

English 004
Grammar and Composition 4
TR 7:30-10:00 a.m.
A.Torres (760) 554-9972

Textbook:

Focus on Grammar 4-Fourth Edition

Focus on Grammar 4-Practice Book

Suggested: Dictionary

Attendance:

It is your responsibility to drop using WebSTAR, if you have accumulated 2 consecutive unexcused absences by the last day to drop with a “W”.

Class Assignments:

Attendance	5%
Homework	5%
Journals	10%
Writing Assignments	10%
Unit Exams	10%
Mid-Term	20%
Final Exam	<u>40%</u>
Total	100%

Journals:

We will be keeping a writing journal in class and will write for **five** to **eight** minutes each class meeting. This will be your chance to put into practice the grammar points we are learning in class. I will collect your journals **twice** in the semester without previous announcement, so you need to keep your entries in your notebook or binder at all times.

Written Assignments:

Your written assignments will be short paragraphs or reports from a given topic, textbook or article. You will be graded using the writing rubric I will discuss with you at a later time.

Unit Exams/Mid-Term Exam/Final Exam:

These will be announced through- out the semester. A short review will take place ahead of time. I will provide you with tips that will help you during these exams. One Unit Exam can be made-up, ONLY a class meeting after absence; Mid-term and Final cannot be made-up.

Course Catalog Description:

ESL 004 is a grammar class in an English-only environment designed for the high-intermediate ESL student. The course will emphasize grammar, writing sentences, and paragraphs.

***Week 1**

Class Introduction
Simple Present and Present Progressive-Review
Simple Past and Past Progressive-Review
Parts of Speech-Review

***Week 2**

Parts of a Sentence-Subject, Verb, and Object
Sentence Dictation
Identify a Tense Activity

***Week 3**

Simple Past
Present Perfect
Present Progressive

***Week 4**

Past Perfect
Past Perfect Progressive
Parts of a Sentence
Main Idea and Supporting Details

***Week 5**

Simple and Compound Sentences
Subject-Verb Agreement
Gerunds and Infinitives

***Week 6**

Complex Sentences
Sentence Dictation
Gerunds and Infinitives

***Week 7**

Adjective Clauses
Find the Mistake Activity

***Week 8**

Adjective Clauses
Adverb Clauses
Complex Sentences

***Week 9**

Comma Splices, Run-ons, and Fragments
Indirect and Direct Speech/Noun Clauses

***Week 10**

Modals
Mid-Term

***Week 11**

Passive Voice

***Week 12**

Conditionals
Real and Unreal

***Week 13**

Conditionals
Real and Unreal

***Week 14**

Future & Future Progressive
Future Perfect & Future Perfect Progressive

***Week 15**

Rough-draft/Final Writing Exam

***Week 16**

Review/Final Exam
*Tentative Schedule

Writing

Review Paragraph Writing
Journal Writing

Two paragraphs about a relationship that is important to you

Journal Writing
A Super Couple

Two paragraphs about a musician or singer
Journal Writing

Journal Writing
paragraph about your life ten years from now

Journal Writing

A two-paragraph essay about a friend

Journal Writing

Journal Writing

Two paragraphs about a place you remember from your childhood

Journal Writing

Information Sheet for Tourists

Journal Writing

Journal Writing

Objectives:

Upon satisfactory completion of the course, students will be able to:

- *demonstrate ability in using conditionals, both real and unreal, in the present and in the past following “if” or “when”, and following “wish.”
- *demonstrate mastery in creating affirmative and negative statements, Yes/No questions, and wh-questions in the simple present and present progressive; demonstrate competency with the following tenses: future, simple past, past progressive, present perfect, and present perfect progressive; demonstrate ability with the following tenses: past perfect, past perfect progressive, future progressive, and future perfect in the above forms.
- *demonstrate mastery to use, recognize, and produce modal verbs of ability, request, permission, advice, suggestion, preference, and necessity; demonstrate competency with modal verbs of prohibition, expectation, possibility, impossibility, belated advice, past conclusions, and past opportunity not taken.
- *demonstrate competency with recognizing and using comparative, superlative, and equative forms.
- *demonstrate competency in using gerunds and infinitives as subjects and objects; understanding infinitives of purpose; and using verb+ infinitive, verb+gerund, and verb/noun/adjective+infinitive/gerund combinations.
- *demonstrate ability in using, recognizing, and producing the stative and causative (get/have) passive voice and with participial adjectives.
- *demonstrate competency in identifying sentence parts (subject, verb, and complement) and parts of speech (nouns, verbs, pronouns, adjectives, adverbs, articles, conjunctions, and prepositions).
- *demonstrate ability to understand advanced subject/verb agreement.
- *demonstrate competency in recognizing level appropriate time expressions and writing in appropriate tense according to these expressions.
- *demonstrate competency in recognizing and producing adjective clauses using relative pronouns (who, whom, which, that, whose, when, and where).
- *demonstrate competency in recognizing various sentence types (simple, compound, and complex) and producing dependent and independent clauses; compound sentences with coordinating conjunctions and semicolons, transitions, and correct punctuation; and complex sentences with adverb clauses and correct punctuation.
- *demonstrate ability to understand the relationships and functions of connecting devices including conjunctions and transitions.
- *demonstrate competency in writing topic sentences with topics and controlling ideas.
- *demonstrate competency with using a variety of prewriting skills (brainstorming, outlining, clustering) which lead to the development of ideas and topics for paragraphs.
- *demonstrate ability in writing well-organized, coherent paragraphs (with topic, supporting and concluding sentences) of 6-12 sentences with the following organized patterns; listing order, giving instructions, reason/example, and opinion.
- *demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises with focus on vocabulary used in academic content areas.

Student Learning Outcomes:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- *use and identify simple, progressive, and perfect tenses in the present, past, and future. (ILO1, ILO2)
- *use and identify real and unreal conditionals in present, past, and future tenses. (ILO1, ILO2)
- *use and identify independent and dependent clauses (adjective, adverb, and noun). (ILO1, ILO2)
- *the student will demonstrate competency in applying the knowledge of adjective clauses to solving various life problems. (ILO1, ILO2)
- *demonstrate the knowledge of noun clauses by creating sentences using given stems. (ILO1, ILO2)