

COURSE OUTLINE

**ESL 133
Grammar and Writing III**

I. Catalog Statement

ESL133 focuses on grammar and composition for students at the intermediate level of academic English as a second language. The course covers increasingly complex grammatical structures that students incorporate into compositions of 300-350 words in length.

Total Lecture Units: 5.0

Total Course Units: 5.0

Total Lecture Hours: 80.0

Total Faculty Contact Hours: 80.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 123 and satisfactory completion of ESL 126.

Recommended Preparation: Concurrent enrollment in an ESL listening and speaking course and a reading course.

II. Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

1. write a 2 to 3-paragraph compositions of 200-250 words in length that include topic sentences, supporting details, and transitional expressions;
2. demonstrate level appropriate mastery of spelling, vocabulary, punctuation, simple and progressive tenses, the present perfect tense, and adverb clauses of time and reason;
3. read multi-paragraph passages in textbooks.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. compose a 300 to 350-word composition which:
 - a. includes a clear thesis statement;
 - b. shows clear organization into an introduction, body, and conclusion;
 - c. provides supporting details;
 - d. meets division criteria for fluency, clarity and accuracy.

2. demonstrate level appropriate mastery of spelling, vocabulary, punctuation, simple and progressive perfect tenses, passive voice, gerunds and infinitives, real conditionals, adverb clauses of reason and concession;
3. read multi-paragraph passages in textbooks.

IV. Course Content

Total Faculty Contact Hours = 80

A. Writing

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|-----------------------------------------------------------|----------|
| 1. Essay Organization | 15 hours |
| a. Introduction | |
| i. General statements | |
| ii. Thesis statement | |
| b. Body | |
| i. Topic sentence | |
| ii. Supporting sentences | |
| iii. Concluding sentences | |
| iv. Transitional words and phrases | |
| c. Conclusion | |
| 2. Composing | 10 hours |
| a. Pre-writing (brainstorming and outlining) | |
| b. First draft | |
| c. Proofreading, editing, and revising | |
| 3. Content | 10 hours |
| a. Unity | |
| b. Development | |
| c. Coherence | |
| 4. Mechanics | 3 hours |
| a. Punctuation patterns in compound and complex sentences | |
| b. Spelling | |

B. Grammar

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| 1. Verb Tenses in active and passive voice | 7 hours |
| a. Simple present, past, and future | |
| b. Present, past, and future progressive | |
| c. Present and past perfect | |
| d. Present and past perfect progressive | |
| 2. Modal auxiliaries in active and passive voice | 5 hours |
| 3. Gerunds and infinitives | 5 hours |
| 4. Causative verbs: let, make, and have | 2 hours |
| 5. Adjective clauses (subject/object relative pronouns) | 3 hours |
| 6. Quoted and reported speech | 3 hours |
| 7. Basic Parallel structure | 3 hours |
| 8. Articles | 6 hours |
| 9. Prepositions and preposition combinations with gerunds, adjectives, and verbs | 2 hours |
| 10. Adverb clauses (time, reason, comparison, concession) | 2 hours |

11. Transitions (such as *however, in comparison, likewise, similarly, etc.*) 2 hours
12. Sentence structure: avoidance of run-ons, comma splices, and fragments 2 hours

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. lecture and discussion;
2. pair and group work;
3. pre-writing, writing, and re-writing activities;
4. multimedia presentations;
5. cooperative and collaborative learning.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. revisions of in-class compositions;
2. compositions that include an introduction, support, and a conclusion;
3. writing exercises and grammar exercises;
4. ESL Computer Lab work on grammar, writing, and punctuation modules.

VII. Methods of Evaluation

The following methods of evaluation may be used in this course:

1. Compositions: 50% of course grade
 - a. diagnostic composition (0% of course grade);
 - b. 4-6 in-class compositions of 3-4 paragraphs of 300-350 words in length
2. Grammar: 25% of course grade
 - a. A minimum of 4 grammar tests, which may include a midterm
3. Final Examinations: 20% of the course grade
 - a. Final division-wide grammar test: 10%
 - b. Final division-wide composition: 10%
4. Other Criteria: 5% of the course grade
 - a. Attendance
 - b. Class participation
 - c. Homework
 - d. Supplemental instruction
 - e. On-line tests
 - f. Other language learning activities

VIII. Textbooks

(Required: One text from Group I and one text from Group II)

GROUP I: Grammar

Azar, Betty S. and Stacy A. Hagen. *Understanding & Using English Grammar with Answer Key*. 4th ed. White Plains: Longman/Pearson Education, 2010. Print.
8th Grade Textbook Reading Level. ISBN: 0132333317

Werner, Patricia and John Nelson. *Mosaic I Grammar*. 5th ed. New York: McGraw-Hill, 2007. Print.
8th Grade Textbook Reading Level. ISBN: 0-07-325850-4

GROUP II: Composition

Pike-Baky, Meredith and Laurie Blass. *Mosaic I Writing*. 5th ed. New York: McGraw-Hill, 2006. Print.
8th Grade Textbook Reading Level. ISBN: 0-07-353389-0

Broukal, Milada. *Weaving It Together Book 3*. 3rd ed. Boston: Cengage Heinle, 2010. Print.
8th Grade Textbook Reading Level. ISBN: 978-1-4240-5740-5

Folse, Keith, Elena V. Solomon, and David Clabeaux. *Great Writing 3: From Great Paragraphs to Great Essays*. 4th ed. Boston: Heinle, 2014. Print.
8th Grade Textbook Reading Level. ISBN: 978-128-519-4929

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. use the targeted grammatical structures with at least 70% accuracy;
2. write a three to five-paragraph composition of 300-350 words with a clear introduction, body, and conclusion using level appropriate grammar, punctuation, and spelling at a passing level as determined by the ESL 133 scoring guide.