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<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Grammar I: High Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title to appear in the catalog (note: Banner has a 30-character limit)</td>
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<thead>
<tr>
<th>COURSE CODE:</th>
<th>ESOL 0905</th>
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<tbody>
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<td>3-letter subject code and number (include cross-listed code &amp; number if applicable)</td>
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<table>
<thead>
<tr>
<th>CREDIT HOURS:</th>
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<tbody>
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<table>
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<tr>
<th>CONTACT HOURS:</th>
<th>Lecture: 3</th>
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<tbody>
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<td>Number of hours of instruction time (i.e., hours of contact between students and instructor)</td>
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<table>
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<tr>
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<tbody>
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<table>
<thead>
<tr>
<th>ADDITIONAL FEES</th>
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</thead>
<tbody>
<tr>
<td>Check all that apply</td>
<td>☐ Supplemental Course Fee Level 1</td>
</tr>
<tr>
<td></td>
<td>☐ Supplemental Course Fee Level 2</td>
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<tr>
<td></td>
<td>☐ Advanced Manufacturing Course Fee</td>
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<tr>
<td></td>
<td>☐ Material Fee</td>
</tr>
<tr>
<td></td>
<td>☐ Other:</td>
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<tr>
<th>PREREQUISITES:</th>
<th>Placement into the level through ESL multiple measure placement method or permission of coordinator/department chair.</th>
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<tbody>
<tr>
<td>minimum grade specified) to enroll</td>
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</tr>
<tr>
<td>COREQUISITES: Courses in which students must be concurrently enrolled</td>
<td>None</td>
</tr>
<tr>
<td>COURSE DESCRIPTORS: For example: General Education course (include category), Clinical, Lab, Studio, Distance Learning, Seminar, Practicum. Use designated codes: (once developed)</td>
<td>Seminar, Distance Learning General Education: Arts &amp; Humanities, Liberal Arts</td>
</tr>
<tr>
<td>CATALOG COURSE DESCRIPTION: The description to appear in the catalog</td>
<td>A basic knowledge of English is required for this high beginning level course. Basic patterns and rules of grammar structures will be introduced, practiced, and applied in a meaningful context. Structures are learned in context through readings, discussions, oral practice, formal exercises, and particularly through writing. The targeted language structures are practiced in small group and whole class activities. The focus and emphasis of this course will be to use the grammatical structures in a natural and authentic settings.</td>
</tr>
<tr>
<td>STUDENT LEARNING OUTCOMES: The student learning outcomes for the course should be assessable (e.g., consistent with Bloom’s taxonomy) and aligned with program outcomes (where applicable).</td>
<td>Upon successful completion of this course, the student will demonstrate the following: 1. Increased awareness of the topics and language structures for level I. 2. Use of targeted language structures in original writings. 3. Basic ability to use self and peer editing skills to find errors in short writings. 4. Basic control of listed structures in oral communication.</td>
</tr>
<tr>
<td>TOPICS OUTLINE: The instructional units in which the above outcomes will be taught and assessed.</td>
<td>Topics may include: - Subject/verb agreement - Word forms and inflections - Basic pronouns - Irregular Plurals - Articles &amp; determiners</td>
</tr>
</tbody>
</table>
- Modals – basic
- Present, present continuous, simple past, and future tenses
- Formation of irregular past and past participle verb forms
- Spelling of regular and irregular verb forms
- Connecting conjunctions
- Simple and compound sentences
- Common punctuation and capitalization

| TERMS OFFERED | 
| --- | --- |
| Please check all that apply | ☒ Fall
☒ Winter
☒ Spring
☒ Summer |

| COURSE MODALITY | 
| --- | --- |
| Please check all that apply | ☒ On-ground
☐ Online
☒ Hybrid
☒ Other (specify): LRON |

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<th>Grammar II: Low Intermediate</th>
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<tbody>
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<th>ADDITIONAL FEES</th>
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<td>□ Supplemental Course Fee Level 2</td>
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<td>□ Advanced Manufacturing Course Fee</td>
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<td>□ Material Fee</td>
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<td>□ Other:</td>
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<th>PREREQUISITES:</th>
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<tr>
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<tr>
<td><strong>COREQUISITES:</strong></td>
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<td>Courses in which students must be concurrently enrolled</td>
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<td><strong>COURSE DESCRIPTORS:</strong></td>
<td>Seminar, Distance Learning General Education: Arts &amp; Humanities, Liberal Arts</td>
</tr>
<tr>
<td>For example: General Education course (include category), Clinical, Lab, Studio, Distance Learning, Seminar, Practicum. Use designated codes: (once developed)</td>
<td></td>
</tr>
<tr>
<td><strong>CATALOG COURSE DESCRIPTION:</strong></td>
<td>In this low intermediate course, students will study fundamental patterns and rules of grammar structures including compound and complex sentences and perfect verb tenses. Structures are learned in context through readings, discussions, oral practice, formal exercises, and particularly through writing. The targeted language structures are practiced in small group and whole class activities. The focus and emphasis of this course will be to use the grammatical structures in a natural and authentic settings.</td>
</tr>
<tr>
<td>The description to appear in the catalog</td>
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</tr>
<tr>
<td><strong>STUDENT LEARNING OUTCOMES:</strong></td>
<td>Upon successful completion of this course, the student will demonstrate the following:</td>
</tr>
<tr>
<td>The student learning outcomes for the course should be assessable (e.g., consistent with Bloom’s taxonomy) and aligned with program outcomes (where applicable).</td>
<td>1. Increased awareness of the topics and language structures for level II</td>
</tr>
<tr>
<td></td>
<td>2. Use of targeted language structures in original writings</td>
</tr>
<tr>
<td></td>
<td>3. Emerging ability to use self and peer editing skills to find errors in short writings</td>
</tr>
<tr>
<td></td>
<td>4. Improved control of listed structures in oral communication</td>
</tr>
<tr>
<td><strong>TOPICS OUTLINE:</strong></td>
<td>Topics may include:</td>
</tr>
<tr>
<td>The instructional units in which the above outcomes will be taught and assessed.</td>
<td>- Subject/verb agreement</td>
</tr>
<tr>
<td></td>
<td>- Word forms and inflections</td>
</tr>
<tr>
<td></td>
<td>- Pronouns</td>
</tr>
<tr>
<td></td>
<td>- Modal verbs</td>
</tr>
</tbody>
</table>
### Adjectives (including comparatives and superlatives)

