

Course:

ESL-115G-51483 Advanced Academic Grammar (3 Units Credit)

ESL-315G-51484 Advanced Academic Grammar (0 Units Credit)

Time/ Location:

- 100% Online
- Optional Zoom Meetings (these meetings are not mandatory but encouraged)
 - Thursdays from 1 PM to 2 PM
 - Zoom link: <https://scccd.zoom.us/j/84729439515>

Important Dates:

- First day of class: February 21, 2023
- No Classes: 02/17; 02/20; 04/03-04/07 (Spring Break)
- Deadline to add or drop the class to avoid a “W” (withdrawal): 03/09
- Deadline to drop the class to avoid a grade: 04/05
- Last day of class: May 19, 2023

Instructor:

- Name: Tony Park
- Phone: (559) 791-8805 [**text only**]
- Email: tony.park@reedleycollege.edu

Office Hours:

Office hours are an opportunity for you to ask me questions about grades, homework, quizzes, and exams. Also, I can assist you in developing the skills covered in class. If you are not available during my office hours, please make an appointment, and I'd be happy to meet with you.

Days and Times (Subject to change based on student availability)

- Appointments

Location

- Zoom Meetings

Materials:

Required Textbook: The name of the textbook is *Advanced Academic Grammar for ESL Students*. It can be accessed for free [here](#) or can be bought at the Reedley College bookstore for approximately \$15.

Description: ESL 115G (or ESL 315G) is an advanced grammar skills course designed for multilingual students who want to comprehend and use grammar structures in written and spoken academic English. This course may be taken concurrently to strengthen student academic performance in other ESL, English, or collegiate level courses. **ADVISORIES:** ESL 214G or ESL 314G, or placement through an approved multiple-measure process.

Repeatability:

- ESL 115G may not be repeated after successful completion.
- ESL 315G is repeatable after successful completion.

Course Objectives: In the process of completing this course, students will:

1. listen to and analyze aural language that includes target structures
2. identify and edit grammar errors in written language
3. demonstrate appropriate usage of target grammar structures in writing
4. demonstrate the correct and appropriate use of target grammar structures in spoken language
5. recognize and identify target grammar structures in written language
6. analyze and edit grammar errors in their own writing
7. recognize and identify target grammar structures in oral language
8. read and analyze texts that include target grammar structures

Course Outcomes: Upon completion of this course, students will be able to:

1. demonstrate the appropriate use of advanced grammar structures
2. recognize advanced grammar structures

Grading: ESL 115G is a letter grade course, and ESL 315G is a pass/no pass course. Current grades will be available to students throughout the semester on *Canvas*. Final grades will be calculated as follows:

- ESL 115G
 - A 90%-100%
 - B 80%-89%
 - C 70%-79%
 - D 60%-69%
 - F 0%-59%

- ESL 315G
 - Pass (P) \geq 70%
 - No Pass (NP) $<$ 70%

Categories	Weight
Homework	30%
Quizzes	30%
Projects	20%
Presentations	20%

How to get an A in this class:

- Set up your [notification preferences on Canvas](#) so that you get all emails and announcements for this class right away.
- Go to Canvas every Monday and look at the weekly assignments and my introduction videos or messages.
- Make a plan for when you are going to do all the assignments. Plan to spend at least 8 hours per week. Block the time out in your existing schedule. For example, “go to class” every Friday, Sunday, and Wednesday from noon to 3:00pm. You can [use your Canvas calendar](#) to add blocks of time to your schedule to do your work.
- Do all of your work on time – late work will receive 50% credit. If you miss an assignment or are late, you can make up the points with extra credit (if assigned), which will be posted towards the end of the class.
- Let me know immediately if you are struggling with something. You can call or email me and ask questions, email me a rough draft of your work, or set up an appointment to meet me on Zoom. Remember to expect at most a 48-hour turnaround time for emails.
- Let me know immediately via email if something is not working or looks weird on Canvas. I will fix it as soon as I can.
- Treat your classmates and me with respect. Use [the rules of netiquette](#) when posting on discussion boards and sending emails.
- [Don't plagiarize or cheat.](#)
- Think carefully about the assignments and activities each week. Relate them to what you already know and share your insights with your classmates and me.

