ESL-1110: ENGLISH AS A SECOND LANGUAGE: GRAMMAR FOR COMMUNICATION I

Cuyahoga Community College

Board of Trustees:
March 2019

Academic Term:
Fall 2019

Subject Code
ESL - English As A Second Language

Course Number:
1110

Title:
English as a Second Language: Grammar for Communication I

Catalog Description:
English for non-native speakers. Understanding of basic grammar structures of American English and practice in producing them. Focus on form, meaning and use in oral and written communication.

Credit Hour(s):
4

Lecture Hour(s):
3
Lab Hour(s):
2
Other Hour(s):
0

Requisites
Prerequisite and Corequisite
ESL-1030 Basic Grammar for Communication and ESL-1020 Basic Reading and Writing; or placement by ESL assessment exam.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
Brunswick (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Off-Site (216) 987-5079 - Voice

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Recognize and distinguish among the forms, meanings, and functions of high-beginning structures in grammar, listening, and speaking in aural, oral and written exercises.
Objective(s):
1. Distinguish between verbs, pronouns, nouns, subjects, articles, adjectives, adverbs, and prepositional phrases in sentences.
2. Distinguish between and demonstrate the ability to use present modals of ability, permission, request, possibility, advice, necessity, and suggestion.
3. Distinguish between and demonstrate the ability to use adverbs of frequency, manner and degree.

Course Outcome(s):
Employ high-beginning structures to produce effective aural, oral and written communication.

Objective(s):
1. Create syntactically correct sentences with appropriate adverbs of frequency.
2. Use high beginning level adverbs of frequency, manner, and degree.
3. Select correct high frequency prepositions of time and place.
4. Create affirmative and negative statements with correct word order.
5. Compose and respond to yes/no and information questions in simple present, present progressive, simple past, and future (with both will and be going to).
6. Use verb tenses appropriately to create sentences in simple present, present progressive, simple past, and future (with both will and be going to).
7. Apply the rules of subject/verb agreement.
8. Use modals of ability, permission, request, possibility, advice, necessity, and suggestion appropriately.
9. Apply the rules for subject, object, and demonstrative pronouns, as well as for possessive adjectives.
10. Combine singular and plural nouns with adjectives and determiners (articles, quantifiers, and measures).

Methods of Evaluation:
1. Assignments from textbooks, online sources, supplemental websites, and activities designed by the instructor.
2. Quizzes and examinations on grammar, listening, sentence patterns and structure, and pronunciation.
3. Oral and written dialogues.
4. Dictations

Course Content Outline:
1. Verbs
   a. Simple Present
   b. Present Progressive
   c. Imperatives
   d. Past (regular and irregular)
   e. Past progressive (with time phrases only; not with time clauses. For example: At 6:00 yesterday, I was eating dinner.)
   f. Simple Future (be going to, will)
      i. Inflected endings –s and –d: spelling & pronunciation
   g. Go + gerunds
   h. Need, want, would like, plan + infinitive
   i. Can, Could, Would, May, Might Should, Must, Have to, Let’s
      i. can for
         1. ability (also: know how to/be able to)
         2. informal permission
         3. informal request
      ii. could for
         1. past ability
         2. possibility
         3. polite request
         4. permission
      iii. should for advice
      iv. would for request
      v. may for request
      vi. might for possibility
      vii. must/have to for necessity
      viii. let’s for suggestion
2. Pronouns
   a. Subject versus object pronouns
   b. Possessive pronouns (*mine, yours, his, hers, its, ours, theirs*)
   c. Demonstratives (*this, that, these, those:* for example,*This is his book.*)

3. Nouns
   a. Proper versus common nouns
   b. Possessive nouns (e.g.*John’s*)
   c. Count versus non-count nouns
   d. Singular and plural nouns (including high frequency irregulars)
   e. Nouns as subjects and objects

4. Articles
   a. *a* / *an*
   b. *a* / *an* / *the* versus Ø (no article)
   c. 1st mention versus 2nd mention
   d. uniqueness

5. Quantifiers & measures
   a. how much/how many
   b. some, any, a few, a little, many, much, a lot, several, all, no
   c. a piece of, a slice of, a cup of, a glass of, etc.

6. Adjectives
   a. Descriptive adjectives
   b. Demonstrative adjectives (for example:*This book is good.*)
   c. Possessive adjectives (*my, your, his, her, its, our, their*)
   d. Comparatives & superlatives (—er, more; —est, the most; good, better, best)

7. Adverbs
   a. Adverbs of frequency (*always, almost always, usually, frequently, often, sometimes, almost never, rarely, seldom, never*)
   b. adverbs of manner (—ly, fast, hard, well, early, late)
   c. adverbs of degree (too, very)

8. Prepositional Phrases of Time and Place

9. Sentences
   a. Patterns in affirmative and negative statements
      i. Subject + Intransitive Verb (+ adverb)
      ii. Subject + Transitive Verb + Object (+ adverb)
      iii. Subject +be/become+ noun
      iv. Subject +be/ linking verb + adjective
      v. Subject +be+ adverb of (+ place) (+ time)
      vi. There +be+ noun (+ adverb of place/ time); it's there
   b. Sentences with compound verbs with ‘and’ and ‘or’ (for example:*Mike is eating and drinking. / Bob will study or watch a movie.*)

10. Questions
    a. Yes/ no questions and short answers
    b. Information questions (*who, what, when, where, why, which, what time, how*...)
    c. about the object with ‘who’ and ‘what’
    d. about the subject with ‘who’ and ‘what’

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**Resources**


**Resources Other**


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