

CAMPUS COURSE SYLLABUS

Campus:	Owens	
Department:	Language	
Course Number and Title:	ESL 036 – Intermediate ESL Grammar/Communication	
Instructor Name: _____	Telephone: _____	E-mail: _____
Pre-requisites:	ESL 026 or placement	
Course Hour and Credits:	8 credit 8 class hours	
Course Description:	The principle focus is on the structures (grammar) of the English language and the real life usage of those structures for every day communication. Students at this level expand the scope of their interactions in English to communicate in situations such as in the doctor's office or in a restaurant.	
Text:	<u><i>Fundamentals of English Grammar Textbook, 3rd ed.</i></u> , Betty Azar, Pearson, 2003. <u><i>Fundamentals of English Grammar, Workbook, 3rd ed.</i></u> , Betty Azar, Pearson, 2003. <u><i>Verb Lists for Credit ESL Classes</i></u> , DTCC, 2002	
Method of Instruction:	Campus classroom.	

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES

1. Compose statements utilizing target grammatical and syntactical structures at the Intermediate level. (PGC5;CCC1)
2. Restate in writing and/or answer questions about information presented orally or through readings at the Intermediate level. (PGC 1,3,4, 5; CCC 1)
3. Respond in writing and/or orally to aural and written cues using target structures at the Intermediate level. (PGC 1, 5; CCC 1)
4. Formulate questions which elicit specified information by using target structures at the Intermediate level. (PGC 2, CCC 1)

MEASURABLE PERFORMANCE OBJECTIVES

1. Compose statements utilizing target grammatical and syntactical structures at the intermediate level.
 - 1.1 Demonstrate correct use of beginning level structures (ESL026).
 - 1.2 Identify the five parts of target regular and irregular verbs: infinitive, simple present, simple past, present participle, past participle.
 - 1.3 Analyze sentence elements in simple sentences: subject/verb/object/descriptors.
 - 1.4 Form simple, progressive, and perfect verbs in present, past and future tenses in the active voice.
 - 1.5 Identify time words that indicate tense.
 - 1.6 Use various structures to express future tense, including **will, am going to**.
 - 1.7 Use **used to** to show past.
 - 1.8 Use **can, could, should, would, might, and must** in present active modal structures.
 - 1.9 Write simple sentences with effective subject-verb combinations.
 - 1.10 Write sentences with two subject-verb combinations using effective connectors.
 - 1.11 Describe nouns using single adjectives, adjective phrases, and adjective clauses.
 - 1.12 Compare nouns using comparative and superlative adjective forms.
 - 1.13 Use correct gerund or infinitive forms following verbs.
 - 1.14 Develop vocabulary bank of target phrasal verbs and preposition combinations.
2. Restate in writing and/or answer questions about information presented orally or through readings at the intermediate level.
 - 2.1 Monitor listening comprehension skills.
 - 2.2 Complete cloze activities based on listening comprehension.
 - 2.3 Distinguish tense in spoken statements and questions.
 - 2.4 Identify and pronounce verb/preposition combinations.
 - 2.5 Explain American idioms and phrasal verbs that appear in readings.
 - 2.6 Write complete sentences in response to questions.
 - 2.7 Interact with instructor and peers to ensure listening/speaking comprehension.
3. Respond in writing and/or orally to aural and written cues using target structures at the intermediate level.
 - 3.1 Participate in paired and small group activities to use target structures.
 - 3.2 Produce short answers in a variety of tenses to questions about everyday activities using target vocabulary.
 - 3.3 Prepare a short oral presentation as assigned by instructor and be prepared to handle questions and comments from the class.
4. Formulate questions which elicit specified information using target structures at the intermediate level.
 - 4.1 Prepare interview questions for classmate and present information to the class.
 - 4.2 Participate in role play/dialogue activities using effective forms and pronunciation.
 - 4.3 Rewrite statements into yes/no and information questions.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level to successfully complete the course.

Students will complete the following:

- **eight written chapter tests (60%)**
- **eight listening comprehension/vocabulary quizzes (20%)**
- **one midterm (10%)**
- **one final exam (10%)**

COLLEGE GRADING SCALE

92 – 100	A
83 – 91	B
75 – 82	C
Below 75	R

Students may receive an “S” grade for this class if they are making satisfactory progress to complete the designated objectives of the course. Students receiving an “S” grade must retake and complete the course to receive credit.

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Responsibilities and Student Rights, and other policies relevant to their academic progress.