

**Course Outline**

**COURSE:** ESL 543                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2023                      **CURRICULUM APPROVAL DATE:** 03/14/2023

**SHORT TITLE:** INT ESL GRAM/WRIT II

**LONG TITLE:** Intermediate ESL Grammar - Writing II

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
5	18	Lecture:	5	90
		Lab:	0	0
		Other:	0	0
		Total:	5	90
		Total Learning Hrs: 270		

**COURSE DESCRIPTION:**

This course reviews basic tenses learned in previous courses, pronouns, and nouns and expands the grammar overview into modal auxiliaries, gerunds and infinitives, and other intermediate-level grammar structures. Students continue developing sentence and paragraph skills begun in previous courses.  
**PREREQUISITE:** ESL 533 or ESL 537 with a grade of 'C' or better, or ESL assessment recommendation.  
**ADVISORY:** Recommended concurrent enrollment in ESL 541 and ESL 542.

**PREREQUISITES:**

- Completion of ESL 533, as UG, with a grade of C or better.
- OR
- Completion of ESL 537, as UG, with a grade of C or better.
- OR
- Score of 1 on Intermediate II

**COREQUISITES:**

**CREDIT STATUS:** C - Credit - Degree Non Applicable

**GRADING MODES**

- L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

## **SCHEDULE TYPES:**

02 - Lecture and/or discussion

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Write simple, compound and complex sentences in paragraph form utilizing correct structure and punctuation.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Read model paragraphs and identify and analyze tense usage.
2. Write affirmative and negative statements and questions utilizing the following verb tenses and structures: simple present, present continuous, simple past, past continuous, future, present perfect, present perfect continuous, present tense modals, gerunds, and infinitives.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 03/14/2023

6 HOURS

**CONTENT:** Review simple verb tenses learned previously, yes/no questions, short answers, information questions, and question order. Demonstrate mastery of question forms and the use of auxiliary verbs BE and DO with simple present, simple past, present continuous, and simple future with "will" and "be going to." Use the correct auxiliary verb to make questions and give appropriate answers for the verb tenses described above.

13 HOURS

**CONTENT:** Introduce the PAST CONTINUOUS tense and the use of time words and time connectors. Compare and contrast the use of time words and time connectors in sentences using the past continuous tense.

13 HOURS

**CONTENT:** Introduce MODAL AUXILIARIES AND RELATED EXPRESSIONS to indicate different meanings: obligation, ability, permission, advice, politeness, and more. Compare and contrast forms and use of modal auxiliaries (might, can) and related expressions (would rather, have to) to render different meanings.

13 HOURS

**CONTENT:** Introduce PRESENT PERFECT and PRESENT PERFECT CONTINUOUS tense and the time words that suggest their different uses (so far, since, for, and more).

Compare and contrast form and usage of present perfect, present perfect continuous and simple present and simple past.

13 HOURS

**CONTENT:** Introduce GERUNDS AND INFINITIVES and their relationship to verbs, focusing on their occurrence in both the subject and the predicate and with prepositions. Also discuss the difference between USED TO, BE USED TO, and GET USED TO. Compare and contrast gerunds and infinitives, discussing the groups of verbs that are followed by one and not the other as well as the verbs that allow either form. Analyze the function of the verbal form (subject, object of the preposition, and more.)

13 HOURS

CONTENT: Introduce ADJECTIVE CLAUSES (that, who, whom, whose + noun, which, when, where, who/whom/which/that + preposition, preposition + whom/which).

Compare adjectives with adjective clauses. Identify adjective clauses. Combine sentences through the use of adjective clauses. Write original sentences using adjective clauses.

13 HOURS

CONTENT: Introduce COMPARATIVE, SUPERLATIVE, AND EQUALATIVE forms of ADJECTIVES AND ADVERBS. Make comparisons utilizing regular forms ("\_\_\_er" than, more than, the "\_\_\_est" , the most, less than, the least, as \_\_\_ as, etc.) and irregular forms (better than, the best, worse than, the worst, etc.) Write sentences using additional comparative words and phrases ( the same as, similar to, different from, like, alike).

4 HOURS

CONTENT: Review various parts of course content depending upon student need. Read, write and correctly punctuate simple, compound, and complex sentences. Demonstrate understanding of (verb tenses, modals, gerunds, infinitives, comparative and superlative forms, and adjective clauses) by writing sentences and paragraphs utilizing these forms.

2 HOURS

FINAL EXAM

#### **METHODS OF INSTRUCTION:**

Students are taught English grammar through a variety of activities that include: lecture, pair work, small and large group activities, written and oral textbook exercises, sentence and paragraph writing in controlled and free contexts, journal writing, reading and analysis of model paragraphs, and grammar and writing exercises utilizing ESL software.

#### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours 180

Assignment Description

Journal writing, paragraph writing, grammar exercises, ESL software exercises.

#### **METHODS OF EVALUATION:**

Writing assignments

Evaluation Percent 30

Evaluation Description

30% - 40%

Written homework;

Essay exams;

Term papers

Skill demonstrations

Evaluation Percent 10

Evaluation Description

5% - 10%

In class activities- individual, pair & group work

Objective examinations

Evaluation Percent 60

Evaluation Description

60% - 80%

Multiple choice;

True/false;

Matching items;

Completion;

Other: cloze exercises, paragraph writing Completion;

Other: cloze exercises, paragraph writing

**Recommended Texts and Materials:**

Grammar in Context Book 2, Seventh Edition (2nd half). Elbaum, Sandra N, National Geographic, 2019. Or other appropriate college level text

Intermediate for ESL learners Grade Verified by: Nicole Cisneros More

Grammar Practice 2, National Geographic, 2010.

ISBN: 978-1111220426

ESL Intermediate Grade Verified by: Nicole Cisneros

Azar, Betty. Fundamentals of English Grammar, Fifth Edition, New York, NY, Pearson Longman Publishing, 2019.

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable UC

TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: Y Noncredit

Category: Y Cooperative

Education:

Program Status: 2 Stand-alone

Special Class Status: N CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: C

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E Maximum

Hours:

Minimum Hours:

Course Control Number: CCC000339318

Sports/Physical Education Course: N

Taxonomy of Program: 493084