

Skyline College
Official Course Outline

Date: November 30, 2006

1. TITLE:

ESOL 871: High-Beginning ESL Grammar
3 units, 3 hours per week, with 1 hour by arrangement
Prerequisite: none
Recommendation: Appropriate skill level as indicated by ESL placement test and other measures as necessary.

2. COURSE CLASSIFICATION:

Credit course NOT applicable to the Associate degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

Development of sentence variety and grammatical and mechanical accuracy of standard spoken and written English at the high-beginning level.

Schedule of Classes Description:

Development of sentence variety and grammatical and mechanical accuracy of standard spoken and written English at the high-beginning level.

4. COURSE JUSTIFICATION:

The first in a series of leveled grammar courses, this course instructs students in grammar and language structures necessary for fluency at the pre-intermediate level.

5. STUDENT LEARNING OUTCOMES (SLO'S):

By the completion of this course, students will be able to:

- A. Compose grammatically correct sentences utilizing high-beginning structures of English in writing
- B. Use grammatically correct language utilizing high-beginning structures of English in speech
- C. Recognize high-beginning structures of English grammar in text and speech
- D. Identify and correct errors in student writing

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- A. Compose grammatically correct sentences and expressions utilizing high-beginning structures of English in writing
 - i. Analyze language structures in authentic text and grammar text models.
 - ii. Identify forms, functions, and uses of language structures.
 - iii. Use language structures accurately in written exercises to illustrate skill achievement.
- B. Use grammatically correct language utilizing high-beginning structures of English in speech
 - i. Analyze language structures in authentic audio media or live speech
 - ii. Identify forms, functions, and uses of language structures.
 - iii. Use language structures accurately in speaking exercises to illustrate skill achievement.
- C. Recognize high-beginning structures of English grammar in text and speech
 - i. Analyze language structure and construe meaning from text.
 - ii. Demonstrate comprehension of target structure through reading comprehension exercises.
 - iii. Demonstrate comprehension of target structure through listening comprehension exercises.
- D. Identify and correct errors in student writing
 - i. Using rules and guidelines, apply editing methods to student writing to check for structural errors.
 - ii. Apply techniques studied in class to correction of errors.
 - iii. Produce writing that has progressively fewer errors as the semester progresses.

7. COURSE CONTENT:

The content of this course focuses on the introduction, practice, and mastery of high-beginning grammar structures including the following:

- the verb "be"
- simple present tense
- personal pronouns

- there is/there are
- question and negative formation
- nouns and expressions of quantity
- modals of request, offer, and permission
- comparisons
- descriptive adjectives
- possessives
- suggestions with *let's* and *why don't*
- subject and object pronouns
- prepositions of place and time
- articles
- simple past tense of "be" and of regular verbs
- irregular past tense
- used to
- future with *will* and *going to*
- superlatives
- *so, too, either, and neither*
- verb + object + infinitive
- modals of advice and necessity
- modals of obligation and prohibition

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Text analysis is primary to this course, as it provides students with ample opportunity to critically examine the behaviors and nature of the English language. Contrastive analysis with students' own first language is useful and beneficial. Instruction methods may include:

- presentations of structures in text, film or audio for deductive or inductive analysis
- use of charts and references to illustrate and clarify language structure
- writing activities such as paragraphs or letters to illustrate and demonstrate mastery of mastery of language structure
- speaking activities such as interviews, presentations, or surveys to illustrate and demonstrate mastery of language structure
- use of language logs to record writing errors and correction of them
- searches of internet texts to identify and explain grammar structures

9. ASSIGNMENTS:

Each grammar structure taught in the course should be demonstrated effectively by the student in speaking and in writing. Assignments can include:

- paragraphs or letters
- interviews, presentations, or surveys
- interactive web activities to practice grammar structures
- exercises in text or from supplemental material to practice structures
- language logs

10. EVALUATION OF STUDENT PERFORMANCE:

Students receive either a letter grade or credit/no credit based upon satisfactory completion at the level of 70% or better on all assignments and participatory activities. Speaking role-plays and presentations will be given to test grammatical speech and written exams will be given to assess language use and ability to recognize correct forms. Careful analysis of language through the use of language logs will demonstrate students' abilities to discern between language structures and apply good editing skills.

11. RECOMMENDED or REQUIRED TEXT(S):

Schoenberg (2006). Focus on Grammar 2, 3/e. Pearson Ed/Longman: Boston. 0131899716.

Butler & Mahnke. (2005). Grammar Links Basic, 2/e. Houghton Mifflin: Boston. 0-618-15026-9.

Badalamenti & Henner-Stanchina (2006). Grammar Dimensions 1: Form, Meaning, and Use. 4th edition. Heinle & Heinle: Boston. 1413027407.

Fuchs & Bonner. (2004). Grammar Express Basic. 1/e. Pearson Ed/Longman: Boston. 0130496677.

Kern & Jack (2005) Interactions 1 Grammar. 4/e. McGraw/Hill: New York. 0072330155.