

ELL A027N: BEGINNING GRAMMAR REVIEW 2

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493087 - English as a Second Language - Integrated
Units	0 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Open Entry/Open Exit	Yes
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

This course is designed to provide students with little knowledge of English grammar the opportunity to learn essential basic grammatical structures. In this beginning course, students will learn and practice the rules governing the use and meaning of the past simple and progressive tenses. They will also be introduced to the future and basic modals. Students will practice identifying and producing these target structures in spontaneous oral and written communication. This is an open-entry course. Noncredit. NOT DEGREE APPLICABLE. ADVISORY: ELL A016N. Not Transferable.

Course Level Student Learning Outcome(s)

1. Students will be able to create simple declarative and interrogative sentences using the past and progressive past and future.
2. Students will demonstrate an understanding and ability to use basic present modals of ability, permission, request, and suggestion.
3. Students will be able to use comparison structures and an increased number of adjectives to make basic descriptions and comparisons.

Course Objectives

- 1. Construct negative and affirmative simple declarative sentences in the simple past, past progressive
- 2. Demonstrate knowledge of the past forms of common irregular verbs
- 3. Be able to formulate yes/no, and wh- questions in the past using was, were, and did
- 4. Demonstrate understanding of common time markers used to mark the past such as when, while, before, last, and ago
- 5. Construct negative and affirmative sentences in future with "will" and "be going to"
- 6. Demonstrate understanding of common time markers used to mark the future such as after, if, when, this +
- 7. Demonstrate the understanding and ability to use basic modals of ability, permission, advice, and requests
- 8. Use an increased number of adjectives and indefinite pronouns
- 9. Make comparisons and superlatives and comparative structures

Lecture Content

Simple past tense Be-verb Irregular verbs Negation Yes/No questions Wh-questions Past time markers Past progressive tense Be-verb Irregular verbs Negation Yes/No questions Wh-questions Past time markers Future Will Be going to Negation Yes/no questions Wh-questions Basic time clauses When While Before After Basic modals Ability Request Suggestions Permission Basic comparisons Noun modifiers Indefinite pronouns Comparatives Superlatives

Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

Instructional Techniques

Lecture and discussion Multimedia presentation Use of computer software Projects (individual/group) Oral and written practice

Reading Assignments

Students will spend a minimum of 1 hour per week reading grammar explanations in the course's textbook, teacher-created presentations, or online resources. Students will spend a minimum of 1 hour per week reading modified texts illustrating the use of targeted grammar structures.

Writing Assignments

Students will spend approximately 2 hours per week writing short academic texts such as responses to readings or non-academic texts such as letters and emails using the targeted structures.

Out-of-class Assignments

Students will spend approximately 2 hours per week practicing the use of targeted structures both orally and in writing through textbook and online exercises.

Demonstration of Critical Thinking

When given imaginary situations, students will be able to use comparison structures and an increased number of adjectives to make basic descriptions and comparisons. Students will apply their newly gained understanding of basic present modals of ability, permission, request, and suggestion to complete dialogues and conversations.

Required Writing, Problem Solving, Skills Demonstration

1. Students will write sentences and short academic and non-academic texts using the targeted structures. 2. Students will identify errors in the usage of the targeted structures in their own writing and/or speech and of others.

Eligible Disciplines

ESL: Master's degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Azar, B. S., Hagen, S. A... Fundamentals of English Grammar: Student Book A, 5th ed. Pearson Education, 2018 Rationale: Fundamentals of English Grammar provides a comprehensive explanation of the grammar elements covered in this course with written and oral exercises.