

ESL 0812G - BASIC GRAMMAR

Catalog Description

Prerequisite: Placement by matriculation assessment process or completion of ESL 800 with grade of "Pass"

Hours: 54 lecture

Description: Basic grammar skills for non-native English speakers with focus on sentence-level usage. (pass/no pass grading) (noncredit)

Course Student Learning Outcomes

- CSLO #1: Construct a variety of sentence types in English using correct word order and parts of speech at a novice-high level.
- CSLO #2: Formulate sentences using appropriate verb tenses and basic modal verbs to convey desired meaning at a novice-high level.
- CSLO #3: Distinguish and formulate sentences with appropriate novice-high usage of agreement rules, nouns and determiners, and prepositional phrases of time and location.

Effective Term

Fall 2022

Course Type

Noncredit

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Construct a variety of simple, compound and some basic complex sentences with time and reason clauses in English using correct word order and parts of speech.
2. Differentiate and formulate sentences using appropriate verb tense with affirmative, negative, or question form at a novice-high level to convey desired meaning.
3. Distinguish appropriate quantifiers and articles based on noun type.
4. Construct sentences utilizing subject-verb and quantity agreement rules.
5. Select and apply suitable modal verbs and expressions for ability, necessity, and suggestions.
6. Formulate and employ prepositional phrases to convey location and time.

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 (agreement) students read sentences and circle the best verb form to agree with the subject and/or the best quantifier to agree with the noun, in Section B (verb form and use) students fill in the blanks with the best verb tense in the correct form to match the context, and in Section C (identifying parts of speech) students underline the adjectives and circle the adverbs and then draw an arrow to the word each adjective/adverb is modifying. Examples: A: Agreement: Directions: Circle the best quantity expression or verb form to complete each sentence. 1. There aren't some / any glasses in the cabinet. 2. The tea is / are too hot. 3. I ate too many / much bread. Now I feel full. B: Verb Form & Use: Directions: Complete the sentence with the best verb tense for the verb in parentheses. Use only present progressive, present simple, or past simple verb tense. (10 points) 1. Grace _____ (talk) to her sister on the phone because her sister feels sad today. 2. As soon as the semester ended, the students are celebrating / celebrated. C: Identifying Parts of Speech: Directions: Find the adjectives and adverbs. Underline the adjectives and circle the adverbs. Then draw an arrow (#) from the adjective or adverb to the word it describes. 1. The test we took in my math class was very difficult. 2. Stefano always tries to earn good grades on the exams. He studies hard and reads every question on the test really carefully.
- Problem Solving Examinations
 - Example: Editing Tests and Quizzes. Students read separate sentences and/or a short paragraph and identify 6 errors in the use or form of the present simple and present progressive verbs.
- Skill Demonstrations
 - Example: Students write sentences using articles and appropriate quantity expressions to describe a picture. The sentences demonstrate students' ability to use correct word order and quantity agreement.

Repeatable

Yes

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will show students a short transcript of an interview with basic questions and answers. The instructor will ask students to notice the difference in sentence structure/word order between the questions (interrogative) and the responses (affirmative/negative statements). The instructor will ask students to note the differences and will then elicit from students what differences they noticed. The instructor will write those differences on the board in a chart with headings "questions" and "statements." After students notice the differences, the instructor will present a brief grammar mini-lecture demonstrating and explaining correct form (affirmative, negative, and question forms) and use of the verb tense with example sentences. Students will take notes. Then the instructor will provide handouts

containing a series of gradually more challenging activities in which students will practice a) choosing the correct form of a verb to agree with the subject, b) writing and speaking the correct form of the verbs as used in statements and questions, and c) an editing exercise to complete with a partner in which students find and correct errors in appropriate use and form of the verb tense. The instructor will assist students and answer questions as needed while they complete this activity.

2. Instructor provides a short paragraph with a few errors related to the new lesson (e.g., modals or quantity expressions). 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.

Distance Learning

1. In an online platform (LMS) page, instructor will provide an instructional video on sentence structure and English word order of a simple sentence (subject - verb - object), including the difference between a sentence and a fragment. Instructor will provide exercises both on the online site and in the course textbook for students to practice identifying subjects, verbs, and objects as well as distinguishing between fragments and complete sentences. 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 can not attend the synchronous session.
2. Instructor will provide grammar notes on the difference between the form and use of the present simple versus present progressive verb tenses for students to read in a page in the LMS online course platform. Instructor will also include video clips with examples and explanations about when it is appropriate to use each verb tense. Instructor will provide follow up practice activities in a discussion board for students to determine and use the correct verb tense in sentences and also edit the errors related to present simple and present progressive form and use. After students have posted and responded to one another, the instructor will input feedback to students in the discussion board about their responses and any questions they have. The instructor will also post correct answers for students to check online.
3. Instructor will provide grammar notes on adjectives, location of adjectives in a sentence, and adjectives versus adverbs in sentences for students to read in a page in the LMS online course platform. Instructor will also include video clips with examples related to confusing concepts (e.g., the same word can be an adjective in one sentence and an adverb in another and how to distinguish them). Instructor will provide follow up practice activities in the textbook as well as a discussion board for students to edit the errors related to adjectives and adverbs. 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 a passage to identify the verb tense and form. Underline all examples of the present simple verbs. Then circle any verbs that are

in the negative form. 2. Read a paragraph or short article provided by the instructor. Identify the subjects and verbs in each of the sentences. Underline the subjects and circle the verbs. 3. Read a short passage and identify the parts of speech for the underlined words (noun, verb, adjective, adverb, article, preposition) 4. Read a short article and find and correct eight mistakes in the use or form of the present simple and present progressive verb tenses.

Writing, Problem Solving or Performance

1. Read the pairs of simple sentences. Then combine the two sentences into one compound sentence using the best conjunction (and/but).
2. Read the 10 simple sentences. Based on the information from the passage you read, combine two of the sentences with one of the subordinating conjunctions in the box above (because, after, before) to make true complex sentences about the reading passage.
3. Read the sentences and circle the best quantity expression to match the noun.
4. Write five wh-questions in the past simple about the information in the related video clip. Use correct word order and verb forms in your questions.
5. After reading a passage, write four sentences about the main character. Use correct word order, verb tense, and agreement. At least two of the four sentences must be compound sentences.

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

Required Materials

- Great Sentences for Great Paragraphs
 - Author: Folse, Muchmore-Vokoun, & Solomon
 - Publisher: Heinle-Cengage
 - Publication Date: 2020
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Basic English Grammar
 - Author: Azar & Hagan
 - Publisher: Pearson
 - Publication Date: 2014
 - Text Edition: 4th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Grammar Sense 1
 - Author: Cheryl Pavlik
 - Publisher: Oxford University Press
 - Publication Date: 2012
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Grammar and Beyond 1
 - Author: Randi Reppen
 - Publisher: Cambridge
 - Publication Date: 2012
 - Text Edition: 1st
 - Classic Textbook?:

- OER Link:
- OER:

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