

Page	Status	Course
1	New Deg/Cert	ESL Certificate of Advancement in Foundations of Literacy
2	New Deg/Cert	ESL Certificate of Competency in Foundations of Literacy
3	New Deg/Cert	ESL Certificate of Advancement in Interpersonal Communications
4	New Deg/Cert	ESL Certificate of Competency in Interpersonal Communication
5	New Deg/Cert	ESL Certificate of Advancement in Life Skills
6	New Deg/Cert	ESL Certificate of Competency in Life Skills
7	Revised	ESL 253 Intermediate Grammar
13	Revised	ESL 553 Intermediate Grammar
19	Revised	ESL 233 High-Beginning Grammar
24	Revised	ESL 243 Low-Intermediate Grammar
28	Revised	ESL 263 High-Intermediate Grammar
33	Revised	ESL 40A Low-Advanced Grammar
38	Revised	ESL 533 High-Beginning Grammar
43	Revised	ESL 540A Low-Advanced Grammar
48	Revised	ESL 543 Low-Intermediate Grammar
52	Revised	ESL 563 High-Intermediate Grammar
56	Revised	MUSIC 540 Vocal Techniques
59	Revised	CHEM 2B Introductory Chemistry II
63	New Deg/Cert	Fabrication and Manufacturing Methods - Cert of Achievement

FOUNDATIONS OF LITERACY

CERTIFICATE OF ADVANCEMENT

Description

The Certificate of Competency in Foundations of Literacy prepares students with little or no knowledge of English with basic English language and literacy skills needed to function at a ***beginning*** level in everyday situations at work, school and in the community.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Write simple paragraphs containing simple sentences in simple present and present continuous tenses.
2. Demonstrate ability to function in basic English listening and speaking situations at work, school, and in the community.

Program Requirements:

Required Courses

Course Block Units: (7 Required)

ESL225 and	Integrated ESL Skills, Level 2	5
ESL224	English Conversation, Level 2	2

Total: 7

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FOUNDATIONS OF LITERACY

CERTIFICATE OF COMPETENCY

Description

The Certificate of Competency in Foundations of Literacy prepares students with little or no knowledge of English with basic English language and literacy skills needed to function at a ***beginning*** level in everyday situations at work, school and in the community.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Write simple paragraphs containing simple sentences in simple present and present continuous tenses.
 2. Demonstrate ability to function in basic English listening and speaking situations at work, school, and in the community.
-

Program Requirements:

Required Courses

Course Block Units: (7 Required)

ESL525 and	Integrated ESL Skills, Level 2	5
ESL524	English Conversation, Level 2	

Total: 7

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INTERPERSONAL COMMUNICATION

CERTIFICATE OF ADVANCEMENT

Description

The Certificate of Advancement in Interpersonal Communication prepares students who have a low-intermediate background in English with the language skills required to function at a **high-intermediate level** in a variety of vocational and academic situations. The program focuses particularly on the acquisition of grammar, reading, writing and speaking skills needed to function independently at work, school and in the community.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Use reading and writing skills to read and understand a variety of written texts at work, school, and in the community.
2. Demonstrate listening and speaking skills needed to communicate at work, at school, and in the community using studied materials, vocabulary, and grammar.

Program Requirements:

Required Courses

Course Block Units: (7 Required)

ESL268 and	High-Intermediate Writing	4
ESL263	High-Intermediate Grammar	3

Electives

Course Block Units: (3 - 5 Required)

ESL259MAT or	The Language of Mathematics for ESL Students	3
ESL265 or	Integrated ESL Skills, Level 6	5
ESL259EMP or	English for Employment	3
ESL239ECE or	English Skills for Parents and Child Care Providers	5
ESL249COM	Computer Skills for ESL Students	3

Total: 10.00 - 12.00

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INTERPERSONAL COMMUNICATION

CERTIFICATE OF COMPETENCY

Description

The Certificate of Competency in Interpersonal Communication prepares students who have a low-intermediate background in English with the language skills required to function at a **high-intermediate level** in a variety of vocational and academic situations. The program focuses particularly on the acquisition of grammar, reading, writing and speaking skills needed to function independently at work, school and in the community.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Use reading and writing skills to understand and respond to a variety of written texts at work, school, and in the community.
2. Demonstrate listening and speaking skills needed to communicate at work, at school, and in the community using studied materials, vocabulary, and grammar.

Program Requirements:

Required Courses

Course Block Units: (7 Required)

ESL563 and	High-Intermediate Grammar
ESL568	High-Intermediate Writing

Electives

Course Block Units: (3 - 5 Required)

ESL565 or	Integrated ESL Skills, Level 6	5
ESL559EMP or	English for Employment	
ESL559MAT or	The Language of Mathematics for ESL Students	3
ESL539ECE or	English Skills for Parents and Child Care Providers	5
ESL549COM	Computer Skills for ESL Students	3

Total: 10.00 - 12.00

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LIFE SKILLS

CERTIFICATE OF ADVANCEMENT

Description

The Certificate of Advancement in Life Skills prepares students with beginning academic background in English with life skills needed to function at a **low-intermediate** level in everyday situations at work, school, and in the community.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Write a well-developed paragraph with a topic sentence, supporting ideas, and a concluding sentence at a low-intermediate level.
2. Create, format, type, save, and revise a word document on a computer for academic assignments and personal needs.

