ESL-1210: ENGLISH AS A SECOND LANGUAGE: GRAMMAR FOR COMMUNICATION II

Cuyahoga Community College

Viewing: ESL-1210: English as a Second Language: Grammar for Communication II

Board of Trustees:
March 2019

Academic Term:
Fall 2019

Subject Code
ESL - English As A Second Language

Course Number:
1210

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

Catalog Description:

Credit Hour(s):
4

Lecture Hour(s):
3

Lab Hour(s):
2

Other Hour(s):
0

Requisites

Prerequisite and Corequisite
ESL-1110 Grammar for Communication I, ESL-1121 English as a second Language: Reading and Writing I, and ESL-1131 Speaking and Listening I 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 athttp://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 athttp://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 intermediate structures of English grammar while listening, speaking, reading, and writing English.

Objective(s):
1. Distinguish between verbs, pronouns, nouns, subjects, objects, articles, adjectives, adverbs, and prepositional phrases in sentences
2. Distinguish between and demonstrate the ability to use comparative, superlative, and equative adjectives and adverbs
3. Distinguish between passive and active voice sentences in simple present and simple past tenses
4. Distinguish between and demonstrate the ability to use present modals of ability, permission, request, impossibility, advice, warning, necessity, logical conclusion, lack of necessity, and prohibition
5. Distinguish between and demonstrate the ability to use past modals of ability, repeated habits (used to/would), necessity, and lack of necessity
6. Distinguish between and demonstrate the ability to use gerunds and infinitives for different verbs in various sentence patterns
7. Distinguish between simple present, present progressive, simple past, past progressive, future, present perfect, present perfect progressive and their associated time words and expressions.
8. Distinguish between base (simple), past, and participial forms of verbs.

Course Outcome(s):
Employ intermediate structures to produce effective aural, oral, and written communication at the sentence level and longer.

Objective(s):
1. Apply the rules for subject, object, possessive, and reflexive pronouns
2. Combine singular and plural nouns with adjectives, articles, and noun markers to make noun phrases
3. Use count and non-count nouns with the appropriate noun markers, articles, or expressions of quantity
4. Use apostrophes or "of" to create possessive forms of singular and plural nouns
5. Distinguish between and demonstrate the ability to use base (simple) and past verb forms and past participles with support.
6. Distinguish between and demonstrate the ability to use comparative, superlative, and equative adjectives and adverbs
7. Create complex sentences using time clauses in simple present, present progressive, simple past, past progressive, future, present perfect, and present perfect progressive tenses
8. Create appropriate sentences with real conditionals in present and future
9. Apply intermediate grammatical rules to produce simple and complex affirmative and negative sentences with correct word order in simple present, present progressive, simple past, past progressive, present perfect, present perfect progressive, and future.
10. Construct passive sentences in simple present and simple past tenses
11. Transform passive statements into passive questions
12. Compose and respond to yes/no and information questions in simple present, present progressive, simple past, past progressive, present perfect, present perfect progressive, and future.
13. Demonstrate the ability to use the following verb tenses and their associated time words and expressions appropriately for intended meaning: simple present, present progressive, simple past, past progressive, present perfect, present perfect progressive, and future.
14. Apply the rules of subject/verb agreement
15. Distinguish between and demonstrate the ability to use present modals of ability, permission, request, impossibility, advice, warning, necessity, logical conclusion, lack of necessity, and prohibition
16. Distinguish between and demonstrate the ability to use past modals of ability, repeated habits (used to/would), necessity, and lack of necessity
17. Distinguish between and demonstrate the ability to use gerunds and infinitives for different verbs in various sentence patterns
18. Create syntactically correct statements and questions with appropriate adverbs of manner and frequency

Methods of Evaluation:
1. Individual, pair, group, and class assignments from
   a. textbooks
   b. online sources
   c. supplemental web sites
   d. activities designed by the instructor
2. Oral, aural, and written quizzes and examinations
3. Oral and written dialogues
4. Controlled compositions
5. Dictations
Course Content Outline:

1. Verbs and their time words and expressions
   a. Simple Present
   b. Present Progressive
   c. Past (regular and irregular)
   d. Past Progressive
   e. Future (be going to, will, present progressive, simple present)
   f. Present Perfect
   g. Present Perfect Progressive
   h. Inflected endings
      i. -s spelling and pronunciation
      ii. -d spelling and pronunciation
      iii. -ing spelling
      iv. irregular past participle spelling and pronunciation
   i. Modals: can, could, would, used to, may, might, should, ought to, had better, must, have (got) to
      i. can for
         1. ability (also: know how to/be able to)
         2. informal permission
         3. informal request
         4. prohibition (can’t)
         5. impossibility (can’t)
      ii. could for
         1. past ability
         2. possibility
         3. polite request
         4. permission
         5. impossibility (couldn’t)
      iii. would for
         1. request
         2. repeated habit with action verbs
      iv. used to for past habits
      v. may for
         1. permission
         2. possibility
      vi. might for possibility
      vii. should for advice
      viii. ought to for advice
      ix. had better for warning
      x. must/have to for
         1. necessity
         2. logical conclusion
         3. lack of necessity (not have to)
         4. prohibition (must not)
   j. Infinitives and Gerunds
      i. Gerunds as subjects
      ii. Gerunds as objects
      iii. Gerunds as objects of prepositions
      iv. Infinitives as objects
      v. Infinitives after Subject + Be + Adjective
      vi. Infinitives of purpose (in order to . . .)
      vii. Go + gerunds
      viii. Verbs that can be followed by Gerunds and Infinitives
      ix. Verbs that change meaning when followed by Gerunds or Infinitives (remember, stop, regret, forget)

2. Adverbs
   a. of manner
   b. of frequency
   c. of time

3. Nouns
a. Count and non-count: quantifiers and expressions of quantity
b. Articles and other noun markers
c. Possessives

4. Pronouns: personal, possessive, and reflexive

5. Comparative and superlative adjectives and adverbs
   a. Comparative forms
      i. Equatives (as . . . as; just as)
      ii. Irregular forms
      iii. Double comparatives (bigger and bigger)
      iv. Comparatives with less than
      v. Two comparative adjectives to show cause and effect (the faster, the better)
   b. Superlative forms
      i. Superlatives with the most/the least
      ii. Superlatives with ever

6. Time clauses and real conditionals
   a. Time clauses with before, after, as soon as, when, while (with a progressive verb), until, since
   b. Real "if" clauses / "unless" clauses

7. Passive constructions in Simple Present and Simple Past

8. Questions
   a. Yes / no questions and short answers
   b. Information questions (including subject vs. object questions, how long with simple past, present perfect, and present perfect progressive, why and why not)
   c. Tag questions

Resources


