

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 454

COURSE TITLE

ESL BEGINNING GRAMMAR

TYPE COURSE

NON-FEE

ESL

CATALOG COURSE DESCRIPTION

This course develops students' basic grammar proficiency to promote oral and written communication in professional, academic and social settings. Instruction focuses on speaking and writing in complete sentences using level-appropriate form and function of English grammar. Extensive practice in speaking and writing is included in the instruction. Soft skills, critical thinking, digital literacy and diversity awareness are integrated throughout the course. (FT)

LECTURE/LABORATORY HOURS

180

ADVISORIES

Completion of ESL Beg Literacy 1 or equivalent

RECOMMENDED SKILL LEVEL

1. Ability to understand high frequency words and oral commands
2. Basic conversation skills

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Develop:

1. Level-appropriate proficiency in the form, meaning and use of English grammar when speaking and writing
2. Knowledge of basic sentence structure and word order
3. Ability to communicate present and past activities, events and future plans
4. Knowledge of spelling and pronunciation rules related to verb and noun endings
5. Language skills, cultural awareness and critical thinking skills to communicate in professional, academic, community, and social settings

COURSE OBJECTIVES

1. Speak and write about current and daily activities.
2. Give directions and instructions.
3. Describe past actions, events and experiences.
4. Make basic descriptions and comparisons.
5. Relate future plans and goals.
6. Identify basic parts of speech and use them appropriately in sentences.
7. Apply spelling rules to nouns verbs and adjectives.
8. Pronounce grammatical endings of nouns and verbs comprehensibly.
9. Use level-appropriate verb tenses correctly when speaking or writing.
10. Use *WH* (*what, where, when, who, what, and how*) questions to request and provide information.
11. Use critical thinking skills to apply grammar rules and identify and correct grammar errors.
12. Use basic modals appropriately.
13. Apply grammar knowledge to writing and speaking to communicate appropriately in diverse professional, academic, community and social settings.

SECTION II

COURSE CONTENT AND SCOPE

1. Nouns and Pronouns
 - 1.1. Singular and plural nouns
 - 1.1.1. Function
 - 1.1.2. Plural noun endings
 - 1.1.3. Articles
 - 1.1.4. Spelling of irregular nouns
 - 1.1.5. Proper and common nouns
 - 1.1.6. Count and non-count nouns
 - 1.1.7. Quantifiers
 - 1.1.8. There is/there are
2. Types of Verbs
 - 2.1. Pronouns
 - 2.1.1. Subject pronouns
 - 2.1.2. Object pronouns
 - 2.2. To be
 - 2.2.1. Meaning and use
 - 2.2.2. Subject-verb agreement
 - 2.2.3. Contractions
 - 2.2.4. Affirmative and negative statements
 - 2.2.5. *Yes/no* questions and short answers
 - 2.2.6. *WH*-questions
 - 2.3. Non-action verbs
 - 2.3.1. Have
 - 2.3.1.1. Meaning and use
 - 2.3.1.2. Subject-verb agreement
 - 2.3.1.3. Affirmative and negative statement
 - 2.3.1.4. *Yes/no* questions and short answers
 - 2.3.1.5. *WH*-questions
 - 2.3.2. Like, need, want
 - 2.3.2.1. Meaning and use
 - 2.3.2.2. Subject-verb agreement
 - 2.3.2.3. Pronunciation of endings
 - 2.3.2.4. Affirmative and negative statements\
 - 2.3.2.5. *Yes/no* questions and short answers
 - 2.3.2.6. *WH*-questions
 - 2.4. Action verbs
 - 2.4.1. Meaning and use

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.4.2. Subject-verb agreement
- 2.4.3. Spelling rules of endings
- 2.4.4. Pronunciation of endings
- 2.4.5. Affirmative and negative statements
- 2.4.6. *Yes/no* questions and short answers
- 2.4.7. *WH*-questions
- 2.5. Imperatives
 - 2.5.1. Affirmative and negative statement
 - 2.5.2. Implied subject
- 3. Verb Tenses
 - 3.1. Present continuous
 - 3.1.1. Meaning and use
 - 3.1.2. Subject-verb agreement
 - 3.1.3. Spelling rules
 - 3.1.4. Contractions
 - 3.1.5. Affirmative and negative statements
 - 3.1.6. *Yes/no* questions and short answers
 - 3.1.7. *WH*-questions
 - 3.2. Simple past
 - 3.2.1. Meaning and use
 - 3.2.2. Regular verbs
 - 3.2.2.1. Spelling rules
 - 3.2.2.2. Pronunciation rules
 - 3.2.3. To be
 - 3.2.4. Other Irregular verbs
 - 3.2.5. Contractions
 - 3.2.6. *Yes/no* questions and short answers
 - 3.2.7. *WH*-questions
 - 3.3. Future
 - 3.3.1. Going to
 - 3.3.2. Meaning and use
 - 3.3.3. Contractions
 - 3.3.4. Subject-verb agreement
 - 3.3.5. Affirmative and negative statements
 - 3.3.6. *Yes/no* questions and short answers
 - 3.3.7. *WH*-Questions
 - 3.4. Will
 - 3.4.1. Meaning and use
 - 3.4.2. Contractions

