Course Establishment Form
Outline

Effective Date: Fall 2009

Division: Arts, Humanities, and ABE
Program/Dept: Intensive English Program
Course Number: IEP 051
Credits: 10
Variable: No
Course Title: Grammar/Writing 5
Inst. Intent: 12 Academic Basic Education
CIP: 33.0108

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 who are international students. Emphasis on review and expansion of grammar and writing skills. Focus on writing essays, using academic language effectively, and avoiding plagiarism.

Course Goals:
Within the context of learning English as a second language, students will also be introduced to American
NSCC General Education Learning Outcomes and/or Related Instructional Outcomes (for technical courses) Met by Course:

Level 5 G/W:  
1. Think critically in reading and writing  
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. 
4. Access, evaluate, and apply information from a variety of sources.

Course Outcomes/Learning Objectives:

Students will be able to:

GRAMMAR:

1. Use future continuous and future perfect tense.  
2. Recognize and use infinitives of purpose and adjectives plus infinitives.  
3. Use grammatical structures introduced in Level 4 with more accuracy.  
4. Use causative verbs (make, have, get, etc.).  
5. Use causative passive.  
6. Use verbs of perception (“I heard the bird sing”, “I saw the dog run down the street”).  
7. Use reduced adjective clauses.  
8. Use appositives.  
9. Use the subjunctive with suggest, request, insist, etc.  
10 Use Level 5 grammar effectively.

WRITING:

1. Write essays using different rhetorical styles (persuasive, narrative, descriptive, compare/contrast, etc.).  
2. Organize essay (introductory paragraph, thesis statement, body paragraphs, concluding paragraph).  
3. Write and revise multiple drafts.  
4. Use transitions in writing.  
5. Use parallelism.  
6. Use academic language effectively.  
7. Use advanced punctuation (colon, semi-colon, dash, parentheses, italics, and quotation marks for embedded quotations).  
8. Write essays without plagiarizing.  
9. Demonstrate control of Level 5 grammar in writing.

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 all previous tenses.
2. Work on grammar trouble spots (as evidenced from diagnostic test) as needed.
4. Continue work on past modals, noun clauses, adverb clauses (only if, unless, etc.), past unreal (3rd) conditional sentences, and reported speech.
5. Practice writing paragraphs and essays in class (pre-writing, drafting, editing, revising).
6. Continue to work on plagiarism awareness and avoidance (definition, consequences of, identification of, paraphrasing and summarizing skills, etc.).
7. Develop Information Literacy skills.

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.

Supplemental Text(s) and/or Materials:

As required by instructor.

Outline Developed by: IEP Curriculum Committee, chaired by Marcie Leek

Date: Winter, 2009