

# ESL 0532G - INTERMEDIATE-HIGH GRAMMAR

## Catalog Description

Prerequisite: Placement by matriculation assessment process or completion of ESL 520C or 522G with grade of "C" or better or ESL 820C or 822G with grade of "Pass"

Hours: 54 lecture

Description: Intermediate-high grammar skills for non-native English speakers with focus on error correction, verbs, clauses, and complex sentence structure. (not degree applicable)

## Course Student Learning Outcomes

- CSLO #1: Analyze common intermediate-high level non-native speaker grammatical errors and employ editing strategies.
- CSLO #2: Construct a variety of compound and complex sentences in English using intermediate-high level sentence structure, conjunctions, and punctuation to convey intended meaning.
- CSLO #3: Differentiate and utilize a variety of intermediate-high level verb tenses and forms, verbs and auxiliary verbs to convey desired meaning.
- CSLO #4: Formulate and distinguish adverbial, adjective, and noun clauses and adjective, adverb and noun forms and uses at an intermediate-high level.

## Effective Term

Fall 2022

## Course Type

Credit - Nondegree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Analyze texts common intermediate-high level non-native speaker errors and modify forms to generate corrections.
2. Construct and distinguish meaning in a variety of compound and complex sentences in English using appropriate sentence structure, conjunctions, and punctuation at an intermediate-high level.
3. Differentiate and formulate a variety of intermediate-high level verb tenses and forms to convey desired meaning in written and spoken English.
4. Formulate and distinguish adverbial, adjective, and noun clauses in English at an intermediate-high level.
5. Distinguish and employ various uses of prepositional phrases.
6. Differentiate commonly confused grammatical structures, words, and expressions.

7. Distinguish word forms and their functions in sentences – with emphasis on varying types of adjectives and adverbs, and construct writing with intermediate-high accuracy in word form usage.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- Not Transferable

## Methods of Evaluation

- Objective Examinations
  - Example: Exam with various types of questions: In Section A (word forms), students read a passage and fill in each missing word in the correct word form with the correct word ending to complete the meaning of the sentence; in Section B (commonly confused structures), students choose the correct form by selecting and circling the best form to complete the meaning; and in Section C (verbs), students fill in the verbs in a reading passage in the best verb tense (e.g., present perfect, present perfect progressive, or past perfect) or form (e.g., gerund or infinitive). Examples: A: Word Forms: Directions: Fill in each blank in the passage with the correct word form of the words in parentheses. You will not use all of the word forms. (Advice/ Advise/Advisable) Pavel's professor gave him some important \_\_\_\_\_ when he went to her office hour to talk about his exam. He told her that he didn't study much for the exam because he had worked late the night before it. She told him that it is \_\_\_\_\_ that he not wait until the night before the test to start studying. He should start studying earlier in the week. B: Commonly Confused Structures: Directions: Circle the correct form to complete the sentence. Pay attention to meaning. 1. Their/There/They're sister works in the Tutor Center at the college. 2. Their/There/They're is a lot of student support offered at Sierra College. 3. The students feel relieved that it/it's/ its almost the end of the semester. 4. How did the story affect/ effect you? C: Verb Tenses or Gerunds/Infinitives: Directions: Fill in the blanks with the gerund or infinitive form of the word in parentheses. \_\_\_\_\_ (Go) to Lake Tahoe is one of the most popular winter activities for people who live in the Sacramento area. Many people travel there \_\_\_\_\_ (ski), but other people just enjoy \_\_\_\_\_ (see) the beautiful winter scenery of the lake and trees covered in snow. If you decide \_\_\_\_\_ (go) to Lake Tahoe for a weekend in wintertime, I recommend \_\_\_\_\_ (leave) early on Friday \_\_\_\_\_ (avoid) heavy traffic.
- Problem Solving Examinations
  - Example: Editing tests and quizzes. Students read a paragraph or passage and identify and correct 9 errors in the use or form of the present perfect, present perfect progressive, future simple, or future progressive. Standard grading.
- Skill Demonstrations
  - Example: Students will read a situation or look at a picture or sign that involves present or past ability, necessity/obligation, advice, or permission. Then students demonstrate their understanding by describing the situation in sentences using modal verbs, modal