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.4.3. Affirmative and negative statement
- 3.4.4. *Yes/no* questions and short answers
- 3.4.5. *WH*-questions
- 4. Modals: Can, Should, Must, Have to, May/Might
 - 4.1. Meaning and use
 - 4.2. Contraction
 - 4.3. Positive and negative statements
 - 4.4. *Yes/no* questions and short answers
 - 4.5. *WH*-questions
- 5. Parts of Speech
 - 5.1. Adjectives
 - 5.1.1. Function
 - 5.1.2. Adjective + noun word order
 - 5.1.3. Possessive adjectives
 - 5.1.4. Comparative and superlative adjectives
 - 5.1.4.1. Syllabic rules
 - 5.1.4.2. Spelling rules
 - 5.1.4.3. Irregular forms
 - 5.2. Adverbs
 - 5.2.1. Adverbs of frequency
 - 5.2.2. Word order with adverbs
 - 5.3. Prepositions
 - 5.3.1. Time
 - 5.3.2. Place
 - 5.3.3. Manner
 - 5.4. Conjunctions
 - 5.4.1. And
 - 5.4.2. Or
 - 5.4.3. But
 - 5.4.4. Because
- 6. Applying Grammar to Writing and Speaking
 - 6.1. Parts of a sentence
 - 6.2. Word order
 - 6.3. Subject-verb agreement
 - 6.4. Punctuation and mechanics
 - 6.5. Error correction
- 7. Cultural Awareness
 - 7.1. Cultural nuances for applying grammar to communications

COURSE CONTENT AND SCOPE (CONTINUED)

8. Critical Thinking
 - 8.1. Identifying and correcting errors
 - 8.2. Applying grammar to formal and informal settings

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Supplemental texts
2. Instructor-prepared materials
3. Picture dictionaries

WRITING ASSIGNMENTS

Appropriate writing assignments may include, but are not limited to:

1. Picture-based sentence writing
2. Short paragraph and/or letter-writing
3. Cloze-activities
4. Journal entries on assigned topic
5. Sentence error correction exercises

OUTSIDE ASSIGNMENTS

Appropriate outside assignments may include, but are not limited to:

1. Interacting with people in the community using assigned grammar focus and reporting to class
2. Attending a community event and reporting to class
3. Contributing to a class blog
4. Completing assigned homework or project

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to:

1. Categorizing basic parts of speech according to form and function
2. Identifying pronunciation in noun and verb endings
3. Analyzing contextual clues to determine appropriate verb tense
4. Identifying and correcting grammatical errors

EVALUATION

Evaluation consists of monitoring students' progress on a continuing basis and assessing students on the attainment of the objectives listed in this course outline. Evaluation procedures may include but are not limited to:

1. Attendance and class participation
2. Teacher observation of student performance in a variety of situations (e.g. paired activities, assigned writing)
3. Written tests
4. Writing samples

Upon successful completion of each course in the program, a Certificate of Course Completion will be issued. Upon successful completion of all the courses included in the program, a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include but are not limited to:

1. Instructor presentations/lectures and lab
2. Paired and group cooperative learning activities/projects
3. Focused listening activities
4. Field trips
5. Classroom activities requiring critical thinking

Technology is integrated into instruction via Internet research and resources, class websites, social media and digital devices. This course, or sections of this course, may be offered through distance learning.

TEXTS AND SUPPLIES

Class texts may include but are not limited to:

GrammarWork, 1 and 2, Pamela Peterson Breyer, Pearson ELT, current edition

Basic English Grammar, Betty S. Azar, Stacy A. Hagen, Pearson ELT, current edition

Basic Grammar in Action, Barbara H. Foley, Elizabeth R. Neblett, Heinle Cengage, current edition

Focus on Grammar 1, Irene E. Schoenberg, Jay Maurer, Pearson ELT, current edition

Focus on Grammar 2, Irene E. Schoenberg, Jay Maurer, Pearson ELT, current edition

Grammar and Beyond 1, Randi Reppen, Alice Savage, Cambridge University Press, current edition

Basic Grammar in Use, Raymond Murphy, William R. Smalzer, Cambridge University Press, current edition

Grammar in Action 1, Barbara H. Foley, Cengage Learning, current edition

TEXTS AND SUPPLIES (CONTINUED)

Grammar Sense 1, Bland and Pavlik, Oxford University Press, current edition
Fun with Grammar, Suzanne Woodward, Pearson ELT, current edition
Grammar in Context Basic, Judi P. Peman and Sandra N. Elbaum, National Geographic, current edition
Grammar Sense 1, Bland and Pavlik, Oxford University Press, current edition
Fun with Grammar, Suzanne Woodward, Pearson ELT, current edition

Supplemental texts and supplies may include but are not limited to:

Instructor-created materials
Online resources
Picture dictionaries
Grammar software

PREPARED BY: Jan Forstrom, Janet Foster, Nonna Sadoudi DATE: June 6, 2018

REVISED BY: _____ DATE: _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog