**ESSEX COUNTY COLLEGE**

**Bilingual Studies Division**

**ESL 100 *–* Form and Function of English**

**Course Outline**

**Course Number & Name:**  ESL 100 Form and Function of English

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in ESL 095 or placement

**Co-requisites:** None **Concurrent Courses:** ESL 103/104 or ESL 105/106

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course is for students who need a better understanding of English grammatical structures to be able to use them for effective communication. The grammatical structures studied in this class will be derived from authentic, unabridged reading materials, actual writings done in students’ classes, and analysis of errors. This course is for students who are at the ESL 103/104 or ESL 105/106 level.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. recognize and apply English grammatical concepts as they relate to clarity and communication;
2. use correct sentence structure, including appropriate word order and punctuation in order to avoid “global” (sentence structure) errors which severely affect communication;
3. identify and correct “localized” grammatical errors as part of the editing stage of the writing process; and
4. use an American English (ESL) dictionary as a tool for checking spelling, plural forms, verb forms, definitions, etc.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Recognize and apply English grammatical concepts as they relate to clarity and communication:

1.1 *identify basic rules which govern verb tenses and forms, noun declension, articles, word forms and regular/irregular plurals;* and

1.2 *recognize changes in intended meaning and messages when various grammatical choices are made*

**Measurable Course Performance Objectives (MPOs)** (continued):

2.Use correct sentence structure, including appropriate word order and punctuation in order to avoid “global” (sentence structure) errors which severely affect communication:

2.1 r*ecognize sentences in one’s own and others’ writing which are largely incomprehensible due to*

 *deep structure issues;*

 2.2 *identify and become cognizant of unproductive strategies resulting in such miscommunication;*

 and

 2.3 *revise such confusing sentences to the point that local (isolated) errors can be addressed*

3. Identify and correct “localized” grammatical errors as part of the editing stage of the writing process:

3.1 *determine what editing is important and when it is important;* and

3.2 *identify and correct basic errors in verb tenses and forms, articles, word forms and regular/ irregular plurals*

4. Use an American English (ESL) dictionary as a tool for checking spelling, plural forms, verb forms, definitions, etc.:

 4.1 *locate the various connotations of words using a non-translation dictionary;* and

 4.2 *locate grammatical and morphological information relevant to key vocabulary items*

**Methods of Instruction**: Instruction will consist of lectures, group work, practice and multimedia-based methods.

**Outcomes Assessment:** A checklist rubric is used to evaluate homework, class work, and exam content for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Maintain a passing average on all exams, quizzes and written work.

2. Attend at least 90% of all classes.

3. Participate actively in class discussions, lectures and activities.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Class participation & attendance 20%**

Students must attend 90% of all classes and participate in all class activities, which are designed to emphasize course objectives.

* Homework & Class Work 20%

Students complete homework and class work, which is evaluated to ensure that they are meeting course objectives.

* **4 or more Exams** and periodic quizzes (dates specified by the instructor)  **60%**

Exams will provide evidence of the extent to which students master course objectives.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements

**Course Content Outline:** based on the text **Nitty Gritty Grammar***,* by A Robert Young and Ann O Strauch; published by Cambridge University Press; Cambridge & New York, 2006; ISBN #: 978-0-521-60654-3.

**Week Content/Chapters/Assignments**

1 Initial assessment and description of the course

2 Sentence structure – parts of speech and parts of the sentence

**Nitty Gritty Grammar –** Chapter 1, pp 1 – 17

3 Independent and dependent clauses and different types of sentences

Simple and Compound – Chapter 2, pp 23 – 32

Writing assignment using different sentence types

4 Continuation sentence types

Complex sentences – Chapter 2, pp 32 – 39

5 First **Exam** on sentence structure

Past Tense and Past Progressive Tense – Chapter 5, pp 81 – 87

Writing assignment about past vacation

6 Continuation Past Tense and Past Progressive – Chapter 5, pp 89 – 92

Second Revision Exercise on past time frame

7 Present Tense and Present Progressive Tense – Chapter 4, pp 62 – 70

Writing assignment about feelings or seasons

8 Continuation Present Tense and Present Progressive – Chapter 4, pp 71 – 77

Third Revision Exercise on Present time frame

Second **Exam** on four tenses covered

9 Present Perfect Tense, Present Perfect Progressive and Past Perfect Tense –

 Chapter 6, pp 95 – 102

Writing assignment about life changes since coming to USA

10 Continuation of Perfect Tenses – Chapter 6, pp 103 – 110, 114 – 115 and extra

 hand-out

Fourth Revision Exercise on Perfect Tenses

11 Third **Exam** on all tenses

Tenses on Conditional Sentences – Chapter 9, pp 180 – 190

Passive Voice introduction hand-out for explanation and exercises

12 Continuation Passive voice

Fifth Revision Exercise on Passive Voice

13 Gerunds and Infinitives hand-out for explanations and exercises

**Week Content/Chapters/Assignments**

14 Modals – Chapter 8, pp 155 – 164

Writing assignment about Peter's dilemma

15 Continuation Modals – Chapter 8, pp 165 – 175

Sixth Revision Exercise on Modals

Fourth **Exam** on Modals and Passive Voice