Course Establishment Form
Outline

Effective Date: Fall 2009

<table>
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<tr>
<th>Division:</th>
<th>Arts, Humanities, and ABE</th>
<th>Program/Dept:</th>
<th>Intensive English Program</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>IEP 041</td>
<td>Credits:</td>
<td>10</td>
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<tr>
<td>Course Title:</td>
<td>Grammar/Writing 4</td>
<td>Variable:</td>
<td>No</td>
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<tr>
<td>Inst. Intent:</td>
<td>12 Academic Basic Education</td>
<td>CIP:</td>
<td>33.0108</td>
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Fee: Yes No X Type:

Degree/Certificate Requirement: Yes No: X
Name of Degree/Certificate:
Distribution Requirement for AA/AS:
Transfer Status to 4-year institution: Yes No: X
If yes, please describe:

Course length: 10 weeks Class Size: 18
Course Contact Hours: 100
Lecture: 100 Lab: Clinical: Other: System:
Prerequisite: Yes X No:
If yes, please describe:
Satisfactory completion of appropriate IEP coursework or 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. Emphasis on review and expansion of grammatical structures and syntactic variety in writing. Develop coherent paragraphs and short compositions. Learn to actively avoid plagiarism through summarizing and paraphrasing.

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 4 G/W:**
1. Think critically in reading and writing.
2. 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.
3. Access, evaluate, and apply information from a variety of sources.

**Course Outcomes/Learning Objectives:**

Students will be able to:

**GRAMMAR:**
1. Use past perfect and past perfect continuous tense.
2. Use expanded list of gerunds and infinitives.
3. Use with more accuracy articles, quantifiers, and count/noncount nouns.
4. Use all types of conditional sentences.
5. Use active and passive voice appropriately.
6. Recognize and use participial adjectives.
7. Use adjective clauses (non-restrictive and restrictive).
8. Recognize noun clauses.
9. Recognize and understand reported speech.
10. Use past modals.
11. Use comparatives and superlatives for nouns (For example, “Those classes have a lot of students, but this class has *more students* than that one.” And “Your teacher gives you more homework than Ryan’s teacher, but our teacher gives us *the most homework*.”).
12. Use future time clauses in complex sentences.

**WRITING:**
1. Write compound-complex sentences.
2. Write detailed and coherent paragraphs of various types: persuasion, narration, contrast, cause-effect, description, etc..
3. Write multiple-paragraph essays.
4. Write embedded quotations.
5. Prewrite/brainstorm/outline.
6. Use semi-colon, colon, and quotation marks in addition to Level 3 punctuation.
7. Revise drafts based on instructor or peer feedback.
8. Use conjunctive adverbs, connectors, and transitions (however, therefore, due to, likewise, etc.)
10. Summarize.
11. Paraphrase.
12. Recognize and correct comma splices (in addition to fragments, run-on sentences, and agreement problems).
13. Demonstrate control of Level 4 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 3 (simple present, present continuous, simple past [including irregular verbs], past continuous, future with will and be going to, present perfect, and present perfect continuous).
2. Review of past participles.
3. Introduction and practice of all new grammar.
4. Introduction to summarizing and paraphrasing.
5. Introduction to structure of the essay (introductory paragraph, thesis statement, body paragraphs, concluding paragraph).
6. Practice writing and editing in class (sentences and paragraphs, pre-writing activities, guided writing, editing, summarizing, paraphrasing, and writing quizzes).
7. Reinforcement of definition (and consequences) of plagiarism, practice identifying plagiarism, and introduction to using summarizing and paraphrasing to avoid plagiarism.

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:

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.

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<tr>
<th><strong>Supplemental Text(s) and/or Materials:</strong></th>
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<td>As required by instructor.</td>
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<tr>
<th><strong>Outline Developed by:</strong></th>
<th>IEP Curriculum Committee, chaired by Marcie Leek</th>
<th><strong>Date:</strong> Winter, 2009</th>
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<tr>
<th><strong>Outline Revised by:</strong></th>
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