Program Requirements:

Required Courses

Course Block Units: (8 Required)

ESL243 and	Low-Intermediate Grammar	3
ESL245	Integrated ESL Skills, Level 4	5

Electives

Course Block Units: (3 - 5 Required)

ESL249COM or	Computer Skills for ESL Students	3
ESL239MAT or	The Language of Arithmetic for ESL Students	3
ESL239ECE	English Skills for Parents and Child Care Providers	5

Total: 11.00 - 13.00

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LIFE SKILLS

CERTIFICATE OF COMPETENCY

Description

The Certificate of Competency in Life Skills prepares students with beginning academic background in English with life skills needed to function at a **low-intermediate** level in everyday situations at work, school, and in the community.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Write a well-developed paragraph with a topic sentence, supporting ideas, and a concluding sentence at a low-intermediate level.
2. Create, format, type, save, and revise a word document on a computer for academic assignments and personal needs.

Program Requirements:

Required Courses

Course Block Units: (8 Required)

ESL543 and	Low-Intermediate Grammar	
ESL545	Integrated Skills, Level 4	5

Electives

Course Block Units: (3 - 5 Required)

ESL549COM or	Computer Skills for ESL Students	3
ESL539MAT or	The Language of Arithmetic for ESL Students	3
ESL539ECE	English Skills for Parents and Child Care Providers	5

Total: 11.00 - 13.00

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 253

Full Course Title: Intermediate Grammar

Short Title: Interm. Grammar

TOP Code: 4930.87 - English as a Second Language - Integrated

Effective Term: Spring 2018

Course Standards

Course Type: Credit - Not Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

Intermediate grammar for ESL students. This course introduces students to writing paragraphs and/or compositions containing compound and complex sentences in present, past, and future tenses. Concurrent enrollment in ESL 255/555 or 258/558 is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 243 or ESL 543 Or by placement

Content

Course Lecture Content

1. Tenses

(a) Present

i. Simple Present

ii. Present Progressive

(b) Past

- i. Simple Past
 - ii. Past Progressive
- 2. Adverbs of Frequency
- 3. Future Tense
 - (a) Simple Future
 - (b) Future Time Clauses
- 4. Modals
 - (a) Ability
 - (b) Permission
 - (c) Requests
 - (d) Advice
- 5. Nouns
 - (a) Count Nouns vs. Non-Count Nouns
 - (b) Quantifiers
 - (c) Articles
- 6. Conjunctions
 - (a) Coordinating
 - (b) Subordinating
- 7. Writing
 - (a) Simple sentence mechanics
 - (b) Written discourse

Objectives

1. Use sentences in simple present tense containing appropriate frequency adverbs.
2. Identify the functional differences between simple present and present continuous tenses.
3. Identify the functional differences between simple past and past continuous tenses.
4. Use coordinating and subordinating conjunctions correctly.
5. Write correct sentences describing past habits.

6. Write and use future time clauses appropriately.
 7. Identify and use common and specific nouns in context.
 8. Demonstrate understanding of SOME and ANY both as determiners and pronouns.
 9. Use combinations of quantifiers and nouns appropriately in context.
 10. Write simple paragraphs containing compound and complex sentences in present, past, and future.
 11. Correct short paragraphs containing errors in sentence structure.
 12. Demonstrate ability to appropriately capitalize and punctuate simple, compound, and complex sentences.
 13. Apply acquired knowledge of English grammar, vocabulary, and semantic interfaces in writing and speaking. ****Requires Critical Thinking****
 14. Identify basic sentence components and structures. ****Requires Critical Thinking****
 15. Identify basic parts of speech. ****Requires Critical Thinking****
 16. Distinguish functional differences among different parts of sentences. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will use studied grammar correctly in a visual presentation.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 2. Upon completion of this course, students will give a small presentation using studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. Upon completion of this course, students will write and type in MLA format a composition utilizing studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- Lecture/Discussion
-

Assignments

Writing Assignments

Sample Assignments:

ESL 253

Name: _____

Instructions: Complete the paragraphs with the correct form of the verbs in parenthesis.

Manuel and Lila Vega (1) _____ (have) a busy lifestyle. Manuel is a doctor at a hospital. He (2) _____ (work) at night, so he (3) _____ (go) to work at 7:00 p.m. and comes home at 7:00 a.m. His wife Lila (4) _____ (work) at a bank. She (5) _____ (go) to work at 8:00 a.m. and comes home at 6:00 p.m. They don't see each other a lot during the week.

Manuel and Lila also (6) _____ (have) two children, Luis and Carla. Every morning they all (7) _____ (have) breakfast together at 7:30. Then, Luis and Carla (8) _____ (go) to school, and Lila (9) _____ (go) to work. Manuel (10) _____ (do) the dishes, and then (11) _____ (go) to bed. Carla usually (12) _____ (do) her homework at a friend's house in the afternoon, and Luis (13) _____ (have) soccer practice. Manuel gets up at 4:00 p.m. At 6:00 p.m., he (14) _____ (have) dinner with Lila, Luis, and Carla. After dinner, he (15) _____ (go) to work. Manuel and Lila (16) _____ (have) a busy schedule during the week, but on weekends they relax.

Instructions: Circle the correct form of the verb to complete each sentence.

