

ELL C081N: GRAMMAR AND SENTENCE STRUCTURE-HIGH INTERMEDIATE TO ADVANCED

Item	Value
Curriculum Committee Approval Date	04/26/2024
Top Code	493084 - English as a Second Language - Writing
Units	0 Total Units
Hours	72 Total Hours (Lecture Hours 72)
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	No
Grading Policy	P/NP/SP Non-Credit (D)

Course Description

Formerly: ESL C081N. This non-credit grammar and sentence-structure course is appropriate for high-intermediate and advanced-level English Language Learning (ELL)/English as a Second Language (ESL) students who want to improve their sentence-level writing skills for increased success in academic or vocational studies, career advancement, U.S. citizenship, or other personal purposes. ADVISORY: Students who have completed ESL C042N Reading, Writing, and Grammar 2B with a Pass are encouraged to enroll in this course or new students are advised to complete the ESL placement process to determine their initial placement. (NOT DEGREE APPLICABLE.) Not Transferable.

Course Level Student Learning Outcome(s)

1. Demonstrate grammar, sentence structure, punctuation, capitalization, spelling, and syntax proficiency in sentence writing.
2. Combine ideas in a variety of ways to produce clear and concise simple, compound, and compound-complex sentences following conventions of Standard English.
3. Identify the purposes and types of sentences in academic reading passages of varying length and genre.
4. Recognize common affixes and understand how they affect the meaning or form of a word.

Course Objectives

- 1. Write simple, compound, complex, and compound-complex sentences following conventions of Standard English.
- 2. Proofread for and revise sentences that have errors commonly made by English language learners.
- 3. Type writing assignments and attach to an email or submit to an LMS through an Internet-based plagiarism-detection service.

Lecture Content

GRAMMAR Verbs Tenses Transitive and intransitive Linking verbs Action verbs Subjunctive Active and passive voice Stative passive

and prepositions Verbs of perception Causative verbs Common verb suffixes Nouns Count and non-count - quantifiers Common and proper Compound Singular and plural Infinitives and gerunds Noun phrases Noun Clauses Direct speech Reported speech - reporting verbs Pronouns Subject and object Possessive, reflexive and emphatic Pronouns and antecedents Definite and indefinite Numbers Common noun suffixes Adjectives Adjective phrases Adjective clauses - commas Coordinate and non-coordinate Order of adjectives Positions of adjectives Common adjective suffixes Adverbs Frequency - position Degree or intensity Time - position Sentence - position Articles Indefinite Definite Pro forms Modals and other auxiliaries Common word combinations Phrasal verbs Adjective preposition combinations Word form and word meaning suffix prefix root SENTENCE STRUCTURE The eight parts of speech Basic simple sentence patterns Subject/Predicate, Action Verb. Subject/Predicate, Action Verb/Direct Object. Subject/Predicate, Action Verb/Adverb. Subject/Predicate, Linking Verb/Predicate Nominative. Subject/Predicate, Linking Verb/Predicate Adjective. Subject/Predicate, Action Verb/Indirect Object/Direct Object Compound sentences Coordinate conjunctions Conjunctive adverbs The semi-colon Complex sentences Independent clauses Subordinate clauses Adverb Time Cause Contrast Concession Purpose Condition Adjective (relative) restrictive and non-restrictive Adjective (relative) clause pronouns Noun- used as subject, object, and object of preposition Subordinate conjunctions Present and future real conditionals Present unreal conditionals Compound-complex sentences Transitional expressions PUNCTUATION End of sentence punctuation Comma Semi-colon Apostrophe Quotation marks Colon Hyphen Dash Underlining Italics Parentheses MECHANICS Capitalization Numbers Abbreviations Spelling AN INTRODUCTION TO ACADEMIC WRITING Introduction to common types of academic writing Paraphrase Summary Paragraph Essay Common paragraph patterns of organization - 4 types; 5 sentences English essay patterns of organization - 6 types; 5 paragraphs Academic honesty vs. plagiarism Formal vs. informal writing CORRECTING COMMON ERRORS Grammar and sentence-structure errors Fragments Run-on sentences Comma splice Errors in punctuation and capitalization Modifier error s Agreement errors Shifts in verb tense Shifts in person Errors in parallelism Article errors Preposition errors Usage (word form and word choice) errors Syntax errors Common error symbols used to give feedback on errors Common formatting and keyboarding errors FORMATTING WRITING ASSIGNMENTS An introduction to MLA An introduction to APA BASIC DIGITAL LITERACY FOR COLLEGE WRITING Creating, saving, and uploading assignments using Word or another common word-processing program Submitting writing assignments to Canvas or a similar LMS Submitting writing assignments through Turnitin or a similar internet-based plagiarism-detection service Resources for improving keyboarding accuracy and speed <http://www.typingweb.com/tutor/> <http://games.sense-lang.org> <http://play.typeracer.com/http://www.10keytutor.com/> <http://www.typingtest.com/>

Method(s) of Instruction

- Enhanced NC Lect (NC1)

Instructional Techniques

Instructors may utilize lectures, peer work, whole-class discussions, and one-on-one conferences. Instructors may use multiple media and technology to address different student learning styles.

Reading Assignments

Students read model paragraphs and essays to become familiar with and be able to identify American English paragraph patterns of paragraph and essay organization commonly used in college classes. Students read student samples of sentences and paragraphs for analysis as well as for

proof-reading and editing practice activities. Students read passages as prompts for sentence-level writing assignments.

Writing Assignments

Students are assigned to work individually or with peers on sentence-level writing, combining, and editing exercises. Students diagnose and correct common English language learner errors in sentences and passages of varying length, purpose, and tone in both academic and non-academic writing.

Out-of-class Assignments

Students read model and student sentences, paragraphs, and essays for error analysis and correction. Students complete grammar exercises and sentence-level writing, combining, proofreading, and editing assignments that have rubrics stating assignment expectations and scoring methods. Students submit assignments directly to the LMS or through a plagiarism-detection service.

Demonstration of Critical Thinking

Students identify basic sentence types in passages of writing. Students identify topic, supporting, and concluding sentences in passages. Students identify main and subordinate information in sample sentences. Students locate and analyze errors in sample and peer sentences.

Required Writing, Problem Solving, Skills Demonstration

Students write simple, compound, complex, and compound-complex sentences focusing on targeted grammar structures. Students proofread and edit sentences containing errors in grammar, sentence structure, capitalization, spelling, and punctuation. Students combine simple sentences into compound, complex, and compound-complex sentences.

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 Fuchs, M.; Bonner, M. Focus on Grammar 5, Student Book with MyEnglishLab, 5th ed. White Plains, NY: Pearson, 2016 Rationale: - Legacy Textbook Transfer Data: Legacy text 2. Required Raimes, A. Grammar Troublespots, A Guide for Student Writers, 3 ed. New York: Cambridge University Press, 2016

Other Resources

1. <https://MyEnglishLab.com> 2. <https://owl.purdue.edu>
3. <https://community.canvaslms.com/> 4. <https://www.digitalliteracyassessment.org/> 5. <https://assessment.digitalliteracyassessment.org/email-1> 6. <https://www.grammarly.com/> 7. Coastline Library