



COURSE OUTLINE : ESL 133
D Credit – Degree Applicable
COURSE ID 002081
Cyclical Review: NOVEMBER 2019

COURSE DISCIPLINE : ESL
COURSE NUMBER : 133
COURSE TITLE (FULL) : Grammar and Writing III
COURSE TITLE (SHORT) : Grammar & Writing III

CATALOG DESCRIPTION

ESL 133 focuses on grammar and composition for students at the intermediate level of academic English as a second language. The course covers increasingly complex grammatical structures that students incorporate into three-to-five paragraph compositions of 300-350 words in length.

Total Lecture Units: 5.00

Total Laboratory Units: 0.00

Total Course Units: 5.00

Total Lecture Hours: 90.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 90.00

Total Out-of-Class Hours: 180.00

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 123 and ESL 126. Recommended Preparation: ESL 125 and 127. Recommended Corequisite: ESL 135, 136 and 137.



ENTRY STANDARDS

| | Subject | Number | Title | Description | Include |
|----|----------------|---------------|---|--|----------------|
| 1 | ESL | 123 | Grammar And Writing II | write a 2 to 3-paragraph compositions of 200 -250 words in length that include topic sentences, supporting details, and transitional expressions; | Yes |
| 2 | ESL | 123 | Grammar And Writing II | demonstrate level appropriate mastery of spelling, vocabulary, punctuation, simple and progressive tenses, the present perfect tense, and adverb clauses of time and reason; | Yes |
| 3 | ESL | 123 | Grammar And Writing II | read multi-paragraph passages in textbooks; | Yes |
| 4 | ESL | 136 | Reading And Vocabulary For ESL III Students | comprehend academic readings at the high-intermediate credit ESL vocabulary level; | No |
| 5 | ESL | 136 | Reading And Vocabulary For ESL III Students | deduce meanings of new words from the context; | No |
| 6 | ESL | 136 | Reading And Vocabulary For ESL III Students | reply to inference as well as recall questions on reading comprehension tests; | No |
| 7 | ESL | 136 | Reading And Vocabulary For ESL III Students | write answers of 50-60 words in response to questions; | No |
| 8 | ESL | 136 | Reading And Vocabulary For ESL III Students | paraphrase a reading passage; | No |
| 9 | ESL | 135 | Listening And Speaking III | demonstrate use of both formal and informal idioms pertinent to various situations; | No |
| 10 | ESL | 135 | Listening And Speaking III | produce correct syllable and sentence stress; | No |
| 11 | ESL | 135 | Listening And Speaking III | produce standard pronunciation well enough to avoid breakdowns in communication; | No |
| 12 | ESL | 135 | Listening And Speaking III | demonstrate a high-intermediate level of proficiency in listening comprehension; | No |
| 13 | ESL | 135 | Listening And Speaking III | present 2 to 3-minute oral reports and speeches. | No |
| 14 | ESL | 126 | Reading And Vocabulary For ESL II Students | demonstrate comprehension of academic readings at the intermediate credit ESL vocabulary level; | Yes |
| 15 | ESL | 126 | Reading And Vocabulary For ESL II Students | deduce meanings of new words from the context; | Yes |



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| 16 | ESL | 126 | Reading And Vocabulary For ESL II Students | reply to inference as well as recall questions on reading comprehension tests; | Yes |
| 17 | ESL | 126 | Reading And Vocabulary For ESL II Students | write answers of 40-50 words in response to questions; | Yes |
| 18 | ESL | 126 | Reading And Vocabulary For ESL II Students | paraphrase a written dialogue or short reading passage. | Yes |
| 19 | ESL | 125 | Listening And Speaking II | demonstrate understanding of recorded and live speeches, dialogues, instructions, and lectures; | No |
| 20 | ESL | 125 | Listening And Speaking II | control English sounds, intonation patterns, and word and sentence stress well enough to monitor their own communication; | No |
| 21 | ESL | 125 | Listening And Speaking II | demonstrate understanding of and production of "reductions" or suprasegmentals which occur in rapid speech; | No |
| 22 | ESL | 125 | Listening And Speaking II | communicate orally in informal dialogues, role playing, class discussion, and short speeches; | No |
| 23 | ESL | 125 | Listening And Speaking II | converse at a functional level adequate for everyday use on the campus and in the community; | No |
| 24 | ESL | 125 | Listening And Speaking II | prepare and deliver short speeches of 1 to 2 minutes. | No |

EXIT STANDARDS

- 1 Compose a 300 to 350-word composition which: (a) includes a clear thesis statement; (b) shows clear organization into an introduction, body, and conclusion; (c) provides supporting details; (d) meets division criteria for fluency, clarity and accuracy;
- 2 demonstrate level appropriate mastery of spelling, vocabulary, punctuation, simple perfect tenses, passive voice, gerunds and infinitives, real conditionals, adverb clauses of reason and concession;
- 3 read multi-paragraph academic passages in textbooks.