1. Doctor Moffett **love/loves** his job.
2. He **study/studies** ants.
3. A salesperson **sell/sells** products for a company.
4. You and Anita **work/works** on weekends.
5. Nurses **help/helps** people.
6. We **write/writes** science books.
7. Our office **close/closes** at 7:00 p.m.
8. She **take/takes** classes at the business school.
9. You **walk/walks** to school every day.
10. I **start/starts** work at 8:00 a.m. every morning.

Instructions: Complete each sentence with the correct form of the verb in parenthesis.

1. A zookeeper _____ (feed) animals.
2. Computer programmers _____ (write) software.
3. Photographers _____ (take) photos.
4. A chef _____ (cook) food.
5. A firefighter _____ (fight) fires.
6. Musicians _____ (play) instruments.
7. A farmer _____ (work) on a farm.
8. A dancer _____ (dance).

Instructions: Read the following paragraph. The words in bold are verbs in the wrong tense. Cross out the incorrect verb tenses and write the correct tense.

A long vacation to North India.

It **is** a sunny afternoon in Mumbai when the train left the station. It was a hard goodbye from our parents as we **are** heading to North. A trip which **was** memorable for life. We are 14 of us all prepared to climb the high range of mountain. It **is** the peace that I miss now in this crowded cities. Our visit to Amritsar is a beautiful memory. We planned for the day, to visit Golden Temple,

Jhallianwala Baug, and Wagha Border. Golden Temple **was** a place that leaves your eyes awestruck. It is truly a place to visit if you are finding some inner peace.

Instructions: Write the correct possessive adjectives on the lines.

1. you _____ book.
2. Mary _____ book.
3. the man and I _____ books.
4. The machine _____ cord.
5. my watch _____ battery.
6. They _____ mother.
7. the boy _____ test.
8. We _____ team.

Instructions: Complete the text with the present continuous. Use each of the verbs once.

Work listen watch write study read sit play do sing

1. I _____ on the computer. I _____ a story for our school magazine. My father _____ TV and my mother _____ a magazine. My sister _____ to the radio because she loves music. She _____, but she is not a good singer. My brother _____ very hard. He _____ at a desk and he _____ his homework. Our dog and cat _____ in the corner.

Instructions: Write the correct pronoun (this, that, these, those) to complete each sentence.

1. _____ chicken tastes really good!
2. _____ trousers are not the right size. Can I change them?
3. Whose is _____ silver Mercedes over there?
4. I'm John and _____ are my children Molly and Jake.
5. What are _____ men doing on the roof?

Extended Activities: Production

Students will now move to a production stage. Teacher writes the following questions on the board and the students ask each other these questions using the present simple tense.

1. What time does he get up?
2. What time do you go to school every day?
3. What time do we usually start work?
4. Does he love jazz music?
5. What does your aunt hate?
6. Does that bicycle belong to you?
7. What does he always forget?

Instructions: Think of five additional questions to ask your classmates. Remember to use present simple tense.

- 1.
- 2.
- 3.
- 4.

5.

Instructions: Ask classmates the following questions using the present continuous.

1. Are you learning English right now?
2. What is he doing?
3. Where are they going now?
4. Are they eating now?
5. What are you writing now?

Instructions: Think of five additional questions to ask your classmates using the present continuous.

- 1.
- 2.
- 3.
- 4.
- 5.

Methods of Evaluation

- Assignments
- Attendance
- Class Performance
- Exams
- Homework
- Oral Tests/Class Performance
- Participation
- Portfolio
- Quizzes

Course Materials

Textbooks:

1. Fuchs, Marjorie, Margaret Bonner. *Focus on Grammar, BOOK 4*, 5th ed. PEARSON, 2017, ISBN: 978-0-13-411999-1
Equivalent text is acceptable
2. Fuchs, Marjorie. . *Focus on Grammar, WORKBOOK 4*, 5th ed. PEARSON, 2017, ISBN: 978-0-13-457960-3
Equivalent text is acceptable
3. Ediger, Anne M. et al. . *Elements of Success BOOK 3*, 1st. ed. Oxford University Press, 2014, ISBN: 978-0-19-402826-4
Equivalent text is acceptable

Other:

1. Supplemental materials developed by instructor
2. Other textbooks contingent upon ESL faculty review and approval.

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 553

Full Course Title: Intermediate Grammar

Short Title: Interm. Grammar

TOP Code: 4930.87 - English as a Second Language - Integrated

Effective Term: Spring 2018

Course Standards

Course Type: Noncredit

Total contact hours in class: 48.0 - 54.0

Lecture hours: 48.0 - 54.0

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

Intermediate grammar for ESL students. This course introduces students to writing paragraphs containing compound and complex sentences in present, past, and future tenses. Concurrent enrollment in ESL 255/555 or 258/558 is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 243 or ESL 543 Or by placement

Content

Course Lecture Content

1. Tenses

(a) Present

i. Simple Present

ii. Present Progressive

(b) Past

i. Simple Past

ii. Past Progressive

2. Adverbs of Frequency

3. Future Tense

(a) Simple Future

(b) Future Time Clauses

4. Modals

(a) Ability

(b) Permission

(c) Requests

(d) Advice

5. Nouns

(a) Count Nouns vs. Non-Count Nouns

(b) Quantifiers

(c) Articles

6. Conjunctions

(a) Coordinating

(b) Subordinating

7. Writing

(a) Simple sentence mechanics

(b) written discourse

Objectives

1. Use sentences in simple present containing appropriate frequency adverbs.
2. Identify the functional differences between simple present and present continuous tenses.
3. Identify the functional differences between simple past and past continuous tenses.
4. Use coordinating and subordinating conjunctions correctly.
5. Write correct sentences describing past habits.
6. Write and use future time clauses appropriately.
7. Identify and use common and specific nouns in context.
8. Demonstrate understanding of SOME and ANY both as determiners and pronouns.

