# 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 031</td>
<td>Credits:</td>
<td>10</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Grammar/Writing 3</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>
</tbody>
</table>

| Fee: Yes No X Type: |

<table>
<thead>
<tr>
<th>Degree/Certificate Requirement:</th>
<th>Yes No: X</th>
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<tbody>
<tr>
<td>Name of Degree/Certificate:</td>
<td></td>
</tr>
<tr>
<td>Distribution Requirement for AA/AS:</td>
<td>Yes No: X</td>
</tr>
<tr>
<td>Transfer Status to 4-year institution:</td>
<td>Yes No: X</td>
</tr>
<tr>
<td>If yes, please describe:</td>
<td></td>
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<table>
<thead>
<tr>
<th>Course length: 10 weeks</th>
<th>Class Size: 18</th>
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<tbody>
<tr>
<td>Course Contact Hours: 100</td>
<td></td>
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<tr>
<td></td>
<td>Lecture: 100</td>
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<tr>
<td></td>
<td>Lab:</td>
</tr>
<tr>
<td></td>
<td>Clinical:</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td>System:</td>
</tr>
<tr>
<td>Prerequisite: Yes X No:</td>
<td></td>
</tr>
<tr>
<td>If yes, please describe:</td>
<td></td>
</tr>
<tr>
<td>Satisfactory completion of appropriate IEP coursework or IEP/Testing Center placement tests.</td>
<td></td>
</tr>
</tbody>
</table>

| 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 verb tenses and new grammatical forms. Focuses on mastering sentence control and developing clear, coherent paragraphs.

## 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 3 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. Use present perfect and present perfect continuous tense.
2. Identify and use gerunds and infinitives.
3. Identify and use basic structure of the passive voice.
4. Identify and use restrictive adjective clauses.
5. Use modals (expand list from level 2).
6. Use count/noncount nouns, articles, and quantifiers appropriately.
7. Use adverbial time clauses.
8. Use reflexive pronouns.
9. Use comparatives and superlatives for adjectives and adverbs.
10. Recognize level-appropriate parts of speech and syntactical structures (past participle, gerund, infinitive, relative pronoun, etc.) in a phrase, clause, or sentence.

**WRITING:**

1. Write compound sentences with all coordinating conjunctions.
2. Write complex sentences with adverb clauses (when, while, before, after, etc.).
3. Write sentences with restrictive adjective clauses.
4. Use comparatives and superlatives for descriptive writing.
5. Write a detailed, coherent paragraph with topic sentence, support, and conclusion.
6. Revise paragraph with instructor feedback.
7. Format handwritten and typewritten assignments correctly (heading, title, indentation, and margins).
8. Use commas in a series, in compound sentences, after prepositional phrases at the beginning of a sentence, and in complex sentences.
9. Proofread for spelling, punctuation, capitalization, subject-verb agreement, and agreement in number (singular/plural).
10. Self-edit and edit in response to instructor’s feedback.
12. Recognize dependent and independent clauses.
13. Demonstrate basic comprehension of how American academia defines plagiarism.
14. Recognize basic level of register in writing (i.e., academic email vs. personal email; how to email an instructor appropriately).
15. Recognize and correct fragments and run-on sentences.
16. Demonstrate control of Level 3 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 tenses from Level 2 (simple present, simple past, present continuous, past continuous, will and be going to for future, simple present and present continuous for future)
2. Work on expanded list of simple past tense irregular verbs
3. Introduction of all other listed grammar.
4. Introduction of the writing process and multiple drafts.
5. Practice writing and editing sentences in class (simple, compound, and complex).
6. Practice writing paragraphs in class (pre-writing activities, guided writing, writing quizzes).
7. Review of parts of speech and syntactical structures from Level 2 and add those used in Level 3.

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 irregular verb quizzes, grammar quizzes, and 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:
This will remain the same throughout.

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:**  
**Date:**

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