GROSSMONT COLLEGE

Official Course Outline

ENGLISH AS A SECOND LANGUAGE 106 – ENGLISH AS A SECOND LANGUAGE VI

1. Course Number Course Title Semester Units Semester Hours

ESL 106 English as a Second 5 5 hours lecture

 Language VI 1 hour laboratory

1. Prerequisites

A “C” grade or higher or “Pass” in ESL 103 or advisory placement in ESL 106 based on an ESL assessment process.

Corequisite

 None.

Recommended Preparation

None.

1. Catalog Description

The sixth core course in the study of English grammar, reading, and writing is designed for students whose first language is not English. This course develops and takes to a higher level the academic literacy skills taught in ESL 103 and includes the study of advanced grammar and sentence structure paragraph and essay organization and development, and advanced reading skills. With the teacher’s guidance, one hour a week will be spent in a computer classroom completing exercises designed to reinforce and develop the grammar, reading, and writing skills introduced in class.

1. Course Objectives

The student will demonstrate the following competencies by the end of the class:

* 1. Apply the rules for the formation, meaning, and use of the low-advanced grammatical structures when reading and writing in English.
	2. Apply all the rules for spelling, capitalization, and punctuation when proofreading and editing their own and others’ writing.
	3. Use a variety of sentence structures reflecting the mastery of coordination and subordination.
	4. Compose essays on a variety of academic and career-related topics and displaying rhetorically effective organization and development.
	5. Demonstrate the ability to integrate information from outside sources in writing.
	6. Comprehend the meaning and structure of texts that are conceptually and/or linguistically complex using a wide range of textual clues.
	7. Read a wide range of personal, professional, and academic texts.
	8. Identify and interpret correctly rhetorical signals the author uses to establish purpose (to inform, to entertain), attitude toward subject (committed, ironic), and logical strategy (induction, deduction).
	9. Infer cultural references, allusions, and assumptions found in the reading texts and discuss figurative and idiomatic uses of language.
	10. Demonstrate an improvement in reading comprehension and analysis.
	11. Increase vocabulary for both receptive and productive purposes.

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1. Instructional Facilities

Standard classroom with:

 a. Whiteboards

 b. Smart cart.

 c. Computer lab.

1. Special Materials Required of Student

None.

1. Course Content
	1. Grammar focus.
		1. Review and mastery of grammatical terminology.
		2. Review and mastery of the form, use, and meaning of all verb tenses.
		3. Introduction of the future perfect and future perfect continuous.
		4. Review and mastery of the sequence of tenses within sentences and in discourse.
		5. Review and development of the form, meaning, and use of passive voice.
		6. Introduce the form and use of perfect and passive gerunds and infinitives and review all grammatical functions of gerunds and infinitives.
		7. Review and expand the meaning and use of unreal conditionals and other ways to express contrary-to-fact statements.
		8. Introduce inverted and implied conditionals and the subjunctive in noun clauses.
		9. Review and expansion of the use of definite and indefinite articles, quantifiers, and count/non-count nouns.
		10. Review the form, use, and meaning of participles as adjectives, in adjective and adverbial phrases, and verbal complements.
		11. Introduce rules for pronoun reference and agreement, and master rules for pronoun case.
		12. Mastery of subject-verb agreement.
		13. Review and expansion of the use of free and bound prepositions.
	2. Mechanics focus.

 (1) Review and mastery of all punctuations and capitalization rules including the use of colons,
 semicolons, and quotations.

* 1. Sentence structure focus
		1. Development of the use of adjective and adverb clauses.
		2. Review and expansion of restrictive and nonrestrictive clauses and phrases.
		3. Introduction of the use of noun clauses as subjects, objects, and complements in direct and indirect speech.
		4. Introduction to the use of parallel structure.
		5. Identification and correction of sentence problems—fragments, run-ons, and comma splices.

d. Writing focus.

Review and expansion of paragraph development and organization.

* + 1. Continue development of essays with clear thesis statements and organization on a variety of academic and career-related topics.
		2. Develop awareness of audience and purpose.
		3. Continue awareness of writing as a process with peer, tutor, and teacher feedback and revision.
		4. Integrate information from outside sources through the introduction of the use of quoting, summarizing, and paraphrasing.

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e. Reading focus.

(1) The literal comprehension and critical reading of a variety of texts of some conceptual and/or linguistic complexity.

* + 1. Readings will be from literature, periodicals, and academic texts.
		2. Critical reading skills will include the interpretation and analysis of the author’s purpose, attitude, and writing strategy.
		3. Analysis of the use of cultural references and assumptions in a text.
		4. Reading strategies will help improve comprehension of text.
		5. Compositions include rhetorical and structural features found through analysis of readings.
		6. The development of vocabulary occurs through the analysis of contextual and structural clues and through discussion of figurative and idiomatic uses of language.

8. Method of Instruction

 a. Lecture

 b. Discussion.

 c. In-class guided practice

 d. In-class writing

 e. In-class reading

 f. Small group work

 g. Guided practice in lab

9. Methods of Evaluating Student Performance

a. Completion of homework assignments to include grammar exercises, original compositions, reading
 exercises, reports, and journals.

b. Quizzes and unit tests.

c. Written in-class midterm and final exams.

d. Classroom participation.

e. Completion of skill-building exercises in the computer classroom.

f. A writing journal or portfolio of selected writing to include in-class and out-of-class entries.

10. Outside Class Assignments

a. Essay and journal writing on topics in culture, history, science, health, environment, political science, technology, education, business, biography, and language.

b. Grammar, reading, and writing exercises based on course themes.

c. Reading logs or reports on selected readings.

d. Software modules online.

 e. Meeting with English Writing Center tutors for writing feedback.

11. Texts

* 1. Required texts to be chosen from the following:
		1. Hogue, Ann and Alice Oshima. Longman Academic Writing Series 4. White Plains, NY: Pearson Education ESL, 2013.
		2. Maurer, Jay. Focus on Grammar 5. 4th Edition. White Plains, NY: Pearson Education ESL, 2011.
		3. Steer, Jocelyn, Karen Carlisi, and Dawn Schmid. The Advanced Grammar Book. 2nd Edition. Boston, MA: Cengage Learning, 1997.

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* + 1. Smoke, Trudy. A Writer’s Workbook: A Writing Text with Readings. 4th Edition. New York, NY: Cambridge, 2005.
		2. Lane, Janet and Ellen Lange. Writing Clearly: Grammar for Editing. 3rd Edition. Boston, MA: Cengage Learning, 2012.
		3. Blass, Laurie and Mario Vargo. Pathways 4 Reading, Writing, and Critical Thinking. 1st Edition. Boston, MA: Cengage Learning, 2013.
		4. Bunting, John and Luciana Diniz. Grammar and Beyond 4 Student’s Book. 1st Edition. New York, NY: Cambridge University Press, 2012.
		5. Novels as assigned by instructors.

b. Supplementary workbooks and access to companion websites:

 Workbook and access to companion site for Focus on Grammar 5, 2011.

 Workbook for The Advanced Grammar Book, 1997.

 Addendum: Student Learning Outcomes

 Upon completion of this course, our students will be able to do the following:

write advanced, academic, multi-paragraph essays in response to a reading on a variety of topics following correct organizational patterns.

read, comprehend, and critically analyze authentic academic texts for the purpose of class discussions and writing responses.

c. correctly apply grammatical structures as listed in the core level scope and sequence chart for ESL
 106 as well as recognize and self-correct grammar errors in their own writing.

Date approved by the Governing Board: May 17, 2016