9. Use combinations of quantifiers and nouns appropriately in context.
10. Write simple paragraphs containing compound and complex sentences in present, past, and future.
11. Correct short paragraphs containing errors in sentence structure.
12. Demonstrate ability to appropriately capitalize and punctuate simple, compound, and complex sentences.
13. Apply acquired knowledge of English grammar, vocabulary, and semantic interfaces in writing and speaking. ****Requires Critical Thinking****
14. Identify basic sentence components and structures. ****Requires Critical Thinking****
15. Identify basic parts of speech. ****Requires Critical Thinking****
16. Distinguish functional differences among different parts of sentences. ****Requires Critical Thinking****
- 17.

Student Learning Outcomes

1. Upon completion of this course, students will use studied grammar correctly in a visual presentation.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Upon completion of this course, students will give a small presentation using studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Upon completion of this course, students will write and type in MLA format a composition utilizing studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- Lecture/Discussion

Assignments

Writing Assignments

SAMPLE ASSIGNMENTS:

ESL 553

Name: _____

Instructions: Complete the paragraphs with the correct form of the verbs in parenthesis.

Manuel and Lila Vega (1) _____ (have) a busy lifestyle. Manuel is a doctor at a hospital. He (2) _____ (work) at night, so he (3) _____ (go) to work at 7:00 p.m. and comes home at 7:00 a.m. His wife Lila (4) _____ (work) at a bank. She (5) _____ (go) to work at 8:00 a.m. and comes home at 6:00 p.m. They don't see each other a lot during the week.

Manuel and Lila also (6) _____ (have) two children, Luis and Carla. Every morning they all (7) _____ (have) breakfast together at 7:30. Then, Luis and Carla (8) _____ (go) to school, and Lila (9) _____ (go) to work. Manuel (10) _____ (do) the dishes, and then (11) _____ (go) to bed. Carla usually (12) _____ (do) her homework at a friend's house in the afternoon, and Luis (13) _____ (have) soccer practice. Manuel gets up at 4:00 p.m. At 6:00 p.m., he (14) _____ (have) dinner with Lila, Luis, and Carla. After dinner, he (15) _____ (go) to work. Manuel and Lila (16) _____ (have) a busy schedule during the week, but on weekends they relax.

Instructions: Circle the correct form of the verb to complete each sentence.

1. Doctor Moffett **love/loves** his job.
 2. He **study/studies** ants.
 3. A salesperson **sell/sells** products for a company.
 4. You and Anita **work/works** on weekends.
 5. Nurses **help/helps** people.
 6. We **write/writes** science books.
 7. Our office **close/closes** at 7:00 p.m.
 8. She **take/takes** classes at the business school.
 9. You **walk/walks** to school every day.
10. I **start/starts** work at 8:00 a.m. every morning.

Instructions: Complete each sentence with the correct form of the verb in parenthesis.

1. A zookeeper _____ (feed) animals.
2. Computer programmers _____ (write) software.
3. Photographers _____ (take) photos.
4. A chef _____ (cook) food.
5. A firefighter _____ (fight) fires.
6. Musicians _____ (play) instruments.
7. A farmer _____ (work) on a farm.
8. A dancer _____ (dance).

Instructions: Read the following paragraph. The words in bold are verbs in the wrong tense. Cross out the incorrect verb tenses and write the correct tense.

A long vacation to North India.

It **is** a sunny afternoon in Mumbai when the train left the station. It was a hard goodbye from our parents as we **are** heading to North. A trip which **was** memorable for life. We are 14 of us all prepared to climb the high range of mountain. It **is** the peace that I miss now in this crowded cities. Our visit to Amritsar is a beautiful memory. We planned for the day, to visit Golden Temple, Jhallianwala Baug, and Wagha Border. Golden Temple **was** a place that leaves your eyes awestruck. It is truly a place to visit if you are finding some inner peace.

Instructions: Write the correct possessive adjectives on the lines.

1. you _____ book.
2. Mary _____ book.
3. the man and I _____ books.
4. The machine _____ cord.
5. my watch _____ battery.
6. They _____ mother.
7. the boy _____ test.
8. We _____ team.

Instructions: Complete the text with the present continuous. Use each of the verbs once.

Work listen watch write study read sit play do sing

1. I _____ on the computer. I _____ a story for our school magazine. My father _____ TV and my mother _____ a magazine. My sister _____ to the radio because she loves music. She _____, but she is not a good singer. My brother _____ very hard. He _____ at a desk and he _____ his homework. Our dog and cat _____ in the corner.

Instructions: Write the correct pronoun (this, that, these, those) to complete each sentence.

1. _____ chicken tastes really good!
2. _____ trousers are not the right size. Can I change them?
3. Whose is _____ silver Mercedes over there?
4. I'm John and _____ are my children Molly and Jake.
5. What are _____ men doing on the roof?

