

Course:

ESL-214G- 51349 High-Intermediate Academic Grammar (3 Units Credit)

ESL-314G- 51350 High-Intermediate Academic Grammar (0 Units Noncredit)

Time/ Location:

- This course is 100% online

Important Dates:

- No Classes: 01/16; 02/17; 02/20; 04/03-04/07 (Spring Break)
- Deadline to drop a class for a full refund: 01/20
- Deadline to add or drop the class to avoid a “W” (withdrawal): 01/27
- Deadline to drop the class to avoid a grade: 03/10
- Last day of class: May 19, 2022

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 *High Intermediate 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 214G is a high-intermediate 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 with other ESL courses to strengthen student academic performance. Successful completion of this course will prepare students for ESL 215G or ESL 315G. (formerly ESL 227G) ADVISORIES: ESL 213G or ESL 313G, or placement through an approved multiple-measure process.

Repeatability: ESL 214G may not be repeated after successful completion. ESL 314G is repeatable after successful completion.

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

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

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

1. demonstrate appropriate use of high-intermediate grammar structures
2. recognize high-intermediate grammar structures

Grading: ESL 214G is a letter grade course, and ESL 314G 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:

Pass (P) $\geq 70\%$;
No Pass (NP) $< 70\%$

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

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 morning and look at the weekly assignments and my introduction videos/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 one is posted), which will be posted towards the end of the class.
- Let me know immediately if you are struggling with something. You can text or email me and ask questions. Also, you can 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. Please read the [Reedley College Catalog](#) concerning plagiarism.
- 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 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 possible, but sometimes it might take up to 48 hours.
- Respond back if you leave a clear voicemail or text.
- Meet you on 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 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 this course 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 11:59 pm 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 (if they are posted), 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 (Jan. 9-13)	<ul style="list-style-type: none"> • Ch. 1 Discussion • Ch. 1 Ex. 1 Listening Comprehension • Ch. 1 Ex. 2 Reading Comprehension • Ch. 1 Grammar – Simple Present • Ch. 1 Ex. 3 All About You • Ch. 1 Ex. 4 Subject Verb Agreement • Ch. 1 Grammar – Simple Past • Ch. 1 Ex. 5 All About the Past You
2 (Jan. 16-20)	<ul style="list-style-type: none"> • Ch. 1 Grammar – Present Perfect • Ch. 1 Ex. 6 Simple Past or Present Perfect • Ch. 1 Ex. 7 What Have You Done? • Ch. 1 Ex. 8 Verb Tense Review • Ch. 1 Ex. 9 Error Analysis • Ch. 1 Ex. 10 Identifying Verb Tenses • Ch. 1 Ex. 11 Pronunciation of Simple Past Verbs

Week	Topic
3 (Jan. 23-27)	<ul style="list-style-type: none"> • Ch. 2 Discussion • Ch. 2 Ex. 1 Listening Comprehension • Ch. 2 Ex. 2 Reading Comprehension • Ch. 2 Grammar – Gerunds as Subjects and Objects • Ch. 2 Ex. 3 Subject and Object Gerunds Practice • Ch. 2 Ex. 4 Verb or Gerund? • Ch. 2 Grammar – Objects of Preposition • Ch. 2 Ex. 5 Gerunds in Ch. 2 Reading Passage
4 (Jan. 30 – Feb. 3)	<ul style="list-style-type: none"> • Ch. 2 Grammar – Infinitives • Ch. 2 Ex. 6 Infinitives of Purpose Practice • Ch. 2 Grammar – Adjectives + Infinitives • Ch. 2 Ex. 7 Adjectives + Infinitives Practice • Ch. 2 Grammar – Nouns + Infinitives • Ch. 2 Ex. 8 Using Infinitives After Nouns • Ch. 2 Ex. 9 Infinitives in Ch. 2 Reading Passage • Ch. 2 Grammar – Gerund and Infinitive Change in Meaning • Ch. 2 Ex. 10 Change in Meaning? • Ch. 2 Ex. 11 Difference in Meaning • Ch. 2 Ex. 12 Gerund or Infinitive? • Ch. 2 Ex. 13 Correcting Errors
5 (Feb. 6-10)	<ul style="list-style-type: none"> • Ch. 3 Discussion • Ch. 3 Ex. 1 Listening Comprehension • Ch. 3 Ex. 2 Reading Comprehension • Ch. 3 Grammar – Separable Phrasal Verbs • Ch. 3 Ex. 3 Pronoun Objects • Ch. 3 Ex. 4 Separable Phrasal Verbs • Ch. 3 Ex. 5 Meaning Practice • Ch. 3 Grammar – Inseparable Phrasal Verbs • Ch. 3 Ex. 6 Meaning Practice • Ch. 3 Ex. 7 Pronoun Objects

