

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

ESLA 455

**COURSE TITLE**

ESL INT/ADV GRAMMAR

**TYPE COURSE**

NON-FEE

**CATALOG COURSE DESCRIPTION**

This course develops students' proficiency in the form and function of English grammar. Instruction focuses on spoken and written forms of communication and provides for extensive practice with intermediate and advanced grammar structures. Critical thinking skills and diversity awareness are integrated throughout. (FT)

**LECTURE/LABORATORY HOURS**

180

**ADVISORIES**

Completion of ESL Beginning Grammar or equivalent; and  
Completion of ESL Int Low 4 or equivalent

**RECOMMENDED SKILL LEVEL**

1. Listening and speaking skills
2. Proficiency in basic spoken and written grammar

**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. Increased reading and listening comprehension of various grammar forms and structures.
2. Ability to interpret the nuances of meaning and time related to verb tenses, clauses, and other grammatical forms.
3. Level-appropriate proficiency in the form, meaning, and use of English grammar when speaking and writing.
4. Linguistic competence for communication in professional, academic, community, and social settings.

### COURSE OBJECTIVES

1. Identify parts of speech and use them appropriately.
2. Use appropriate verb tenses to describe and inquire about actions, states of being, and events in the present, past, and future.
3. Apply conventional spelling rules to grammar forms.
4. Pronounce verb endings comprehensively.
5. Recognize and interpret reduced forms of speech.
6. Utilize various clauses and conjunctions to connect ideas.
7. Use question tags to clarify and confirm information.
8. Express real and unreal conditions and their consequences.
9. Demonstrate correct usage of verbs as subjects and objects.
10. Use active and passive voice appropriately.
11. Demonstrate knowledge of the use and meaning of modals.
12. Make comparisons using comparative and superlative structures.
13. Use reported speech to communicate previously-stated information.
14. Use critical thinking skills to analyze grammar and correct errors.
15. Interpret and employ grammatical structures for effective communication in professional, academic, community, and social settings.

## **SECTION II**

### **COURSE CONTENT AND SCOPE**

1. Review of Basic English Grammar
  - 1.1. Parts of speech
  - 1.2. Subject/verb agreement
  - 1.3. Word order
2. Review of Basic Tenses
  - 2.1. Simple Present
  - 2.2. Present Continuous
  - 2.3. Simple Past
    - 2.3.1. Regular verbs
    - 2.3.2. Irregular verbs
  - 2.4. Future
    - 2.4.1. Will
    - 2.4.2. Be going to
3. Past Continuous
  - 3.1. Meaning and use
    - 3.1.1. Interrupted actions
    - 3.1.2. Use of *when* and *while*
  - 3.2. Form
    - 3.2.1. Spelling
    - 3.2.2. Affirmative and negative statements
    - 3.2.3. Questions and short answers
4. Present Perfect
  - 4.1. Meaning and use
    - 4.1.1. Unfinished and recently finished actions and states of being
    - 4.1.2. Past actions and accomplishments that happened at an unspecified time
    - 4.1.3. Terms
      - 4.1.3.1. *Already, yet, and still, and just*
      - 4.1.3.2. *For and since*
      - 4.1.3.3. *Ever and never*
  - 4.2. Form
    - 4.2.1. Spelling
    - 4.2.2. Positive and negative statements
    - 4.2.3. Questions and short answers
    - 4.2.4. Contractions
  - 4.3. Pronunciation
5. Present Perfect Continuous
  - 5.1. Meaning and use
    - 5.1.1. Unfinished and recently finished actions and states of being
    - 5.1.2. Using *for* and *since*
  - 5.2. Form
    - 5.2.1. Spelling
    - 5.2.2. Positive and negative statements

COURSE CONTENT AND SCOPE (CONTINUED)

- 5.2.3. Questions and short answers
- 5.2.4. Contractions
- 5.3. Pronunciation
- 6. Past Perfect
  - 6.1. Meaning and use
  - 6.2. Form
    - 6.2.1. Spelling
    - 6.2.2. Positive and negative statements
    - 6.2.3. Questions and short answers
    - 6.2.4. Contractions
  - 6.3. Using *for* and *since*
  - 6.4. Pronunciation
- 7. Past Perfect Continuous
  - 7.1. Meaning and use
  - 7.2. Form
    - 7.2.1. Spelling
    - 7.2.2. Positive and negative statements
    - 7.2.3. Questions and short answers
    - 7.2.4. Contractions
  - 7.3. Using *for* and *since*
  - 7.4. Pronunciation
- 8. Modals
  - 8.1. Form
  - 8.2. Meaning and Use
    - 8.2.1. Ability
    - 8.2.2. Possibility
    - 8.2.3. Permission
    - 8.2.4. Requests
    - 8.2.5. Advice
    - 8.2.6. Necessity
    - 8.2.7. Lack of necessity and prohibition
    - 8.2.8. Logical conclusions
    - 8.2.9. Suggestions
    - 8.2.10. Preferences
  - 8.3. Pronunciation
- 9. Passive Voice
  - 9.1. Form
    - 9.1.1. Tenses
    - 9.1.2. Modals
  - 9.2. Meaning and use
    - 9.2.1. Active vs passive
    - 9.2.2. Omission of by-phrase
  - 9.3. Transitive and intransitive verbs
  - 9.4. Participial adjectives

COURSE CONTENT AND SCOPE (CONTINUED)

- 10. Gerunds and Infinitives
  - 10.1. Gerunds
    - 10.1.1. Verbs followed by gerunds
    - 10.1.2. Prepositions followed by gerunds
    - 10.1.3. Gerunds as subjects and objects
    - 10.1.4. Verbs with gerund-specific meaning
  - 10.2. Infinitives
    - 10.2.1. Verbs followed by infinitives
    - 10.2.2. Verbs with infinitive-specific meaning
    - 10.2.3. Infinitives of purpose
    - 10.2.4. Adjectives followed by infinitives
- 11. Phrasal Verbs
  - 11.1. Intransitive phrasal verbs
  - 11.2. Transitive phrasal verbs
    - 11.2.1. Separable
    - 11.2.2. Inseparable
- 12. Clauses
  - 12.1. Noun clauses
  - 12.2. Adjective (relative) clauses
  - 12.3. Adverb clauses
- 13. Articles
  - 13.1. Definite
  - 13.2. Indefinite
- 14. Nouns
  - 14.1. Count nouns
  - 14.2. Non-count nouns
- 15. Connecting Ideas
  - 15.1. Conjunctions
    - 15.1.1. Coordinating conjunctions
    - 15.1.2. Subordinating conjunctions
  - 15.2. Connecting words
    - 15.2.1. So, too, either, neither
    - 15.2.2. Due to, because
    - 15.2.3. Even though, although, despite, in spite of
- 16. Conditionals
  - 16.1. Zero conditional / general truths
  - 16.2. First conditional / present real
  - 16.3. Second conditional / present unreal
  - 16.4. Third conditional / past unreal
  - 16.5. Using hope and wish
- 17. Comparisons
  - 17.1. Comparatives
  - 17.2. Superlatives
- 18. Tag Questions

### COURSE CONTENT AND SCOPE (CONTINUED)

- 18.1. Form
- 18.2. Meaning and use
- 19. Reported Speech
  - 19.1. Form
  - 19.2. Meaning and use
- 20. Cultural Awareness
  - 20.1. Cultural nuances for applying grammar to communications
- 21. Critical Thinking
  - 21.1. Identifying and correcting errors
  - 21.2. Applying grammar to formal and informal settings

### APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Articles from websites and print media
2. Supplemental texts
3. Instructor-prepared materials

### WRITING ASSIGNMENTS

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

1. Error correction activities
2. Cloze activities
3. Sentence composition
4. Dictations
5. Dialogues
6. Paragraphs and essays

### OUTSIDE ASSIGNMENTS

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

1. Conducting interviews that elicit grammar forms and reporting to class
2. Completing assigned homework or project
3. Contributing to a class blog or discussion board
4. Finding authentic examples of grammar structures in articles, publications, and advertisements

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

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

1. Categorizing parts of speech according to form and function
2. Completing error correction activities
3. Describing pictures, videos and graphical data using assigned grammar forms
4. Analyzing situations to determine appropriate grammar form and/or register
5. Completing task-based activities targeting specific grammar structures

### 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, which may include paired activities, small group activities, presentations and role-plays
3. Listening comprehension assessments
4. Written tests and 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
2. Paired and group cooperative learning activities
3. Focused listening activities
4. Field trips
5. Classroom discussions 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 and supplies may include but are not limited to:

*English Grammar in Use*, Raymond Murphy, Cambridge, current edition  
*Fundamentals of English Grammar*, Betty Schramper Azar, Pearson ELT, current edition

TEXTS AND SUPPLIES (CONTINUED)

*Understanding and Using English Grammar*, Betty Schramper Azar, Pearson ELT, current edition  
*Focus on Grammar 3*, Marjorie Fuchs, Margaret Bonner, Miriam Westheimer, Pearson ELT, current edition  
*Focus on Grammar 4*, Marjorie Fuchs, Pearson ELT, current edition  
*Focus on Grammar 5*, Jay Maurer, Pearson ELT, current edition

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

Instructor-prepared materials  
Articles from websites and print media  
Grammar websites  
Grammar software

PREPARED BY: Beth Bogage, Bryan Hicks, Jan Forstrom      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