Extended Activities: Production

Students will now move to a production stage. Teacher writes the following questions on the board and the students ask each other these questions using the present simple tense.

1. What time does he get up?
2. What time do you go to school every day?
3. What time do we usually start work?
4. Does he love jazz music?
5. What does your aunt hate?
6. Does that bicycle belong to you?
7. What does he always forget?

Instructions: Think of five additional questions to ask your classmates. Remember to use present simple tense.

- 1.
- 2.
- 3.
- 4.
- 5.

Instructions: Ask classmates the following questions using the present continuous.

1. Are you learning English right now?
2. What is he doing?
3. Where are they going now?
4. Are they eating now?
5. What are you writing now?

Instructions: Think of five additional questions to ask your classmates using the present continuous.

- 1.
- 2.
- 3.
- 4.
- 5.

Methods of Evaluation

- Exams
 - Homework
 - Oral Tests/Class Performance
 - Participation
 - Portfolio
 - Quizzes
-

Course Materials

Textbooks:

1. Fuchs, Marjorie, Margaret Bonner. *Focus on Grammar, BOOK 4*, 5th ed. PEARSON, 2017, ISBN: 978-0-13-411999-1
Equivalent text is acceptable
2. Fuchs, Marjorie. . *Focus on Grammar, WORKBOOK 4*, 5th ed. PEARSON, 2017, ISBN: 978-0-13-457960-3
Equivalent text is acceptable
3. Ediger, Anne M. et al. . *Elements of Success BOOK 3*, 1st. ed. Oxford University Press, 2014, ISBN: 978-0-19-402826-4
Equivalent text is acceptable

Other:

1. 5. Supplemental materials developed by the instructor
 2. 6. Other textbooks contingent upon ESL faculty review and approval.
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 233

Full Course Title: High-Beginning Grammar

Short Title: High-Beg. Grammar

TOP Code: 4930.87 - English as a Second Language - Integrated

Effective Term: Spring 2018

Course Standards

Course Type: Credit - Not Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

High-beginning grammar for ESL students. This course introduces students who have beginning language skills to simple sentences and short paragraphs in simple past and past continuous tenses. Concurrent enrollment in ESL 235/535 is highly recommended.

Conditions of Enrollment

Or by placement

Content

Course Lecture Content

1. The Verb "Be": Present and Past

(i) Statements

(ii) Questions: Yes/No and Wh-Questions

2. Noun Phrase Constituents

(i) Count, Non-Count, and Proper Nouns

(ii) Descriptive Adjectives

(iii) Prepositions

3. Imperatives

4. Simple Present Tense

(i) Statements

(ii) Questions: Yes/No and Wh-Questions

5. Present Progressive Tense

(i) Statements

(ii) Questions: Yes/No and Wh-Questions

6. Simple Past and Past Continuous

(i) Statements

(ii) Questions: Yes/No and Wh-Questions

7. Pronominals

(i) Existential Pronoun

(ii) Subject and Object Pronouns

(iii) Bi-functional Constituents

8. Modals

(i) Ability

(ii) Permission

9. Writing Discourse

(i) Sentence Mechanics

(ii) Organization

(iii) Formatting

Objectives

1. Identify simple past and past continuous tenses.

2. Use count and non-count nouns in context.
 3. Use appropriate determiners with count and non-count nouns.
 4. Use adjectives and adverbs appropriately.
 5. Write correct sentences in simple past and past continuous tenses.
 6. Write simple paragraphs containing sentences in simple past and past continuous tenses.
 7. Correct short paragraphs containing grammatical errors.
 8. Use correct capitalization and punctuation in simple sentences.
 9. Form questions using Wh-words in simple past and past continuous tenses.
 10. Apply acquired knowledge of English grammar, vocabulary, and semantic interfaces in writing. ****Requires Critical Thinking****
 11. Identify basic sentence components and structures. ****Requires Critical Thinking****
 12. Identify basic parts of speech. ****Requires Critical Thinking****
 13. Apply simple past and past continuous tenses in writing and speaking. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Communication: Students will be able to use acquired knowledge of vocabulary and grammar effectively.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. use studied grammar correctly in a visual presentation.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. give a small presentation using studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
4. write and type in MLA format a composition utilizing studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

- **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- **Lecture/Discussion**