perfect verbs, and related expressions to accurately indicate the situation and timing.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will present a situation with conflict or ideas with contrast and will write that situation on the board (the situation should be current and relevant to students and/or current events or social justice topics). (E.g., A student wants to finish college but has several issues that are interfering: a) s/he needs to work two jobs, b) s/he has a child and has to pick him up after school, and c) the student has no time to visit the Tutoring Center.) The instructor will elicit different ways to express contrast from students (e.g., but, however, despite...) and will model complete sentences with these words and expressions of contrast on the board, including various ways of expressing contrast using compound and complex sentences and relevant punctuation rules). Then students will be given a practice activity with various situations of contrast or conflict. Students will need to write each situation of contrast three different ways (one with a compound sentence utilizing "but" as a coordinating conjunction of contrast, one with a complex sentence using a subordinating conjunction of contrast, and one with a conjunctive adverb to express contrast). Students will share and compare their sentences with classmates as they work on the activity. The instructor will circulate to answer questions and offer assistance while students are working on the activity. When students have finished, the instructor will ask students to share some of their sentences with the class and will review related punctuation rules.
2. Instructor provides an article or reading passage with a few errors related to the new lesson (e.g., contrasting present perfect vs. past perfect and past simple). Students discuss with a partner and try to find the errors. Instructor asks students to identify the errors and asks why they are errors. Instructor focuses on the "why," using each error to explain the grammar rule. Then the instructor asks students to complete a textbook activity in which students apply the new grammar rules. Instructor circulates and answers questions as needed.
3. Instructor will provide a mini-lesson on the whiteboard to explain the use of and the forms that follow the verbs "make, let, have, help, & get" to express cause/effect/and permission. Then the instructor will present a current issue which includes situations of cause, effect, and permission (e.g., the effects on DACA recipients as a result of current government policies that restrict and eliminate permission to stay and work in the United States). Students will practice discussing the current situation in small groups, and they will write down related statements of cause, effect, and permission using the verbs from the lesson (in various verb tenses as needed). After they have created a list of related sentences using these expressions of cause, effect, and permission, each group will write three of their sentences on the board (one that shows cause, one that shows effect, and one that expresses permission). Together, the class and the instructor will look at each set of sentences and evaluate each sentence for correct grammatical structure and meaning.

Distance Learning

1. In an online platform (LMS) page, instructor will provide an instructional video on adverbial clauses, including the use and meaning of various subordinating conjunctions of time, reason, condition, and contrast. Punctuation rules and word order options will be included. Instructor will provide exercises both on the online site and in the course textbook for students to practice with adverbial clauses, including selecting the correct subordinating conjunction for the meaning and identifying and editing errors with adverbial clauses. Students will complete a follow-up assignment combining simple sentences into complex sentences utilizing a correctly chosen subordinating conjunction to match the intended meaning in each complex sentence with adverbial clause they write. Students will submit their combined complex sentences to the instructor in the LMS. Instructor will discuss answers and take any questions from students in a follow up online conferencing session with the course which will be recorded and available for any students who cannot attend the synchronous session.
2. Instructor will provide grammar notes and a video clip on gerunds and infinitives, including the possible locations and functions of these forms in a sentence. Instructor will also provide notes on common verbs and adjectives followed by a gerund vs. verbs followed by infinitives. Instructor will provide follow up practice activities in the textbook, an assignment to complete sentences with the correct form (distinguishing between the need for gerund vs. infinitive form in the sentences, as well as a discussion board for students to identify the gerunds and infinitives in a text and then apply their knowledge of the use of gerunds/infinitives by analyzing the context and discussing the reason why each position in the text needed the gerund or infinitive form. After students have posted and responded to one another, the instructor will input feedback to students about their responses and any questions they have as well as correct answers to the discussion board.

## Typical Out of Class Assignments

### Reading Assignments

1. Read an article or passage provided by the instructor and underline all of the past tense verbs, including past simple, past progressive, and past perfect verbs. Write the correct tense under the verbs. Then circle any past time expressions or other context clues in the passage that explain the reason for using each type of past verb tense.
2. Read a current news article provided by the instructor and underline all of the prepositional phrases. For each prepositional phrase, identify the function of the prepositional phrase (adverbial, subject complement, noun modifier, or transition). Then discuss your answers with a partner.
3. Read a passage and find and correct 8 mistakes in the use of adjective clauses and adverbial clauses.

### Writing, Problem Solving or Performance

1. Read an excerpt from an academic textbook passage provided by the instructor, and write six sentences in which you report pieces of information from the text by using noun clauses of reported speech.
2. Read pairs of sentences in the context of a situation and combine each pair of simple sentences into one complex sentence with an adjective clause. Use commas as necessary for non-identifying adjective clauses.
3. Read a passage provided by the instructor and find and correct 10 errors with commonly confused grammatical structures, phrases, and words as discussed in the lesson (e.g., reflexive/reciprocal pronouns, "it" subjects, there/their/they're, gerunds/infinitives).
4. Read a passage with

blanks for 12 missing words, and use context clues to determine the word form (part of speech) needed for each of the blanks. Fill in each of the blanks with the word in parentheses in the correct word form.) Annotate the exercise with notes about how you know that need an adjective, adverb, or noun form for each of the blanks.

## **Other (Term projects, research papers, portfolios, etc.)**

### **Required Materials**

- Grammar for Writing 1
  - Author: Cain, Joyce S.
  - Publisher: Pearson
  - Publication Date: 2012
  - Text Edition: 2nd
  - Classic Textbook?:
  - OER Link:
  - OER:
- Grammar Connection 4: Structure Through Content
  - Author: Houch, N. & Hilles, S.
  - Publisher: Heinle / Cengage Learning
  - Publication Date: 2009
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:
- Focus on Grammar 4
  - Author: Fuchs, M. & Bonner, M.
  - Publisher: Pearson
  - Publication Date: 2017
  - Text Edition: 5th
  - Classic Textbook?:
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**