Week	Topic
6 (Feb. 13-17)	<ul style="list-style-type: none"> • Ch. 3 Grammar – Phrasal Verbs with Multiple Meanings • Ch. 3 Ex. 8 Inseparable Phrasal Verbs Meaning Practice • Ch. 3 Ex. 9 Which Meaning? • Ch. 3 Ex. 10 Examples from Ch. 3 Reading Passage • Ch. 3 Ex. 11 Chain Stories • Unit 1 Project – Editing • Unit 1 Project – Writing • Unit 1 Presentation
7 (Feb. 20-24)	<ul style="list-style-type: none"> • Unit 2 Introduction • Ch. 4 Discussion • Ch. 3 Ex. 1 Listening Comprehension • Ch. 3 Ex. 2 Reading Comprehension • Ch. 4 Grammar – Modals (Possibility and Inference) • Ch. 4 Ex. 3 Inference Practice • Ch. 4 Grammar – Modals (Polite Request) • Ch. 4 Ex. 4 Polite Request Practice • Ch. 4 Grammar – Modals (Advisability, Expectation, Obligation) • Ch. 4 Ex. 5 Should or Must? • Ch. 4 Grammar – Modals (Expressing Past Tense) • Ch. 4 Ex. 6 Listening Practice
8 (Feb. 27 – March 3)	<ul style="list-style-type: none"> • Ch. 4 Grammar – Modals (Expressing Regrets and Criticism) • Ch. 4 Ex. 7 Regrets and Criticism Practice • Ch. 4 Ex. 8 What a Mess! • Ch. 4 Ex. 9 Should (Present vs Past) • Ch. 4 Ex. 10 Listening Practice (Regret and Criticism) • Ch. 4 Grammar – Modals (Common Errors) • Ch. 4 Ex. 11 Common Modal Auxiliary Errors
9 (March 6-10)	<ul style="list-style-type: none"> • Ch. 4 Grammar – Relative Pronouns • Ch. 4 Grammar – Restrictive and Nonrestrictive Clauses • Ch. 4 Ex. 12 Restrictive vs Nonrestrictive Clauses • Ch. 4 Grammar – Subject Relative Pronouns • Ch. 4 Ex. 13 Creating Adjective Clauses • Ch. 4 Grammar – Object Relative Pronouns • Ch. 4 Ex. 14 Adjective Clauses with Object Relative Pronouns • Ch. 4 Ex. 15 Who or Whom? • Ch. 4 Grammar – Adjective Clauses with Whose • Ch. 4 Ex. 16 Create Adjective Clauses

Week	Topic
10 (March 13-17)	<ul style="list-style-type: none"> • Ch. 4 Grammar – Adjective Clauses with Where and When • Ch. 4 Ex. 17 Create Adjective Clauses • Ch. 4 Grammar – Reducing Adjective Clauses • Ch. 4 Ex. 18 Reducing Adjective Clauses Practice • Ch. 4 Grammar – Common Errors in Adjective Clauses • Ch. 4 Ex. 19 Choosing the Right Verb • Ch. 4 Ex. 20 Fixing Repeated Subjects/Objects and Placement Errors
11 (March 20-24)	<ul style="list-style-type: none"> • Ch. 4 Ex. 21 Modals in Ch. 4 Reading Passage • Ch. 4 Ex. 23 What Should I Have Done? • Ch. 4 Ex. 24 Advice • Ch. 4 Ex. 25 Celebrity Guess Who • Ch. 5 Discussion • Ch. 5 Ex. 1 Listening Comprehension • Ch. 5 Ex. 2 Reading Comprehension
12 (March 27-31)	<ul style="list-style-type: none"> • Ch. 5 Grammar – Passive Voice • Ch. 5 Ex. 3 Active and Passive Voice Comprehension Check • Ch. 5 Grammar – Transitive and Intransitive Verbs • Ch. 5 Grammar – Verb Tense and Voice • Ch. 5 Ex. 5 Verb Tense and Voice Comprehension Check • Ch. 5 Grammar – Which Voice Should I Use? • Ch. 5 Ex. 6 Active to Passive • Ch. 5 Ex. 7 Applying Grammar to Reading (Active or Passive?) • Ch. 5 Ex. 10 New Year Traditions
13 (April 10-14)	<ul style="list-style-type: none"> • Unit 2 Project – Editing • Unit 2 Project – Writing • Unit 2 Presentation
14 (April 17-21)	<ul style="list-style-type: none"> • Ch. 6 Discussion • Ch. 6 Grammar – Direct and Indirect Speech • Ch. 6 Grammar – Verb Changes • Ch. 6 Ex. 3 Verb Change in Reported Speech • Ch. 6 Grammar – Other Changes • Ch. 6 Ex. 4 Changing Pronouns, Times, and Places in Reported Speech • Ch. 6 Ex. 5 That or If • Ch. 6 Ex. 6 Said or Told

Week	Topic
15 (April 24-28)	<ul style="list-style-type: none"> • Ch. 6 Ex. 7 Direct to Indirect Speech • Ch. 6 Ex. 8 Reported Speech in Ch. 6 Reading Passage • Ch. 6 Ex. 10 Words of Wisdom • Ch. 7 Discussion • Ch. 7 Ex. 1 Listening Comprehension • Ch. 7 Ex. 2 Reading Comprehension
16 (May 1-5)	<ul style="list-style-type: none"> • Ch. 7 Grammar – Embedded Questions • Ch. 7 Ex. 3 Sentence Completion • Ch. 7 Ex. 4 Objects of Prepositions • Ch. 7 Ex. 5 Editing Embedded Questions • Ch. 8 Discussion • Ch. 8 Ex. 1 Listening Comprehension
17 (May 8-12)	<ul style="list-style-type: none"> • Ch. 8 Ex. 2 Reading Comprehension • Ch. 8 Grammar – Simple Future Will • Ch. 8 Ex. 3 Simple Future Will Practice • Ch. 8 Grammar – Simple Future Be Going To • Ch. 8 Ex. 4 Be Going To Statements • Ch. 8 Ex. 5 Be Going To Questions • Ch. 8 Grammar – Simple Present and Present Progressive • Ch. 8 Ex. 6 Present or Future
18 (May 15-19)	<ul style="list-style-type: none"> • Unit 3 Project – Editing • Unit 3 Project – Writing • Unit 3 Presentation