Assignments

Writing Assignments

Other Assignments

Name: _____ Date: _____ Read the article about public speaking. Highlight the subject in each sentence. Underline the verb. Circle the adverbs. "Public Speaking" Last year, my boss asked me to give a presentation. It was a nightmare. I hate speaking in front of a large group, and I always get nervous. Also, I had to prepare quickly- I had only two days to get ready. The day of the speech came. There were forty people in the room. My manager was there, and my co-workers. I wanted to run out of the room, so I spoke fast, and I didn't look at anyone. Instead I read from my paper. I was afraid to tell a joke. I wanted to sound smart, so I gave too many facts. I used big words and long sentences. People clapped politely, but I knew my speech was awful. The next time I gave a speech, I asked a friend for help. She helped me to focus on three ideas, give good examples, and tell jokes. In my next speech, I spoke slowly and clearly. I thought carefully about everything I wanted to say. I spoke honestly, and I added a few personal examples. I only said things I really believed. I looked at my audience, and I smiled at the right times. This time the applause was long and loud. I connected well with the audience, and I felt good. People gave me their time, and I gave them a speech to remember. Adapted from Focus on Grammar 2 fifth edition "unit 32" Vocabulary: Choose the phrase that is closest in meaning to the word in bold. Circle the correct answer, and write its part of speech. 1. The audience was interested in every word he said. Part of speech: _____ a. people who write about a performance b. people who watch a performance 2. When he heard the long applause, he felt satisfied. Part of speech: _____ a. clapping of hands b. stamping of feet 3. Most of his speech was light and funny, but he spoke seriously at the end of his talk. Part of speech: _____ a. in a way that says something is wrong b. in a way that says something is important 4. He told us many facts about his country. Part of speech: _____ a. true things b. opinions he had 5. We laughed at his jokes. a. funny stories b. true stories 6. She appreciated my help and thanked me many times. Part of speech: _____ a. was nervous about b. was grateful for Comprehension: Read the advice. Check (✓) Yes if it is from the article. Check No if it is not from the article. 1. Speak quickly. 2. Speak slowly. 3. Use big words. 4. Look at the audience. 5. Use humor. 6. Give personal examples. 7. Have many ideas, not just three or four. 8. Speak briefly. Adapted from Focus on Grammar 2 fifth edition "unit 32" Exercise 3: Linking Verbs. Match the beginnings of the sentences with the endings. _____ 1. She looks a. awful. I hate heavy metal music. _____ 2. He looks b. Happy. I guess he gave a good talk. _____ 3. The soup tastes c. sick. Does she have a fever? _____ 4. Her speech was d. good. Are they baking cookies? _____ 5. This CD sounds e. great. People clapped for a long time. _____ 6. Their home smells f. terrible. Don't eat it. Write: Write a paragraph about how to do something. Use the essay "How to Babysit", on pg. 399, as an example. Use at least two adverbs of manner.

[illegible]

Methods of Evaluation

- Exams
 - Homework
 - Oral Tests/Class Performance
 - Participation
 - Portfolio
 - Quizzes
-

Course Materials

Textbooks:

1. Marjorie Fuchs, Margaret Bonner, Miriam Westheimer. *Focus on Grammar, 3*, 5th ed. Pearson, 2017, ISBN: 978-0-13-458329-7
Equivalent text is acceptable
2. Fuchs, Marjorie. *Focus on Grammar, WORKBOOK 3*, 5th ed. Pearson, 2017, ISBN: 978-0134579597
Equivalent text is acceptable

Other:

1. Supplemental materials developed by instructor
 2. Other textbooks contingent upon ESL faculty review and approval.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 243

Full Course Title: Low-Intermediate Grammar

Short Title: Low-Interm. Grammar

TOP Code: 4930.87 - English as a Second Language - Integrated

Effective Term: Spring 2018

Course Standards

Course Type: Credit - Not Degree Applicable

Units: 3.0

Total class hours: 54.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

Low-intermediate grammar for ESL students. This course introduces students to writing paragraphs containing both compound and complex sentences in past, present, and future tenses. Concurrent enrollment in ESL 245/545 is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 233 or ESL 533 Or by placement

Content

Course Lecture Content

1. Past Tenses

(a) Simple Past

(b) Past Progressive

2. Future Tense

(a) "Be going to"

(b) "Will"

(c) Possibility: "may" and "might"

3. Introduction to Gerunds and Infinitives

4. Noun Phrases

(a) Count vs. Non-count Nouns

(b) Quantifiers

(c) Articles

5. Modals

(a) Advice

(b) Necessity

6. Comparisons

(a) Adjectives

(b) Adverbs

(c) Comparatives and Superlatives

7. Compound and Complex Sentences

8. Written Discourse

(i) Mechanics

(ii) Organization

(iii) Format

Objectives

1. Demonstrate the ability to understand and write sentences using WILL and BE GOING TO to describe future events.
2. Use appropriate tag questions.
3. Use coordinating conjunctions to form compound sentences.
4. Demonstrate understanding of common gerunds and infinitives.
5. Correct short paragraphs containing grammatical errors.
6. Demonstrate the ability to appropriately capitalize and punctuate simple and compound sentences.
7. Write simple sentences containing comparative and superlative adjectives and adverbs.

8. Demonstrate understanding of CAN, COULD, SHOULD, HAD BETTER, and MUST.
 9. Write simple paragraphs containing compound and complex sentences in present, past, and future tenses.
 10. Apply acquired knowledge of English grammar, vocabulary, and semantic interfaces in writing. ****Requires Critical Thinking****
 11. Identify basic sentence components and structures. ****Requires Critical Thinking****
 12. Identify basic parts of speech. ****Requires Critical Thinking****
 13. Apply simple future tense in writing and speaking. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Communication: Students will be able to use acquired knowledge of vocabulary and grammar effectively.
 2. Use studied grammar correctly in a visual presentation.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. give a small presentation using studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 4. write and type in MLA format a paragraph utilizing studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- Lecture/Discussion
-

Assignments

Writing Assignments

SAMPLE ASSIGNMENTS:

Methods of Evaluation

- Exams

- Homework
 - Oral Tests/Class Performance
 - Participation
 - Portfolio
 - Quizzes
-

Course Materials

Textbooks:

1. Fuchs, Marjorie. *Focus on Grammar , BOOK 3*, 5th ed. Pearson Longman, 2016, ISBN: 978-01348397
Equivalent text is acceptable
2. Fuchs, Marjorie. *Focus on Grammar WORKBOOK 3*, 5th ed. Pearson, 2017, ISBN: 978-0134579597
Equivalent text is acceptable
3. Ediger, Anne M. et al. *Elements of Success BOOK 2*, 1st. ed. Oxford University Press, 2014, ISBN: 978-0-19-402823-3
Equivalent text is acceptable

Other:

1. Supplemental materials developed by instructor
 2. Other textbooks contingent upon ESL faculty review and approval.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 263

Full Course Title: High-Intermediate Grammar

Short Title: High-Interm Grammar

TOP Code: 4930.87 - English as a Second Language - Integrated

Effective Term: Spring 2018

Course Standards

Course Type: Credit - Not Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

High-intermediate grammar for ESL students. This course introduces students to reading and writing short paragraphs and/or compositions containing compound and complex sentences in present, past, present perfect, and future tenses. Concurrent enrollment in ESL 265/565 or 268/568 is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 253 or ESL 553 Or by placement

Content

Course Lecture Content

1. Perfect Tenses

(a) Present Perfect Tense

(b) Present Perfect Progressive Tense

2. Noun and Verb Modifiers

(a) Simple Adjectives

- (b) Simple Adverbs
- (c) Equative Comparisons
- (d) Comparative Adjectives and Adverbs
- (e) Superlative Adjectives and Adverbs

3. Verbal Forms

- (a) Gerunds
- (b) Infinitives

4. Pronouns and Phrasal Verbs

- (a) Reflexives
- (b) Reciprocals
- (c) Pronouns in phrasal verbs

5. Modals

- (a) Necessity
- (b) Expectations
- (c) Possibility
- (d) Conclusions

6. Written Discourse

- (a) Mechanics
- (b) Organization
- (c) Formatting

Objectives

1. Use common types of phrasal verbs and verb-preposition phrases in context.
2. Demonstrate understanding of appropriate use of present perfect vs. simple past tense. ****Requires Critical Thinking****
3. Identify the functions of present perfect, present perfect continuous, simple past, past perfect, and past perfect continuous tenses in context. ****Requires Critical Thinking****
4. Write sentences containing comparative and superlative adjectives.
5. Use modals appropriately.
6. Write sentences using infinitives and gerunds appropriately.
7. Write short paragraphs and/or compositions containing compound and complex sentences in present, past, present perfect, and future tenses. ****Requires Critical Thinking****

8. Correct paragraphs containing errors in sentence structure.
 9. Demonstrate the ability to appropriately capitalize and punctuate simple, compound and complex sentences.
 10. Write sentences containing subjects, objects, possessive pronouns and possessive adjectives.
****Requires Critical Thinking****
 11. Apply acquired knowledge of English grammar, vocabulary, and semantic interfaces in writing. ****Requires Critical Thinking****
 12. Identify basic sentence components and structures.
 13. Identify basic parts of speech.
 14. Distinguish functional differences among parts of sentences. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. use studied grammar correctly in a visual presentation.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 2. give a small presentation using studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. write and type in MLA format a composition utilizing studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- **Lecture/Discussion**
-

Assignments

Writing Assignments

Sample Grammar Lesson - 263

Grammar: Direct and Indirect Speech

Textbook: *Focus on Grammar*

Objective: Students will demonstrate ability to report what others have said, using both

direct and indirect speech.

Writing Assignment: Students will summarize a current event using an article from a newspaper and/or magazine using both direct and indirect quotes using MLA format in set up.

Lesson: Unit 24 in *Focus on Grammar 4*, pages 375-391

The instructor will do some or all of the exercises in Unit 24 focusing on identification and use of direct and indirect quotes by reading through the articles and completing related exercises provided. These include identifying the use of both indirect and direct quotes and why and when each structure is used. The exercises in this unit are excellent for purposes of familiarizing students with these structures in various context.

Writing Assignment details:

1. Locate an article from a newspaper, such as *Appeal Democrat*, *New York Times*, *Sacramento Bee*, or magazines such as *Time* or *Newsweek*. (Instructor may want to make use of this assignment to take class to the library to show where all these can be obtained physically for free or illustrate how to locate articles online.)

(NB: Remind students to use MLA format when writing up this assignment; i.e., heading, page number in right corner, double-spacing, etc.)

1. Students will summarize the article using both direct and indirect quotes in the article.
 - a. Ask students to highlight all direct quotes in yellow for easy identification.
 - b. Ask students to highlight any indirect quotes in green
 - c. Remind students to identify person saying the quotes and his/her title or position
2. Students will then present their summary to the class orally.

