



EFFECTIVE TERM: Fall 2022

Course Identification

COURSE ID: AMLA 87
[Student Learning Outcomes](#)

COURSE TITLE (FULL): AMLA Grammar Foundations for English Language Learners

COURSE TITLE (SHORT): AmLa Grammar Foundations

COURSE DIVISION: Humanities and Social Sciences Division

COURSE DEPARTMENT: American Language Department

COURSE SUBJECT: American Language

DISCIPLINE: English as a Second Language (ESL)

TAXONOMY OF PROGRAMS (TOP) CODE: 493087 English as a Second Language–Integrated

CROSS LISTED COURSE:

Course Attributes

CREDIT STATUS: C Credit – Not Degree Applicable

TRANSFER STATUS: C Not Transferable

COURSE BASIC SKILLS STATUS: Basic Skills Course

STUDENT ACCOUNTABILITY MODEL (SAM) CODE: E - Non-Occupational

COURSE CLASSIFICATION STATUS: Y Credit Course

FUNDING AGENCY CATEGORY: Not Applicable

COURSE PROGRAM STATUS: 2 - Not Program Applicable (Stand Alone)

REPEATABILITY: Non-repeatable Credit (equates to 0 repeats)

GRADING METHOD: Optional Letter Grade or Pass or No Pass

CREDIT BY EXAM: Not Allowed

WORK EXPERIENCE: Not part of co-op work experience education program



Course Workload Values

Faculty Contact Hours	Lecture	Laboratory	Activity	Total
Minimum Contact Hours	36			36
Maximum Contact Hours				
Minimum Out of Class Hours	72			72
Maximum Out of Class Hours				
Total Minimum Student Learning Hours	108			36
Total Maximum Student Learning Hours				

Unit Value	Lecture	Laboratory	Activity	Total
Minimum Units	2			2
Maximum Units				

To Be Arranged (TBA) Hours	Lecture	Laboratory	Activity	Total
Minimum To Be Arranged (TBA) Hours				
Maximum To Be Arranged (TBA) Hours				
Scheduled Hours				

METHODS OF INSTRUCTION

- ☒ Lecture
☐ Laboratory
☐ Lecture and Laboratory
☐ Open Entry/Exit
☐ Independent Studies
☐ Work Experience
☐ Other To Be Arranged (TBA)

Class Size : 30

Requisites

None



Course Outline with Information

CATALOG DESCRIPTION

Focuses on beginning to intermediate grammar topics for the academic success of English language learners, with an emphasis on usage that improves writing and speaking. Topics covered include most frequently used verb forms and tenses, sentence parts, sentence types and sentence structure, as well as the writing process and editing skills in writing.

SCHEDULE DESCRIPTION

Beginning to intermediate grammar for English language learners, emphasizing usage that improves academic writing and speaking.

MEASURABLE OBJECTIVES

1. Analyze authentic texts to deduce grammatical conventions.
2. Compare self-produced writings to authentic text samples.
3. Demonstrate consistent use of accurate verb tenses and forms in a body of writing.
4. Combine sentences for successful coordination and subordination of written ideas.
5. Generate writing based on selected readings with mostly accurate syntax.
6. Compose a variety of texts on academic topics.
7. Apply the conventions of English language grammar with consistency.
8. Develop fluency and accuracy of grammatical precepts in both spoken and written English.
9. Utilize grammar software to edit self-produced writing.
10. Apply metacognitive strategies for critical thinking and analysis of self-produced writing.

LECTURE TOPICAL OUTLINE

- American English verbs, regular and irregular; affirmative and negative forms and uses
- Highest frequency verb tenses (simple present/past/future; present progressive and present perfect)
- Verb tense consistency within writing; time markers and transitional elements
- Troublesome structures for English Language Learners (ELLs) (articles, prepositions, pronouns, subject-verb agreement)
- Sentence patterns: compound sentences and coordination; complex sentences and subordination; sentence variety and eliminating chopiness
- Verb + preposition combinations (look at, look on, look over); adjective + preposition combinations (tired of, interested in, eager to)
- Active reading of authentic materials for models of correct grammar usage
- Active analysis of self-produced writing for comprehensibility
- Dictionary use and usage note analysis for application to writing
- Successful use of computer tools for grammar editing
- Final exam or project



LAB TOPICAL OUTLINE

METHODS OF EVALUATION

Category 1. Substantial written assignments for this course include:

- 6- to 8-multi-paragraph written assignments of increasing complexity and length produced in response to analysis of authentic texts or multimedia sources

If the course is degree applicable, substantial written assignments in this course are inappropriate because:

Category 2. Computational or non-computational problems solving demonstrations

Category 3. Skills Demonstrations

Category 4. Objective examinations

- Multiple choice, completion, and true or false questions on reading and listening comprehension, verb tense and forms, sentence structures, and English writing conventions

SAMPLE ASSIGNMENTS

1. Summarize and synthesize the key ideas in a level-appropriate authentic text, noting the grammatical precepts that can be gleaned from the text and their application for speaking and writing accurately
2. Make an individual and/or team presentations on grammatical "oddities" (rules with exceptions) and the implications for clear communication
3. Compose and then subsequently rewrite of a text using a different timeframe to analyze and deduce the changes in meaning due to the shift in tense use (ie: I study English; I studied English, I will study English)

TEXTBOOK 1	
Title:	Fundamental of English Grammar
Author(s):	Azar-Hagen
Date:	2019
Online Education Resource:	



TEXTBOOK 2	
Title:	Grammar Explorer 2
Author(s):	Paul Carne
Date:	2015
Online Education Resource:	



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1/26/2023