

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 898 **TITLE:** Comprehensive Grammar Review for Multilingual Students
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Grade Option (Letter Grade or Pass/No Pass)
Recommended Preparation:

ESL 827, or appropriate skill level as indicated by placement tests. Eligibility for ESL 828

2. **COURSE DESIGNATION:**

Non-Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**

Catalog Description:

A maintenance course designed specifically for new and continuing multilingual students. Review of grammatical structures which are generally problematic for multilingual students of ESL, including verb tenses, subject verb agreement, articles, singular plural agreement, some clauses and 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.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Write complete sentences and paragraphs containing subordination (adjective, adverb and noun clauses) and coordination.
2. Identify and correct grammatical errors -- primarily errors with sentence boundaries, subordination, verbs, word forms, articles and prepositions -- in sentences and paragraphs.
3. Write complete sentences and paragraphs with the proper use of verbs (including but not limited to verb tenses, verb forms, subject verb agreement) and articles as well as the proper use of most word forms and prepositions.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. recognize and use correctly in exercises and short writing assignments the following structures: a) verb tenses/forms: simple present, simple past, simple future, present continuous, past continuous, present perfect, past perfect and passive voice. b) count and noncount nouns (subject verb agreement and singular plural agreement). c) articles. d) some prepositions (based on context/writing assignment).
2. proofread their own writing using active editing strategies (read aloud, read backward, text marking) for the specific structures studied in class.

6. **COURSE CONTENT:**

Lecture Content:

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

Verb tense review

Simple tenses (past, present, future)

1. Meaning/form/use of simple tenses
 2. Negative constructions for all simple tenses
 3. Irregular past tense verbs
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1. Past and present continuous
 - A. Meaning/form/use of continuous tenses
 - B. Negative constructions for continuous tenses

- C. Contrastive analysis between continuous and simple tenses - how to choose the correct tense
- 2. Present and past perfect
 - A. Meaning/form/use of perfect tenses
 - B. Negative constructions for perfect tenses
 - C. Contrastive analysis of perfect tenses and simple tenses

Passive voice

- 1. Use of passive voice
- 2. Form of passive voice in various verb tenses
- 3. Negative constructions for passive voice

Articles

- 1. Article rules (a/an vs. the) and rules for when an article is not required
- 2. Analysis of written materials, such as proverbs, to understand use of articles

Prepositions

- 1. Basic prepositions (place/time/location)
- 2. Other preposition collocations (combinations) as determined by context/writing assignment, such as: discriminated AGAINST, AT odds WITH

Proofreading strategies for each of the structures listed above as each structure is studied.

- 1. Strategies may include but are not limited to:
 - A. Verb tenses and Subject Verb Agreement:
 - a. Underlining the verbs
 - b. Putting a wiggly line under time expressions (e.g. "last year," "two weeks ago," "recently")
 - c. Circling the subjects (to check for subject verb agreement)
 - B. Passive Voice
 - a. Circle the subjects and underline the verbs to determine whether the subject is the "do-er" of the action (agent) or recipient
 - C. Articles
 - a. Putting a dot above all nouns to check whether nouns are singular, plural, or uncountable and the related article or quantity word use
 - D. Subordination
 - a. Circle subjects, underline verbs and put square brackets around the dependent/subordinate clauses
 - E. Prepositions
 - a. Putting forward slashes around prepositions or prepositional phrases
 - b. Keeping a preposition log and highlighting any verbs or adjectives that collocate with the preposition
 - F. Global proofreading
 - a. Text Marking (symbols marked on the text to focus the eyes -- a location strategy, as described per the structures above)
 - b. Reading out loud
 - c. Reading "backward" from the end of the writing assignment to the beginning a sentence at a time
 - d. Learning from students' own mistakes by keeping a list of typical errors and corrections for those errors (a "Grammar Log")

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Other (Specify): 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 onscreen projection 2. Ask students to practice proofreading written material on the whiteboard/onscreen 3. Ask students to proofread their own writing and classmates' writing.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Paragraph assignments must incorporate the specific grammar structures used in a particular unit to demonstrate the application of grammar in writing. Topics will vary, and suggestions include:

- Personal history (to elicit past and present verbs)
- Personal Goals (to elicit present and future verbs)
- Ad Analysis (to elicit use of noncount nouns when discussing symbolism)
- Product, movie or book review or letter of complaint (to elicit use of subordination and coordination)

This is not a writing course; time spent on teaching writing should be dedicated to the contextualized use of grammar, not formalized conventions of paragraph writing. One or more revision assignments are encouraged.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Homework
- D. Papers
- E. Quizzes
- F. 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(S):

Possible textbooks include:

- A. Joyce S. Cain. *Grammar for Writing 3: An Editing Guide for Writing*, 2nd ed ed. Pearson Education ESL, 2012
- B. Folse, Keith S. and Elena Vestri Solomon and Barbara Smith-Palinkas.. *Top 20: Great Grammar for Great Writing*, 2nd ed. Boston: Houghton Mifflin, 2008

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