**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**  
 Curriculum Committee Approval: 02/02/2021

GCCCD Governing Board Approval: 03/16/2021

**ENGLISH AS A SECOND LANGUAGE 098G – ESSENTIAL GRAMMAR FOR WRITTEN AND SPOKEN COMMUNICATION**

1. **Course Number** **Course Title** **Semester Units**

ESL 098G Essential Grammar for Written & Spoken Communication 3

**Semester Hours**

3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. **Prerequisites**  
 A “Pass” grade in ESL 088 and ESL 088L and ESL 088R or advisory placement in ESL 098 or equivalent.

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

ESL 098G is a course on the essentials of English grammar needed to increase accuracy and fluency in communication. The course is designed specifically for non-native speakers of English at the intermediate level to increase their appreciation for the importance of accurate grammar in their language use. Students will learn the systems of grammar that shape language and apply those rules in their written and spoken communication in various genres. Course assignments will serve to build and reinforce students’ ability to use English grammar to convey intended meaning correctly and effectively in interpersonal, intercultural, and academic discourse. This course is offered on a Pass/No Pass basis only. (Nondegree credit course)

4. **Course Objectives**

The student will:

a. Comprehend and analyze English grammatical structures accurately and appropriately for genres, audiences, and purposes.

b. Write on themes with greater fluency, accuracy, and awareness of grammatical structures effective for particular genres, audiences, and purposes.

c. Speak on themes with greater fluency, grammatical accuracy, and awareness of particular genres, audiences, and purposes.

d. Compose and evaluate simple, compound, and complex sentences using affirmative, negative, and interrogative forms.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

        a. Grammar & Sentence Structure

1. Meaningful, contextualized, intermediate-level content to include readings and audio-visual sources for students to analyze and achieve an awareness of the form, meaning, and usage of English grammatical structures.  
2. Grammar features essential for intermediate-level students to improve accuracy and achieve high- intermediate English proficiency in written and spoken communication.

a) Sentence Formation

1) Phrases, Clauses, and Simple Sentences  
 2) Clause-Combining in Compound and Complex Sentences

b) The English Verb System

1) Verb Phrase Structures  
 2) Aspect, Form, and Usage   
 3) Modality

4) Voice

5) Question Formation and Negation

6) Adverb Phrases and Clauses

c) Noun Phrases and Clauses

1) Functions of Nouns and Pronouns

2) Noun Phrase Syntax

3) Common and Proper Nouns  
 4) Countable and Noncountable Meaning

5) Determiners to Identify, Classify, and Quantify Nouns

6.) Noun Clauses

7) Gerunds

8) Adjective Phrases and Clauses

d) Infinitives as nouns, adverbs, and adjectives

b. Fluency in Written and Spoken Communication Acts

1. Communicative, real-life discourse that promotes the usage of identified grammatical structures to include news articles, novels, op-eds, blogs, and videos.

2. Expansion, correction and transformation of sentences

a) Elaboration within simple sentences through the addition of noun, adjective, adverb, and prepositional phrases.

b) Expansion of simple sentences to compound and complex sentences with subordinating and coordinating logical connectors.

c) Editing and self-correcting for accuracy.

d) Development of content and the coherence and cohesion of ideas.

e) Sentence transformation to adjust to genre and purpose and to improve clarity.

8. **Method of Instruction**

a. Lecture

b. Discussion

c. In-class guided practice in reading, writing, listening, and speaking

d. Collaborative learning (e.g. small group work, pair work, peer review, and team-based learning)

f. Video tutorials

g. Teacher-student conferencing

9. **Methods of Evaluating Student Performance**

a. Homework assignments

b. Written and spoken formative assessments to include team and self-assessment

c. Summative assessments including midterm and final exams with grammar, sentence structure, and speaking components as well as genre analysis and original writing.

d. In-class assignments to include grammar, sentence structure, listening, and speaking exercises as well as analysis of discourse to identify genre, and purpose.

e. Group or individual speaking tasks, such as ‘Guided Video Tour’ or ‘Interview and Profile’

10. **Outside Class Assignments**

a. Genre-based reading and listening assignments requiring analysis of grammar use

b. Sentence and short composition writing focused on genre, audience, and purpose and identified grammatical structures

c. Activities that focus on the improvement of written and spoken discourse through elaboration, effective use of logical connectors, and transformation to adjust to genre, audience, and purpose

d. Problem-solving activities that focus on the improvement of written and spoken discourse through correction of grammar and sentence-structure errors

e. Contextualized grammar and sentence structure exercises and worksheets, written or online, based on selected themes/sources

11. **Representative Texts**

a. Representative Texts:

1. Instructor-created thematic modules.
2. Azar, Betty S. and Stacy A. Hagen. *Understanding and Using English Grammar, Fifth Edition.* Pearson. 2016.

b. Supplementary Texts:

None

**Addendum: Student Learning Outcomes**

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

a. Comprehend and analyze English grammatical structures accurately and appropriately for genres, audiences, and purposes

b. Speak and write on themes with greater fluency, grammatical accuracy, and awareness of particular genres, audiences, and purposes.