

Skyline College
Official Course Outline

Date: November 30, 2006

1. TITLE:

ESOL 875: Advanced ESL Grammar and Editing
3.0 units, 3 class hours per week, plus one hour by arrangement
Prerequisite: none

Recommendation: Eligibility for ESOL 400, or completion of 840, or both 841 and 842, or 874, or equivalent, or 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:

A. Catalog Description:

Non-native English speaking students will review complex grammar and language structures applicable to academic writing as well as strategies for editing own writing. This course assumes advanced study of English as a Second Language and the ability to read, write, and use English language structures appropriate to the level of ESOL 400.

B. Schedule of Classes description:

ESL students learn grammar and editing strategies for academic writing. This course assumes advanced study of ESL up to the reading and writing level of ESOL 400.

4. COURSE JUSTIFICATION:

Even after completing the ESOL sequence, many students still struggle with grammar and need an ESL course to assist them with their transition to academic writing and language use. Likewise, non-native speakers who test into the English sequence as well as older and returning non-native students need support in developing language skills. Outcomes for the course are best achieved when students come to the course with previous ESL study up to the ESOL 400 level, which assumes exposure to and practice with the verb tense system, passive and active voice, modals, sentence grammar, conditionals, parts of speech, gerunds and infinitives, and dependent clauses. Without this background, students will not have the requisite skills to be able to apply the editing strategies taught in the course.

5. STUDENT LEARNING OUTCOMES (SLO's):

Upon completion of the course, students will be able to

- Recognize own patterns of error and use strategies to edit own writing more effectively
- Use vocabulary and language appropriate to academic work
- Apply understanding of how grammar affects message by using deliberate and informed choice of language in writing

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

During the semester, students are expected to:

- Recognize own patterns of error and use strategies to edit own writing more effectively
 - Make use of returned, marked, and graded essays in other courses to identify grammar issues
 - Analyze and identify grammatical structures in own writing
 - Apply strategies learned in class to edit own writing
 - Create and learn from editing logs based on own writing patterns
- Use vocabulary and language appropriate to academic work

- Increase knowledge and awareness of parts of speech, verb use, sentence structure, and advanced patterns of the English language
- Revise essays for this and other courses utilizing vocabulary and language studied in this course
- Apply understanding of how grammar affects message by using deliberate and informed choice of language in writing
 - Apply a reader's perspective to analyze grammar and its effect on message
 - Employ "think-aloud" strategies to illustrate the thought patterns in a text and illuminate the role that grammar plays within those thought patterns
 - Increase awareness of the reader for whom one is writing
 - Create editing logs which chronicle troubling grammatical patterns
 - Apply a system to correct writing using personal editing logs
 - Increase awareness of grammatical structure

7. COURSE CONTENT:

- A Review and identification of grammatical, lexical, sentential and mechanical elements of standard English, including topics such as the following:
 1. Parts of speech (e.g., noun, verb, conjunction, pronoun)
 2. Sentence parts (e.g., Subject + Predicate)
 3. Sentence patterns (e.g., Subject + Intransitive verb, Subject + Intransitive verb + Complement, Subject + Transitive verb + Object, Subject + passive verb)
 4. Sentence boundaries (e.g., fragments, run-together sentences)
 5. Sentence types (e.g., simple, compound, complex, compound-complex)
 6. Dependent clauses (noun clauses, adverb clauses, adjective clauses)
 7. Verb tenses (e.g., simple past, present progressive, future perfect)
 8. Modals (e.g., could, may, should have)
 9. Conditionals (e.g., present unreal vs. future possible)
 10. Voice (i.e., active and passive)
 11. Subject-verb and pronoun agreement
 12. Modification with prepositional, adjectival and adverbial phrases
 13. Subordination with clauses and phrases
 14. Appositive words, phrases and clauses
 15. Word forms (e.g., verb, noun, adjective, adverb; -ate, -ation, -ary, -arily)
 16. Word usage (including idioms and tone)
 17. Articles and nouns (e.g., count vs. noncount)
 18. Mechanics (i.e., Capitalization, punctuation, spelling)
- B Identification of grammatical, lexical, sentential and mechanical elements in passages written in non-native or non-standard English.
- C Analysis and correction of grammatical, lexical, sentential and mechanical errors in students' own writing.
- D Comparison and contrast of cultural, linguistic, social, and educational backgrounds and experiences of students in the class.

8. REPRESENTATIVE METHODS OF INSTRUCTION: This course can include the following methods:

- lecture and presentation of grammar structures in inductive and deductive ways
- analysis of authentic text in media
- discussion and application of reader's perspective
- creation of charts, diagrams, visual analogies, and schematic organizers to illustrate grammar and make the abstract more concrete
- incorporation of writing from other disciplines to illustrate grammar points

9. ASSIGNMENTS

Assignments will include exercises from the text and expansion activities designed by the instructor. Students will demonstrate grammar structures under study through sentence, paragraph, and short essay writing. Students will apply editing strategies to text, peer, and own writing. Analysis of text in authentic media is highly recommended.

10. EVALUATION OF STUDENT PERFORMANCE:

Letter grade or credit/no credit based on satisfactory passing of required assignments. Successful completion of this course does not guarantee placement into any other course. Students will be asked to demonstrate, at a level of 70% or better, grammar knowledge and application in writing and editing in test forms that can include essay or objective testing. Students will be asked to identify and explain grammar structures found in authentic text as well as locate and correct errors in written text and own writing. 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 TEXT(S):

Readings and text analysis are vital to this course; therefore, instructors may use a text with readings included or a reference text with readings supplemented from authentic media.

Porter/Van Dommelen. (2005). *Read, Write, Edit: Grammar for College Writers*. Boston: Houghton Mifflin. ISBN 0-618-14495-1.

Supplemental Texts:

Byrd and Benson. (1994) *Problem/Solution: A Reference for ESL Writers*. Boston: Heinle. ISBN 0-8384-4125-4.

Hacker. (1999) *A Writer's Reference 4/e*. Boston, MA: Bedford/St. Martin's
and

Van Goor and Hacker. (1995) *Developmental Exercises to Accompany A Writer's Reference 4/e*. Boston, MA: Bedford/St. Martin's.

Hogue. (2003). *The Essentials of English: A Writer's Handbook*. White Plains, NY: Longman. ISBN 0-13-1500090-2

and

Baker. (2004). *Exercises to Accompany The Essentials of English: A Writer's Handbook*. White Plains, NY: Longman. ISBN 0-13-183037-6.

Lane & Lange. (1999) *Writing Clearly: An Editing Guide*. 2/e. Boston: Heinle. 0-8384-0949-0.