ESL-1510: ENGLISH AS A SECOND LANGUAGE: ACCELERATED GRAMMAR II

Cuyahoga Community College

Viewing: ESL-1510: English as a Second Language: Accelerated Grammar II

Academic Term:
Fall 2018

Subject Code
ESL - English As A Second Language

Course Number:
1510

Title:
English as a Second Language: Accelerated Grammar II

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

Credit Hour(s):
6

Lecture Hour(s):
5

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
ESL Department approval.

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 athhttp://www.tri-c.edu/accessprograms (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.
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):
Interpret and create the form, meaning, and function of the grammatical structures and apply them appropriately in both oral and written exercises.

Objective(s):
1. Distinguish verbs, pronouns, nouns, subjects, objects, articles, adjectives, adverbs, and prepositional phrases in sentences.
2. Identify and apply the form, meaning and function of modals and modal-like expressions of ability, permission, request, impossibility, advice, warning, necessity, logical conclusion, lack of necessity and prohibition in present, past and future, both verbally and in writing.
3. Create statements and questions with appropriate adverbs of manner and frequency.
4. Identify and apply the form, meaning, and function of comparatives and expressions.
5. Identify and apply the form, meaning, and function of modal perfects, both verbally and in writing.
6. Identify and apply the form, meaning, and function of passive verbs, both verbally and in writing.
7. Identify and apply the form, meaning, and function of noun clauses, both verbally and in writing.
8. Identify and apply the form, meaning, and function of adjective clauses, both verbally and in writing.
9. Identify and apply the form, meaning, and function of conditional clauses and wishes, both verbally and in writing.
10. Identify and apply the form, meaning, and function of gerunds and infinitives.
11. Apply the rules for subject, object, possessive, reflexive, and demonstrative pronouns.
12. Combine singular and plural nouns with adjectives, articles, and noun markers to create noun phrases.
13. Use count and non-count nouns with the appropriate noun markers, articles, or expressions of quantity.
14. Use apostrophes or “of” to create possessive forms of singular and plural nouns.
15. Create and respond to yes/no, information, and tag questions appropriately.
16. Apply the rules of subject/verb agreement.
17. Identify and use the form, meaning, and use of simple and progressive tenses. (simple present, simple past, present progressive, past progressive, simple future, future progressive).
18. Identify and use the form, meaning and function of present perfect, past perfect, future perfect, present perfect, and past perfect progressive tenses, both verbally and in writing.

Course Outcome(s):
Employ grammatical structures to produce effective oral and written communication.

Objective(s):
1. Recognize and identify parts of speech.
2. Explain parts of speech and parts of a sentence.
3. Report what others say and ask using indirect forms.
4. Apply grammatical rules to produce simple and complex sentence patterns in all tenses.
5. Use noun clauses in oral and written communication.
7. Use modal verbs appropriately in all contexts.
8. Create sentences using comparatives, equatives, and superlatives.
9. Construct real and unreal conditional sentences in all time frames.
10. Ask and answer questions using complex sentence patterns and all verb tenses.
11. Create all types of adjective clause sentences.
12. Create passive and active voice sentences in all tenses and with modals.

Methods of Evaluation:
1. Tests
2. Oral exams and quizzes

Course Content Outline:
1. Verbs and their time words and expressions
   a. Present tenses
      i. Simple present
      ii. Present progressive
      iii. Present perfect
      iv. Present perfect progressive
   b. Past tenses
      i. Simple past
      ii. Past progressive
      iii. Past perfect
      iv. Past perfect progressive
   c. Future tenses
      i. Simple future (will vs. be going to)
      ii. Future perfect
   d. Modals and modal-like expressions
      i. Simple modals and modal-like expressions to express ability, advice, necessity, possibility, degrees of certainty, logical conclusion, intention, and expectation
      ii. Perfect modals to express advice, possibility, degrees of certainty, logical conclusion, and expectation
2. Other Parts of Speech
a. Nouns
b. Articles
c. Adjectives
d. Adverbs
e. Quantifiers
f. Pronouns & demonstratives

3. Comparatives, equatives, and superlatives
a. Adjectives
b. Adverbs
c. Special expressions/structures

4. Passive statements and questions
a. Simple present, present progressive, present perfect, simple past, past progressive, past perfect, future with be going to and will, and modal verbs
b. Passive with get
c. Uses of the “by” phrase
d. Stative passive
e. Participial adjectives
f. Causative passives

5. Noun clauses
a. Quoted vs. reported speech
b. Indirect statements
c. Indirect imperatives
d. Sequence of tenses
e. Embedded questions

6. Adjective clauses
a. Relative pronouns: who, that, which, whom, whose, where, when, Ø
b. Pronoun reference
c. Subject-verb agreement
d. Structure and placement
e. Restrictive and non-restrictive
f. Reduced adjective clauses

7. Conditional clauses
a. Real conditionals
b. Unreal conditionals
   i. Present/future
   ii. Past
   iii. Mixed
c. Hope vs. wish

8. Gerunds vs. Infinitives
a. Gerunds in object position reference to past activities (enjoy dancing)
b. Infinitives in object position reference to future activities (want to study)
c. Gerunds as subjects
d. Gerunds as objects
e. Infinitives as objects
f. Infinitives after Subject + Be+ Adjective
g. Infinitives of purpose (in order to...)
h. Go + gerunds

Resources


**Resources Other**

2. Internet TESL Journal [http://iteslj.org/]
3. Purdue Online Writing Lab [https://owl.english.purdue.edu/owl/resource/678/01/]

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