

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: Nov. 5, 2004

Department: ESL

Number: 898

Course Title: Comprehensive Grammar Review for Non-native Speakers

Units: 3.0

Hours/Week: Lecture: 3.0

Scheduled Lab:

By Arrangement:

Length of Course

- Semester-long
 Short course (Number of weeks ____)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

None

2. Corequisite (Attach Enrollment Limitation Validation Form.)

None

3. Recommended Preparation (Attach Enrollment Validation Form.)

Completion of ESL 827 with a grade of C or higher, or appropriate skill level as indicated by placement tests and other measures.

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

ESL 898 Comprehensive Grammar Review for Non-Native Speakers (3)

(Credit/No Credit or letter grade option.)

Three lecture hours per week.

Recommended Preparation: Completion of ESL 827 with a grade of C or higher, or appropriate skill level as indicated by placement tests and other measures.

A maintenance course designed specifically for new and continuing ESL students. Review of grammatical structures which are generally problematic for ESL students, including verb tenses, passive voice, articles, prepositions. Practice of these structures through written and oral exercises and in short compositions. Review of strategies for finding and correcting these errors in students' own writing.

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

COMPREHENSIVE GRAMMAR REVIEW FOR NON-NATIVE SPEAKERS. A maintenance course designed specifically for new and continuing ESL students. Review and practice of grammatical structures which are generally problematic for ESL students, including verb tenses, passive voice, articles, prepositions. Practice of these structures through written and oral exercises and in short compositions. Review of strategies for finding and correcting these errors in students' own

writing. Recommended Preparation: Completion of ESL 827 with a grade of C or higher, or appropriate skill level as indicated by placement tests and other measures. Credit/No Credit or letter grade option.

6. Course Outcomes (Identify 5-8 expected learner outcomes using active verbs.)

Upon completion of the course, students should be able to:

1. recognize and use correctly in exercises and short writing assignments the following structures:
 - a) verb tenses: simple present, simple past, simple future, present continuous, past continuous, present perfect, past perfect.
 - b) passive voice
 - c) articles
 - d) some prepositions (based on context/writing assignment)
2. proofread their own writing for the specific structures studied in class.

7. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

Note: Instructors should:

- ** identify each structure first in context (i.e. in a reading or listening activity)
- ** explain the use/meaning of the structure
- ** explain the form of the structure (particularly for verb tenses)
- ** assign a variety of written and oral exercises to practice the structure
- ** assign a composition which will elicit use of the structure
- ** help students identify individual patterns of error in their own writing
- ** guide students in proofreading their own writing for specific problem areas

1. Verb tense review

- a) Simple tenses (past, present, future)
 - aa) Meaning/form/use of simple tenses
 - bb) Negative constructions for all simple tenses
 - cc) Irregular past tense verbs
- b) Past and present continuous
 - aa) Meaning/form/use of continuous tenses
 - bb) Negative constructions for continuous tenses
 - cc) Relationship between continuous and simple tenses - how to choose the correct tense
- c) Present and past perfect
 - aa) Meaning/form/use of perfect tenses
 - bb) Negative constructions for perfect tenses
 - cc) Relationship between perfect tenses and simple tenses

2. Passive voice

- a) Use of passive voice
- b) Form of passive voice in various verb tenses
- c) Negative constructions for passive voice

3. Articles

- a) Article rules
- b) Analysis of written materials to understand use of articles

b) Analysis of written materials to understand use of articles

4. Prepositions

- a) Basic prepositions (place/time/location)
- b) Other prepositions as determined by context/writing assignment

5. Proofreading strategies for each of the structures listed above as each structure is studied. Strategies may include but are not limited to:

- a) Verb tenses and passive voice:
 - aa) Underlining the verbs
 - bb) Putting a wiggly line under time expressions (e.g. "last year" or "two weeks ago")
 - cc) Circling the subjects (to check for subject-verb agreement)
- b) Articles
 - aa) Putting a box around all nouns to check whether nouns are singular, plural, or uncountable and related article use
- c) Prepositions
 - aa) Keeping a preposition log and highlighting any verbs or adjectives from the preposition log in the writing assignment
- d) Global proofreading
 - aa) Reading out loud and from the end of the writing assignment to the beginning
 - bb) Keeping a list of typical errors and corrections for those errors

8. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

To teach grammar structures:

1. Introduce each structure in context (in a reading or listening excerpt)
2. Explain the form, meaning, and use of the structure by using charts, timelines, rules
3. Ask students to recognize the structure (in a reading or listening excerpt)
4. Provide a variety of written exercises for homework that become increasingly more demanding
5. Review some (or all) of the exercises in class, asking students to explain their choices, eliciting input from other students.
6. Provide a variety of oral, written and/or kinesthetic activities to practice each structure
7. Guide students through the writing process in order to create a composition which is likely to elicit the target structure: help students elicit schema (through reading and/or discussion), brainstorm, and participate in peer review.

For proofreading skills:

1. Model proofreading strategies in class using an overhead projector
2. Ask students to practice proofreading written material on the overhead projector
3. Ask students to proofread their own writing and classmates' writing.

9. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. Grammar tests or quizzes with a variety of questions, modeled after the homework assignments and in-class activities (including proofreading strategies)
2. Writing assignments which are likely to elicit the grammatical structures being studied

10. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Elbaum, Sandra. Grammar in Context 2, 3rd ed. Boston: Heinle, 2001. (Full text: ISBN: 0-8384-1270-X; or Part B text)

Folse, Keith S. and Elena Vestri Solomon and Barbara Smith-Palinkas. Top 20: Great Grammar for Great Writing. Boston: Houghton Mifflin, 2004. (ISBN: 0-618-15299-7)

Fuchs, Marjorie and Margaret Bonner. Grammar Express. White Plains, NY: Longman, 2002. (ISBN: 0-13-032743-3)

Prepared by:

(Signature)



Email address:

sobel@smccd.net

Submission Date:

