



ESL 490 - Intermediate Writing and Grammar

Catalog Entry

Discipline English As a Second Language

Course Number 490

Course Title Intermediate Writing and Grammar

Former Title Advanced Writing and Grammar

Total hours of instructions required to achieve course objectives: 72.000

Min Credit: 0.000

Requisites

Recommended Preparation: Completion with a grade of "C" or better or a Passing grade in: ESL 305 ;

Catalog Description

This course will strengthen writing skills with a focus on grammatical tenses, grammar and mechanics and the various sentence combining structures for cohesive paragraph writing. Five high school elective credits may be awarded if students pass required course posttests/assessments with 80% or higher.

Classification Code K - Other Noncredit Enhanced Funding

Transfer Code C - Not transferable

SAM Priority Code E - Non-Occupational

TOPS Code 4930.84 - English as a Second Language - Writing

Repeatability Code CE - Continuing Education

Open Entry/Exit Yes

Grading Options Pass/Satisfactory Progress/No Pass

CIC Approval

11/15/2021

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. **Write an effective paragraph demonstrating a range of sentence patterns to concisely express ideas.**

2. Identify grammatical errors and apply revision and editing skills to strengthen writing.

Course Objectives

1. Apply various sentence combination patterns for paragraph writing.
2. Use correct grammatical tenses to fit agreement or mood.
3. Develop and organize a coherent paragraph on a given topic by planning, revising, and editing course writing.

Course Content

(Include major topics of the course, time required, and what the student is expected to learn.)

Course Lecture Content

The ESL Program recognizes that student's race, ethnicity, linguistic background, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English literacy.

1. Grammar: Verbs (11 hours):
 1. Simple present, past, and future
 2. Present and past progressive
 3. Present perfect
 4. Gerunds, infinitives, and base forms
 5. Subject-Verb Agreement
2. Parts of Speech (4 hours)
 1. nouns
 2. verbs
 3. adjectives
 4. adverbs
3. Sentence Structures (13 hours):
 1. Identify Subject-Verb-Object (SVO)
 2. Compound and complex sentences
 3. Distinguish sentence fragments from run-on sentences
4. Grammar and Mechanics (4 hours)
 1. Period
 2. Comma
 3. Apostrophe
 4. Question mark
 5. Exclamation mark
 6. Semi-colon/colon
 7. Quotation marks
 8. Capitalization rules
5. Paragraph Development (40 hours)
 1. Identify parts of a paragraph:
 - a. topic sentence
 - b. supporting sentences
 - c. concluding sentence
 2. Use the Writing Process:
 - a. prewrite

- b. draft
 - c. revise
 - d. edit
 - e. publish
3. Paragraph models:
- a. autobiography
 - b. narrative
 - c. process
 - d. opinion
 - e. compare/contrast
 - f. descriptive

Total hours equal 72 hours

Course Materials

Textbook

Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Great Writing 1: Great Sentences for Great Paragraphs (Great Writing) 5th Cengage Learning 978-0357020821 2020

Open Educational Resources

2021 https://owl.purdue.edu/owl/about_the_owl/owl_information/fair_use_policy.html

Other Required Materials

[For noncredit, textbooks are recommended and not required]

Teacher materials and resources

Textbooks from approved ESL book lists or equivalent

What methods will be employed to help students learn?

Check all that apply:

- **Other**

Description

Individual and small group projects

Peer editing

Analyze and discuss writing models

Self-reflection journals

What learning activities or assignments are required outside of class?

Reading Assignments

Reading labels, statements, articles, newspapers, stories, books, and other materials.

Writing Assignments

Writing lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.

Other Assignments

Speaking English with family, friends, neighbors, co-workers, and classmates. Practicing voice recordings and public speaking.

Listening to information in English in TV shows, movies, news, YouTube videos, podcasts, and other mediums.

Reviewing course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

Others:

Writing portfolios

Timed writing

Journal writing

Individual/Group conferences

Writing assessments

Paragraph specific rubrics

Editing rubrics

Pre-writing assessment at beginning of course

Final paragraph assessment at end of course with revisions

Homework submissions

Quizzes

Teacher observations

Post-writing assessments

Grading Scale

Grading Scale:

(COM) Completed:

The student has demonstrated advanced proficiency in the learning outcomes of the course as evidenced by an average score of 80% or higher using various methods of evaluation/assessments/multiple measures including participation requirements as determined by the instructor.

(P) Pass:

The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70-79% using various methods of evaluation/assessments/multiple measures including participation requirements as determined by the instructor.

(SP) Satisfactory Progress:

The student has demonstrated proficiency in some of the learning outcomes of the course as evidenced by an average score of 60-69% using various methods of evaluation/assessments/multiple measures including participation requirements as determined by the instructor.

(NP) No Measurable Progress:

The student has not demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 0-59% using various methods of evaluation/assessments/multiple measures including participation requirements as determined by the instructor.