Degree Applicable

Glendale Community College
May, 1996
Revised January, 2011

COURSE OUTLINE

ESL 141
Grammar and Writing IV

I. Catalog Statement

English as a Second Language 141 is designed for students at the advanced level of Grammar and Writing. Critical analysis of academic reading materials encourages independent thinking and the expression of informed opinion. Compositions are written in response to readings and discussions and become the vehicle for showing the ability to use advanced grammatical structures of English.

Units 4.0
Lecture Hours5.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 133 (formerly ESL 164) or ESL 132 (formerly ESL 164-B) and ESL 136.

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

Note: Transfer credit: CSU, UC. USC

II. Course Entry Expectations

Skills Level Ranges: Reading 4; Writing 4; Listening/Speaking 4; Math 1

1. use the targeted grammatical structures with at least 70% accuracy.
2. organize and write a three to five-paragraph essay with a clear introduction, body, and conclusion;
3. compose a thesis and provide supporting details in a multi-paragraph essay.

III. **Course Exit Standards**

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

1. Read critically, asking questions, discerning fact from opinion, and evaluating the validity of an author's thesis, premise(s) and conclusion(s);

2. Utilize various organizational methods such as clustering and outlining as a step in process writing;
3. Compose a 400 to 450-word essay which:
    a. summarizes and cites appropriately a reading passage provided as a prompt;
    b. includes a clear thesis statement;
    c. uses evidence to support the thesis;
    d. shows clear organization into an introduction, body and conclusion;
    e. analyzes and evaluates from various points of view;
    f. uses appropriate rhetorical modes such as description, narration, definition, classification, evaluation and analysis in order to support a thesis;
    g. meets division criteria for fluency, clarity and accuracy;

4. Evaluate and revise their own essays;
5. Proofread and edit their own essays.

IV. **Course Content**

Develop the course content in outline form. Indicate the **NUMBER OF HOURS** spent covering each major content area.

A. Grammatical Areas to Review and Practice — 24 hours
    1. Subordination
        a. Adverb clauses
            1) time
            2) place
            3) reason
            4) result
            5) concession
            6) manner
            7) degree
            8) condition
            9) comparison
        b. Conditional forms
    2. Gerunds and infinitives
    3. Review of verb tense system
    4. Transitional expressions
    5. Correlative conjunctions
    6. Articles
    7. Prepositions

B. Punctuation — 5 hours

1. periods, commas, capitalization
2. Colon, semi-colon
3. Run-on sentences, comma splices and fragments

C. Reading 25 hours

1. Pre-reading
2. Extracting the main idea
3. Vocabulary expansion
4. Summarizing
5. Inference
6. Reading critically
7. Discerning fact from opinion
8. Forming an opinion
9. Extensive reading to increase language exposure

D. Composing 25 hours

1. Pre-writing (brainstorming)
2. Focusing the topic
3. Heuristics: Outlining as well as other methods of organizing ideas
4. First drafts
5. Revisions
6. Proofreading and editing
7. Final product
8. Citations
9. Avoidance of plagiarism

E. Basic Library Skills 1 hour

V. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. A diagnostic test is given within the first two weeks.
2. Reading assignments and weekly writing, revising and editing of essays will gradually accustom students to standard English usage and to the organization of short essays.
3. Several out-of-class writing assignments will be assigned.
4. An introduction to word processing may be included.

VI. **Assignments and Methods of Evaluation**

1. Forty percent of each student's course grade will be based on no fewer than four essays of four to five paragraphs in length. These essays will be written in response to a reading or readings and will include a brief summary of the reading. These will be two-hour timed essays which will be written in class under the supervision of the instructor.
2. Reading activities and grammar tests will be given to help students assess their progress. Scores on these tasks will make up 30% of each student's final grade.
3. A final division-wide grammar test and final division-wide essay will help the instructor determine the student's readiness for the next course in the ESL sequence. Scores on these division-wide exams will make up 20% of each student's grade in the course.

4. A diagnostic test is given within the first two weeks. Reading assignments and weekly writing, revising and editing of essays will gradually accustom students to standard English usage and to the organization of short essays. Several out-of-class writing assignment s will be assigned. An introduction to word-processing may be included.
5. Writing workshops supplement formal classroom instruction. Students work individually, in pairs, and in small groups to strengthen learning by sharing information. Instructors may schedule individual conferences with students.
6. Ten percent of each student's grade may be determined by such factors as class participation, homework, attendance, on-line quizzes, Supplemental Instruction, journals, and other language learning activities.

VII. **Textbooks**

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

GROUP I
Werner, Mosaic 2 Grammar, 5th Edition
McGraw-Hill/Contemporary, 2007
ISBN 0-07-325-8504

Thewlis, Grammar Dimensions, Book 3 4th Ed.,
Heinle & Heinle/Thomson Learning, 2007
ISBN 141-302-7423

Steer & Carlisi, The Advanced Grammar Book
Heinle & Heinle/Thomson Learning 1997
ISBN 0-8384-4715-5
Workbook ISBN 0-8384-4717-1

Murphy, Grammar in Use/Student's Book, Cambridge 2000
ISBN 0-521-62597-1

Bland, Intermediate Grammar: From Form to Meaning and Use
Oxford, 1996
ISBN 0-19-434-366-9 Teacher's Book ISBN 0-19-434367-7

GROUP II
Broukal, Weaving It Together, Book 4, 3rd Edition
Heinle & Heinle/Thomson Learning, 2010
ISBN 978-1-4240-5603-3

Trudy Smoke, A Writer's Workbook, 4th Edition 2008
Cambridge ISBN 0521-544890

Hartmann, Quest: Reading & Writing In Academic World, Book 3
McGraw Hill/Higher Education 2007
ISBN 0-07-3253030

RECOMMENDED FOR TEACHER REFERENCE OR AS A STUDENT SUPPLEMENT:
Dornan & Dawe, The Brief English Handbook, 8th Edition
Pearson, 2006
ISBN 0-8384-0284-4 ISBN 0-673-52308-X

Flynn, Grammar Dimensions Workbook 3, 2007, Heinle & Heinle/Thomson Learning
ISBN 142-400-3547

Folse, Great Essays, 3rd edition 2009 ISBN 9781424051014, Assessment CD-ROM with ExamView 9781424062140, Classroom Presentation Tool CD-ROM 9781424065141- Cengage

VIII. **Student Learning Outcomes**

1. Students should be able to understand and use high-intermediate grammar and punctuation with 70% accuracy.

2. Students should be able to write thesis-based multi-paragraph essays in both expository and persuasive modes.

3. Students should be able to revise essays for coherence and edit for level-appropriate grammar, punctuation, and spelling.