STUDENT LEARNING OUTCOMES

- 1 use the targeted grammatical structures with at least 70% accuracy;
- 2 write an essay of 300-350 words with a clear introduction, body, and conclusion using level appropriate grammar, punctuation, and spelling at a passing level as determined by the ESL 133 scoring guide.



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COURSE CONTENT WITH INSTRUCTIONAL HOURS

| | Description | Lecture | Lab | Total Hours |
|---|--|---------|-----|-------------|
| 1 | Writing: Organization <ul style="list-style-type: none"> • Introduction, body, and conclusion • Thesis Statement • Topic Sentences • Concluding sentences • Coherence and transitions within paragraphs | 15 | 0 | 15 |
| 2 | Writing: Content <ul style="list-style-type: none"> • Unity • Development • Coherence • Word Choice | 10 | 0 | 10 |
| 3 | Writing: Composing <ul style="list-style-type: none"> • Pre-writing (Brainstorming and Outlining) • First draft • Proofreading, editing, and revising | 10 | 0 | 10 |
| 4 | Writing: Mechanics <ul style="list-style-type: none"> • Punctuation patterns in compound and complex sentences • Spelling | 10 | 0 | 10 |



| | | | | |
|---|---|----|---|-----------|
| 5 | <p>Grammar:</p> <ul style="list-style-type: none"> • Simple present, past, and future • Present, past, progressive • Present perfect • Passive voice • Modal auxiliaries in active and passive voice • Gerunds and infinitives Causative verbs: <i>let, make, and have</i> • Adjective clauses (subject/object relative pronouns) • Quoted and reported speech • Basic Parallel structure • Articles • Prepositions and preposition combinations with gerunds, adjectives, and verbs • Adverb clauses (time, reason, comparison, concession) • Transitions (<i>such as, however, in comparison, likewise, similarly, etc.</i>) • Sentence structure: avoidance of run-ons, comma splices, and fragments | 45 | 0 | 45 |
| | | | | 90 |

OUT OF CLASS ASSIGNMENTS

- 1 revisions of in-class compositions;
- 2 compositions that include an introduction, support, and a conclusion;
- 3 writing exercises and grammar exercises;
- 4 ESL Computer Lab work on grammar, writing, and punctuation modules.

METHODS OF EVALUATION

- 1 Other Criteria: 5% of course grade: (a) homework, (b) participation, (c) supplemental instruction, (d) online tests;
- 2 Final Examinations: 20% of the course grade: (a) Final grammar test: 10% (b) Final composition: 10%;
- 3 Grammar tests; 25% of course grade;
- 4 Compositions: 50% of course grade (4-6 in-class compositions of 3-5 paragraphs of 300-350 words in length).

METHODS OF INSTRUCTION

- Lecture
- Laboratory



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- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

| Title | Type | Publisher | Edition | Medium | Author | ISBN | Date |
|---|----------|---------------------------|---------|--------|-----------------|-------------------|------|
| Understanding & Using English Grammar (Student Book with Essential Online Resources). | Required | Harlow: Pearson Education | 5 | print | Azar, Betty S. | 978-013-427524-6 | 2019 |
| Weaving It Together Book 3 | Required | NGL/Cengage | 4 | print | Broukal, Milada | 978-13052-51663 | 2016 |
| Great Writing 3: From Great Paragraphs to Great Essays | Required | Heinle | 5 | print | Folse, Keith | 978-03570-21071 | 2019 |
| Grammar Explorer 3 (textbook/online workbook bundle) | Required | Heinle & Heinle | 1 | | Cooper, Amy | 9781111351113 | 2015 |
| Grammar for Great Writing (Book B) | Required | NGL/Cengage | 1 | | Folse, Keith | 978-1-337-11860-6 | 2018 |