What you can expect me, your instructor, to do:

- Post the assignments for the following week every Monday, along with a video announcement or short written message.
- Respond to emails as soon as I can, but sometimes it might take up to 48 hours.
- Return your call if you leave a clear voicemail.
- Meet you in Zoom if you make an appointment a few days before an assignment is due.
- Grade all work 2-3 days after the due date.

- Give you feedback to help you get the right answer on an assignment (but not tell you the answer) if you are confused about how to do something. You can get feedback if you email a draft of your work, ask a specific question about an assignment, or meet me in Zoom for a short conference.
- Provide interesting and relevant materials and activities that will develop your reading and writing skills.

What you will need for this class

Technology:

- Required: This class is on [Canvas](#)! Be prepared to visit Canvas at least three times per week.
- Required: The easiest email account to use is your RC account. You can use another address if you [add that email account to your Canvas profile](#).
- Recommended: All office hours and optional synchronous communication will be through the Zoom application. It is highly recommended that you download the application prior to our conference.

Policies

Attendance and Drop:

Anyone who does not participate in the Unit 1 Discussion by the due date may be dropped from the course. However, if you do not plan to continue in the class, it is your responsibility to drop on Self-Service by the final drop date, or you may receive a failing grade. You might also be dropped if you do not continue to participate in weekly assignments and have not contacted me or responded to my attempts to contact you.

Late Work:

- All assignments are due at 11:59pm on the date indicated. You have a grace period of a couple of hours – Canvas will mark them as late, but you will receive full points when I give you a score.
- Do all of your work on time – late work will receive 50% credit. If you miss an assignment or are late, you can make up the points with extra credit opportunities, which will be posted towards the end of the class.

Cheating and Plagiarism: You will receive no credit for an assignment or exam if, in the opinion of the instructor, you have cheated or plagiarized. You may be reported to the college for academic dishonesty. Please check the college's website for a complete list of [student conduct standards](#):

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers,

in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents. Reedley College Catalog

Accommodations for students with disabilities: If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible. Please see the [RC DSPS page](#) for more information.

Schedule (subject to change)

Week	Topic
1 (Feb. 20-24)	<ul style="list-style-type: none"> • Ch. 1 Independent Clause / Dependent Clause • Ch. 1 Ex. 1 Identifying Clauses • Ch. 1 Ex. 2 Identifying Sentence Fragments • Ch. 1 Ex. 3 Listening Comprehension • Ch. 1 Ex. 4 Reading Comprehension • Ch. 1 Ex. 5 Editing Sentence Fragments
2 (Feb. 27 – March 3)	<ul style="list-style-type: none"> • Ch. 2 Ex. 1 Listening Comprehension • Ch. 2 Ex. 2 Reading Comprehension • Ch. 2 Sentence Types: Simple, Compound, and Complex • Ch. 2 Ex. 3 Writing Simple Sentences • Ch. 2 Ex. 4 Creating Compound Sentences • Ch. 2 Ex. 5 Using Conjunctive Adverbs • Quiz: Irregular Verb Group 1
3 (March 6-10)	<ul style="list-style-type: none"> • Ch. 2 Ex. 6 Writing Various Sentence Types • Ch. 2 Ex. 7 Identifying Sentence Types from Passages • Ch. 2 Ex. 8 Identifying Run-ons and Comma Splices

