

Course Outline**COURSE:** ESL 764 **DIVISION:** 90 **ALSO LISTED AS:****TERM EFFECTIVE:** Spring 2022**CURRICULUM APPROVAL DATE:** 06/8/2021**SHORT TITLE:** NC ADVANCED ESL GRAMMAR**LONG TITLE:** NC Advanced ESL Grammar

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs: 108.00**Total Learning Hrs:** 162.00

COURSE DESCRIPTION:

This course is designed to expand grammar usage to include noun and adverb clauses in oral and written communication. Students are introduced to conditionals, both real and unreal. They also learn to use the Passive Voice. These grammar structures constitute some of the most complex structures in English and expose students to a rich variety of structures that can effectively enhance their oral and written expression. **PREREQUISITE:** ESL 549 or ESL 749 or ESL 547 or ESL 747 or ESL Assessment Recommendation.

PREREQUISITES:

CAPP ESL 764 Requisite

COREQUISITES:**CREDIT STATUS:** N - Non Credit**GRADING MODES**

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

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. Use the following grammatical structures in original sentences and paragraphs in present, past and future time: passive voice, adverbial and noun clauses, and real and unreal conditionals.

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

Curriculum Approval Date: 06/8/2021

14 Hours

CONTENT: Introduce the PASSIVE VOICE, its form, meaning, and use, and compare it to active voice.

STUDENT PERFORMANCE OBJECTIVES: Identify active and passive sentences. Convert active sentences to passive and vice-versa. Use modal auxiliaries in the passive. Correlate the tense of an active sentence with that of its passive equivalent. Use participles as adjectives. Read model paragraphs and analyze and discuss the purpose and effect of the passive voice.

10 Hours

CONTENT: Introduce ADVERB CLAUSES,

their form, punctuation, purpose, and meaning. Learn the different subordinating conjunctions used in this type of clause and the information they provide (time, reason, contrast, and condition).

Review the position of adverb clauses (before or after main clause) and understand how varying the position of the adverb clause affects emphasis and sentence variety. **STUDENT PERFORMANCE OBJECTIVES:**

Compare and contrast adverb and adjective clauses in their form, meaning, use, and punctuation. Edit for errors in the use of adverb clauses in sentences and paragraphs. Write original sentences and paragraphs using adverb clauses. Read and analyze model paragraphs with adverb clauses.

14 Hours

CONTENT: Introduce NOUN CLAUSES, their form, punctuation, purpose, and meaning. Learn the different conjunctions used in this type of clause, the cases in which the conjunction can be omitted, and the verbs that are frequently followed by this type of clause. Discuss the use of noun clauses in

academic and business writing to report information, ideas, and the words of others. **STUDENT PERFORMANCE OBJECTIVES:** Compare and contrast adjective, adverb, and noun clauses in their form, meaning,

use, and punctuation. Edit for errors in the use of noun clauses in sentences and paragraphs. Write original sentences and paragraphs using noun clauses. Read and analyze model paragraphs with noun clauses..

14 Hours

Introduce **CONDITIONAL AND HYPOTHETICAL** sentences (also called **REAL** and **UNREAL** conditions), their similarities and differences (conditional: If oil is poured on water, the oil floats on top of the water; hypothetical: If George Washington were alive, he would be surprised at the size of the federal government), and the purpose of each. Learn the correct formation of the "if clause" in future time and past time as well as the correct word order. Learn the modals that can be used in a conditional sentence aside from "will" (can, may, might, must, and should) and the different shades of meaning they render. **STUDENT PERFORMANCE OBJECTIVES:** Compare and contrast real and unreal conditional sentences and discuss and analyze the meaning of them in sentences and paragraphs. Edit for errors in conditional sentences in sentences and paragraphs. Write original sentences and paragraphs using conditional sentences. Review the meaning and grammar of each kind of conditional and where each is used. Contrast conditional sentences to "wish statements" (I wish that I spoke Spanish).

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 and editing, reading and analysis of model paragraphs, and grammar and writing exercises utilizing ESL software.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 108

Assignment Description: Every week throughout the semester, students will do homework consisting of grammar exercises from the textbook and workbook and practice specific grammar structures through grammar software in the ESL Computer Lab. They may also attend tutoring sessions.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 15.00 %

5-15% Written homework; Essay exams; Paragraph writing.

Objective examinations

Percent of total grade: 80.00 %

70-80% Multiple choice; True/false; Matching items; Completion.

Other methods of evaluation

Percent of total grade: 5.00 %

5-15% Other

REPRESENTATIVE TEXTBOOKS:

Sandra Elbaum. Grammar in Context Book 3, 7th edition. Boston, Massachusetts: Heinle & Heinle, 2019.
ISBN: 978-0357140253

Reading Level of Text, Grade: High-Intermediate/Advanced ESL level Verified by: Nicole Cisneros

Recommended Other Texts and Materials

Another textbook that may be used for this course is the most current version of: Understanding and Using English Grammar, Azar, Pearson Education.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: K

Noncredit Category: A

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: A

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000625533

Sports/Physical Education Course: N

Taxonomy of Program: 493084