

COURSE OUTLINE

Revision: (Don Bissonnette, Barbara Silas, Blanca Farrelly) August 2009

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| DEPARTMENT: | Basic and Transitional Studies Division |
| CURRICULUM: | Transitional English as a Second Language |
| COURSE TITLE: | Survey of English Grammar II |
| COURSE NUMBER: | ESL 086 |
| TYPE OF COURSE: | Lecture |
| COURSE LENGTH: | One Quarter |
| CREDIT HOURS: | Variable 3-5 |
| LECTURE HOURS: | 33 - 55 |
| LAB HOURS: | 0 |
| CLASS SIZE: | 25 |
| PREREQUISITES: | ESL COMPASS Grammar 83 minimum to 90 ESL COMPASS Reading 83 minimum to 90 Combined ESL COMPASS 241 to 266 |

COURSE DESCRIPTION:

This course will cover all areas of intermediate to advanced English grammar for students who are under-prepared for college-level classes. Its emphasis will be on sentence and paragraph writing, focusing on simple, compound, and complex sentences. Academic English vocabulary will be introduced and practiced to enhance students' writing skills.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations – Use social interactive skills to work in group effectively. Recognize the diversity of cultural influences and values.
3. Critical Thinking and Problem Solving – Think critically in evaluating information, solving problems, and making decisions.
4. Personal Responsibility – Be motivated and able to continue learning and adapt to change. Value one's own skills, abilities, ideas, and art. Take pride in one's work.

STUDENT LEARNING OUTCOMES ADDRESSED (Cont):

5. Information Literacy – Access and evaluate information from a variety of sources and contexts, including technology.

GENERAL COURSE OBJECTIVES:

At the end of the course, students will be able to:

1. enhance sentence writing using correct grammar with academic English, idioms, and descriptive expressions;
2. demonstrate ability to use sentence skills and avoid errors such as dangling modifiers, comma splices, and run-on sentences;
3. demonstrate a strong ability in effectively using relative, adverbial, and noun clauses in sentences;
4. demonstrate ability in combining sentences into paragraphs;
5. demonstrate ability in writing multi-paragraph compositions;
6. demonstrate an understanding of the writing process (brainstorming, revising for content and organization, editing, and drafting);
7. demonstrate academic preparedness;
8. use academic vocabulary in writing.

TOPICAL OUTLINES:

1. General Introduction
2. Mastery of Four Basic Sentence Patterns
3. Mastery of Special Sentence Patterns
(with Chaining Verbs)
4. Familiarity with Sentence Skills, Utilizing Conjunctions and Transition Vocabulary,
5. Sentence Varieties & Error Avoidance
6. Mastery of All the Verb Tenses in English
Active and Passive as well as Indicative & Subjunctive Moods
7. Mastery of the Three Clause Types
8. Mastery of Paragraph & Composition Writing Basics
9. Competence in the Area of Word Choice

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