	<ul style="list-style-type: none"> • Ch. 3 Ex. 1 Listening Comprehension • Ch. 3 Ex. 2 Reading Comprehension • Quiz: Irregular Verb Group 1-2
4 (March 13-17)	<ul style="list-style-type: none"> • Ch. 3 Adjective Clause: Restrictive and Nonrestrictive • Ch. 3 Ex. 4 Identifying Restrictive/Nonrestrictive • Ch. 3 Adjective Clause: Subject/Object Relative Pronouns • Ch. 3 Ex. 5 Identifying Subject/Object Relative Pronouns • Ch. 3 Adjective Clause: Omitting Relative Pronouns • Ch. 3 Ex. 6 Omitting Relative Pronouns • Ch. 3 Adjective Clause: Reducing Adjective Clauses • Ch. 3 Ex. 7 Applying Grammar to Reading • Ch. 3 Ex. 8 Choosing the Right Verb • Ch. 3 Ex. 9 Fixing Subject/Object and Placement Errors • Quiz: Irregular Verb Group 1-3
5 (March 20-24)	<ul style="list-style-type: none"> • Unit 1 Summary Ex. 1 Editing • Unit 1 Summary Ex. 2 Writing • Unit 1 Summary Ex. 3 Grammar Reference Cards • Ch. 4 Ex. 1 Listening Comprehension • Ch. 4 Ex. 2 Reading Comprehension • Quiz: Irregular Verb Group 1-4
6 (March 27-31)	<ul style="list-style-type: none"> • Ch. 4 Passive Voice <ul style="list-style-type: none"> • Transitive Verbs • Intransitive Verbs • Ch. 4 Ex. 3 Comprehension Check • Ch. 4 Ex. 4 Verb Tense and Voice • Ch. 4 Ex. 5 Applying Grammar to Reading • Ch. 5 Ex. 3 Reading Comprehension • Ch. 5 Listening Comprehension • Quiz: Irregular Verb Group 1-5
7 (April 10-14)	<ul style="list-style-type: none"> • Ch. 5 Commas: Introductory Words and Phrases • Ch. 5 Ex. 4 Commas: Introductory Words and Phrases • Ch. 5 Ex. 5 Commas: List • Ch. 5 Commas: Before and After Interrupting Words • Ch. 5 Ex. 6 Commas: Compound Sentences • Ch. 5 Ex. 7 Commas: Interrupting Words or Phrases • Ch. 5 Commas: Dates, Addresses, and Letters • Ch. 5 Ex. 8 Commas: Dates, Addresses, and Letters • Quiz: Irregular Verb Group 1-6

8 (April 17-21)	<ul style="list-style-type: none"> • Ch. 5 Commas: Quotes and Key Takeaways • Ch. 5 Ex. 9 Putting All Together • Ch. 5 Ex. 10 Applying Grammar to Reading • Unit 2 Summary Ex. 1 Editing • Unit 2 Summary Ex. 2 Activist Artist Presentation • Unit 2 Summary Ex. 3 Grammar Reference Cards • Quiz: Irregular Verb Group 1-7
9 (April 24-28)	<ul style="list-style-type: none"> • Ch. 6 Reading Comprehension • Ch. 6 Listening Comprehension • Ch. 6 Ex. 4 Applying Grammar to Reading • Ch. 6 Ex. 5 Editing for Verb Tense Consistency • Quiz: Irregular Verb Group 1-8
10 (May 1-5)	<ul style="list-style-type: none"> • Ch. 7 Reading Comprehension • Ch. 7 Listening Comprehension • Ch. 7 Word Choice: Introduction, Connotation, and Denotation • Ch. 7 Ex. 4 Identifying Connotation • Ch. 7 Ex. 5 Avoiding Slang • Ch. 7 Ex. 6 Avoiding Cliché • Ch. 7 Ex. 7 Precise Language • Ch. 7 Ex. 8 Choosing the Right Synonyms • Ch. 7 Ex. 9 Sentence with Synonym Pairs • Ch. 7 Ex. 10 Antonyms • Ch. 7 Applying Grammar to Reading • Ch. 7 Ex. 12 Paraphrasing
11 (May 8-12)	<ul style="list-style-type: none"> • Ch. 8 Ex. 2 Listening Comprehension • Ch. 8 Reading Comprehension • Ch. 8 Definite and Indefinite Articles • Ch. 8 Ex. 4 Selecting the Right Article • Ch. 8 Ex. 5 Editing • Ch. 8 Ex. 6 Count and Noncount • Ch. 8 Ex. 7 Editing
12 (May 15-19)	<ul style="list-style-type: none"> • Unit 3 Summary Ex. 1 Editing • Unit 3 Summary Ex. 2 Writing and Presentation • Unit 3 Summary Ex. 3 Grammar Reference Cards