### Articles & determiners

### Basic verb tense review

### Punctuation and capitalization

### Irregular verb form

### Relative pronouns

### Articles & determiners

### Common phrasal verbs

### Gerunds and infinitives

### Introduce perfect verb tenses

### Simple and compound

### Introduce complex sentences

### Coordinators and subordinators

### Adverbs (manner, frequency, time)

### Prepositions and prepositional phrases

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**TERMS OFFERED**

<table>
<thead>
<tr>
<th>Please check all that apply</th>
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<tbody>
<tr>
<td>☒ Fall</td>
</tr>
<tr>
<td>☒ Winter</td>
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<td>☒ Summer</td>
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**COURSE MODALITY**

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<tbody>
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<tr>
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<tr>
<td>☒ Hybrid</td>
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<td>☒ Other (specify): LRON</td>
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**ADDITIONAL INFORMATION:**

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**CLASSROOM REQUIREMENTS**

(e.g., Computer lab, Kitchen, Science lab, Studio, Lecture)

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<td>Check all that apply</td>
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| ☐ Supplemental Course Fee Level 2 |
| ☐ Advanced Manufacturing Course Fee |
| ☐ Material Fee |
| ☐ Other: |
| ☒ None |

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<tr>
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| **COREQUISITES:** | None  
| Courses in which students must be concurrently enrolled |  
| **COURSE DESCRIPTORS:** | Seminar, Distance Learning  
| For example: General Education course (include category), Clinical, Lab, Studio, Distance Learning, Seminar, Practicum. Use designated codes: (once developed) | General Education: Arts & Humanities, Liberal Arts  
| **CATALOG COURSE DESCRIPTION:** | In this high intermediate course, students will further develop proficiency in the use of more complex grammar structures including sentence variety and more consistent control of verb tenses. Structures are learned in context through readings, discussions, oral practice, formal exercises, and particularly through writing. The targeted language structures are practiced in small group and whole class activities. The focus and emphasis of this course will be to use the grammatical structures in a natural and authentic settings.  
| **STUDENT LEARNING OUTCOMES:** | Upon successful completion of this course, the student will demonstrate the following:  
| The student learning outcomes for the course should be assessable (e.g., consistent with Bloom’s taxonomy) and aligned with program outcomes (where applicable). | 1. Increased awareness of the topics and language structures for level III  
| 2. Use of targeted language structures in original writings  
| 3. Ability to use self and peer editing skills to find errors in short writings  
| 4. Increasing control of listed structures in oral communication  
| **TOPICS OUTLINE:** | Topics may include:  
| The instructional units in which the above outcomes will be taught and assessed. |  
|  
| Subject/verb agreement  
| Word forms and inflections  
| Modal verbs  
| Review adjectives |
- Articles
- Review simple, progressive, and perfect verb tenses
- Gerunds & infinitives
- Adjective/relative clauses
- Adverbial clauses/ complex sentences
- Passive Voice
- Participial Adjectives
- Sentence boundaries
- Adverbs (comparative, superlative)
- Prepositions and prepositional phrases

<table>
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<tr>
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<td>Other (e.g., studio):</td>
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<td>☐ Material Fee</td>
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<td></td>
<td>☐ Other:</td>
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| COURSE DESCRIPTORS: | Seminar, Distance Learning  
| General Education: Arts & Humanities, Liberal Arts |
| For example: General Education course (include category), Clinical, Lab, Studio, Distance Learning, Seminar, Practicum. Use designated codes: (once developed) |

| CATALOG COURSE DESCRIPTION: | In this low advanced course, students study, review, and develop competency in the use of advanced grammatical structures including conditional clauses, reported speech and complex syntax. The course provides additional opportunities to master these structures through short readings, group discussion, oral practice, and formal exercises, and particularly through writing. The targeted language structures are practiced in small group and whole class activities. The use of grammar structures in authentic contexts will be emphasized. |
| The description to appear in the catalog |

| STUDENT LEARNING OUTCOMES: | Upon successful completion of this course, the student will demonstrate the following: |
| The student learning outcomes for the course should be assessable (e.g., consistent with Bloom’s taxonomy) and aligned with program outcomes (where applicable). |
| 1. Awareness of the topics and language structures for level IV |
| 2. Use of targeted language structures in original writings |
| 3. Ability to use self and peer editing skills to find errors in short writing |
| 4. Control of listed structures in oral communication |

<p>| TOPICS OUTLINE: | Topics may include: |
| The instructional units in which the above outcomes will be taught and assessed. |
| • Review verb tenses including irregular verbs |
| • Phrasal verbs |
| • Gerunds and infinitives |
| • Conditionals – real (past, present, future) |</p>
<table>
<thead>
<tr>
<th>TERMS OFFERED</th>
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<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
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<td>OTHER (SPECIFY): LRON</td>
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</tr>
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<td>Classes may meet in a computer lab</td>
<td></td>
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