## Course Establishment Form

**Outline**

**Effective Date:** Fall 2009

<table>
<thead>
<tr>
<th>Division:</th>
<th>Arts, Humanities, and ABE</th>
<th>Program/Dept:</th>
<th>Intensive English Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>IEP 021</td>
<td>Credits:</td>
<td>10</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Grammar/Writing 2</td>
<td>Variable:</td>
<td>No</td>
</tr>
<tr>
<td>Inst. Intent:</td>
<td>12 Academic Basic Education</td>
<td>CIP:</td>
<td>33.0108</td>
</tr>
<tr>
<td>Fee:</td>
<td>Yes No X</td>
<td>Type:</td>
<td></td>
</tr>
</tbody>
</table>

### Degree/Certificate Requirement:
- Yes X No

### Name of Degree/Certificate:

### Distribution Requirement for AA/AS:

### Transfer Status to 4-year institution:
- Yes X No

If yes, please describe:

### Course length:
- 10 weeks

### Course Contact Hours:
- 100
  - Lecture: 100
  - Lab: Clinical: Other: System:

### Prerequisite:
- Yes X No

If yes, please describe:

IEP/Testing Center placement tests.

### Required Placement Tests:
- Yes X No

If yes, please describe:

IEP placement test(s) at Testing Center

### Comments:

### Course Description:

For non-native speakers of English who are international students. Emphasis on basic verb tenses, nouns, and pronouns; simple and compound sentences; and development of short paragraphs. Writing mechanics and punctuation will also be covered.

### Course Goals:

Within the context of learning English as a second language, students will also be introduced to American
academic culture.

**NSCC General Education Learning Outcomes and/or Related Instructional Outcomes (for technical courses) Met by Course:**

Level 2 G/W: 3. Discover, develop, and communicate one’s own creative and critical ideas in writing and to respond in effective writing to the spoken, written, and visual ideas of others.

**Course Outcomes/Learning Objectives:**

Students will be able to:

**GRAMMAR:**

1. Form affirmative and negative sentences using level-appropriate tenses (see #4).
2. Form Yes/No and Information (Wh-) questions using level-appropriate tenses.
3. Form short and long answers to questions.
4. Use the simple present, present continuous, simple past (including irregular verbs), and past continuous tense.
5. Use will and be going to for future.
6. Recognize the use of simple present and present continuous for future.
7. Use basic modals (will, can, must, should, and would like).
8. Use contractions and possessive nouns.
9. Distinguish between count and noncount nouns.
10. Use singular and plural nouns (including irregular plural nouns).
11. Use prepositions of time and place.
12. Use subject, object, demonstrative, possessive and reflexive pronouns and possessive adjectives.
13. Use adjectives, adverbs of frequency, and adverbs of manner.
14. Recognize the following parts of speech in a phrase, clause, or sentence: noun, verb, adjective, adverb, pronoun, preposition, prepositional phrase.
15. Recognize the subject, verb, direct object, and indirect object in a sentence or clause.
16. Use articles.

**WRITING:**

1. Write affirmative and negative simple sentences.
2. Write Yes/No and Information (wh-) questions.
3. Form compound sentences (and, but, or, and so).
4. Write complex sentences with “because.”
5. Use appropriate verb tense and time signals in writing.
6. Edit handwriting, spelling, punctuation, and capitalization based on instructor feedback.
7. Understand organization of basic 5-7 sentence paragraph (format, topic sentence, supporting sentences, and concluding sentence).
8. Recognize and edit writing for subject-verb agreement.
9. Recognize and edit writing for correct number (singular-plural agreement).
10. Use correct capitalization.
11. Use basic punctuation (period, question mark, comma for series and compound sentence).
12. Demonstrate control of Level 2 grammar.
**STUDY SKILLS:**

1. Use basic classroom skills, such as copying from the board.
2. Follow simple written and oral directions.
3. Utilize basic study and group-work skills.
4. Take personal responsibility for learning the material, asking for repetition, and clarifying information.
5. Manage time efficiently (including attending class and arriving on time).
6. Organize study materials.

**Topical Outline and/or Major Divisions:**

1. Review of simple present tense and “be”
2. Introduction of all other listed grammar.
3. Work on writing exercises that elicit current grammar topic.
4. Work on simple and compound sentences.
5. Introduction of complex sentences with “because”.
6. Introduction of paragraph format and organization.
7. Work on writing short paragraphs.
8. Introduction to editing from teacher feedback.
9. Introduction to self-editing.

**Course Requirements (Expectations of Students)**

1. Daily and punctual attendance
2. Participation in class activities
3. Contribution to class and small group discussion
4. Completion of homework
5. Quizzes and exams
6. Library/Loft/Lab work as assigned
7. Minimum 75% mastery of each subject

**Methods of Assessment/Evaluation:**

1. Quizzes (including in-class, timed writing quizzes)
2. In-class work and assignments
3. Homework
4. Optional midterm and mandatory final exam
5. Attendance and participation
6. Final grades are assigned according to published grading standards for the course.

**Required Text(s) and/or Materials:**

Texts may be chosen from the list of approved IEP textbooks. This list is available from the IEP Faculty Coordinator. Other texts may be chosen, but only with prior approval of IEP Faculty Coordinator and other instructors.
Supplemental Text(s) and/or Materials:
As required by instructor.

Outline Developed by: IEP Curriculum Committee, chaired by Marcie Leek
Date: Winter, 2009

Outline Revised by:
Course Establishment Form 2001
Date: 10/11/01