, 3-a variety of pronouns (e.g., reflexive, reciprocal), 3- Apply the use of a variety of modal verbs and related expressions (e.g., CAN, WOULD, MAY, WHY NOT, MUST), 4-the present perfect, 5-adjectives and adverbs, 6-gerunds and infinitives, 7-nouns with articles A, AN, THE, & [zero] and quantifiers) is evaluated by workbook exercises, writing activities (e.g., journals, essays), presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

- 1) Fuchs, Marjorie & Bonner, Margaret. (2006). Focus on Grammar 3 - An Integrated Skills Approach (3rd Ed.). White Plains: Pearson Education.
- and
- 2) 1) Fuchs, Marjorie & Bonner, Margaret. (2006). Focus on Grammar 3 - An Integrated Approach (3rd). White Plains: Pearson Education.
- or
- 3) Azar, B. S. (2007). Fundamentals of English Grammar. (3rd Ed.) Upper Saddle River, NJ: Prentice Hall Regents.