Methods of Evaluation

- Exams
- Homework
- Oral Tests/Class Performance
- Participation
- Portfolio
- Quizzes

Course Materials

Textbooks:

1. Fuchs, Marjorie, et. al. . *Focus on Grammar, Book 4*, 5Th Edition ed. Pearson Longman, 2017, ISBN: 978-0134583303
Equivalent text is acceptable
2. Fuchs, marjorie, et al.. *Focus on Grammar, WORKBOOK 4*, 5th ed. Pearson Education, 2017, ISBN: 978-0134579603
Equivalent text is acceptable

Other:

1. Supplemental materials developed by instructor
 2. Other textbooks contingent upon ESL faculty review and approval.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 40A

Full Course Title: Low-Advanced Grammar

Short Title: Low Advanc Grammar

TOP Code: 4930.87 - English as a Second Language - Integrated

Effective Term: Fall 2018

Course Standards

Course Type: Credit - Not Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

Low-advanced grammar for ESL students. This course introduces students to a theme-based grammar and teaches them to read, write and speak English with grammatical accuracy and fluency in real-life contexts. Includes a functional study of the 12 tenses. Concurrent enrollment in ESL 116A/B, ESL 516A/B, or ENG 51/56/1A is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 263 or ESL 563 Or by placement

Content

Course Lecture Content

1. Tenses
 - a. Simple Present
 - b. Present Progressive
 - c. Simple Past
 - d. Past Progressive
 - e. Present Perfect
 - f. Present Perfect Progressive
 - g. Past Perfect
 - h. Past Perfect Progressive

- i. Simple Future
 - j. Future Progressive
 - k. Future Perfect
 - l. Future Perfect Progressive
- 2. Subject-Verb Agreement
- 3. Nominal Forms and Constituents
 - a. Nouns
 - b. Articles
- 4. Writing
 - a. Sentence mechanics
 - b. Written discourse

Objectives

1. Write and use appropriate tenses in individual sentences and paragraphs.
2. Demonstrate command of target structures through a variety of objective tests.
3. Identify the functional differences between perfect and non-perfect tenses.
4. Identify the functional differences between continuous and non-continuous tenses.
5. Form Wh- and Yes/No questions with any of the above tenses in appropriate contexts.
6. Write paragraphs containing compound and complex sentences in all of the above-mentioned tenses and structures.
7. Correct paragraphs and/or compositions containing errors in the above-mentioned structures. ****Requires Critical Thinking****
8. Use sentence mechanics appropriately in writing.
9. Identify the differences between count and non-count nouns in sentences.
10. Use noun phrases including quantifiers correctly in sentences.
11. Use articles, quantifiers, and other determiners with appropriate nouns in context.
12. Apply acquired knowledge of English grammar, vocabulary, and semantic structures in writing and speaking. ****Requires Critical Thinking****
13. Identify sentence components and structures. ****Requires Critical Thinking****
14. Identify parts of speech. ****Requires Critical Thinking****
15. Distinguish functional differences among sentence components and structures. ****Requires Critical Thinking****
16. Infer grammatical rules and reasons behind those rules through discussions and comparisons with other languages. ****Requires Critical Thinking****
17. Distinguish and use all varieties of subject-verb agreements. ****Requires Critical Thinking****

Student Learning Outcomes

1. use studied grammar correctly in a visual presentation.

- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. give a small presentation using studied grammar correctly
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. write and type in MLA format a composition utilizing studied grammar correctly.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- **Lecture/Discussion**

After the presentation of every new grammatical structure, students will do written and listening/speaking exercises and/or projects. They will also participate in analytical discussions of homework and in-class assignments.

- **Other**

Individual and group activities

Assignments

Writing Assignments

Sample Assignments:

Name: _____

Instructions: Listen to the story. As you are listening, write the correct verbs (correct verb tenses) in the blanks below.

It _____ just before midnight on October 31st last year. Susan Lee _____ home after visiting her sister. The road was clear and she _____ carefully. Suddenly, out of nowhere, a young man _____ out in front of her. He _____ a dark colored raincoat and carrying a backpack. Susan _____ hard on the brake pedal but it was too late. She _____ out of the car but, to her surprise, there _____ nobody there. While she _____ under the car, she felt a cold wind on her face and a strange presence that _____ shivers down her spine. She was still looking under her car when a truck _____ behind her. The truck driver, a middle-aged man, _____ up to her and asked her if she needed help to start her car so she _____ him what had happened. He _____ seem surprised when Susan told him about the young man. 'In October 1978, there _____ a car accident on this road and a hitchhiker was fatally run over. You're not the first to have seen his ghost here', he _____ in a mysterious tone.

Reading Comprehension Questions

1. What was Susan Lee doing after visiting her sister? _____

2. How was Susan Lee driving? _____
3. What happened while she was driving? _____
4. Did Susan Lee find the body of the young man? _____
5. Two events happened while she was looking under the car. What are the two events?

6. What did the truck driver tell Susan?

Extended Activities: Production

After this focused practice of the simple past and past continuous verbs, students will move to a production stage in writing. For example, students will write a scary story) using the simple past and past continuous verb tenses.

Instructions: Read the following story starters below. Choose one of the story starters to begin your story. Your story does not have to be long, but please remember to use the simple past and past continuous throughout.

1. One dark, stormy Halloween night I...
2. I didn't believe in ghosts until...
3. I didn't think the house was actually haunted until...
4. I could no longer ignore the strange sound coming from under my bed, so I...
5. When the jack-o-lantern started talking to me I...
6. Come up with your own spooky story starter

Answer Key:

It **was** just before midnight on October 31st last year. Susan Lee **was driving** home after visiting her sister. The road was clear and she **was driving** carefully. Suddenly, out of nowhere, a young man **stepped** out in front of her. He **was wearing** a dark colored raincoat and carrying a backpack. Susan **stepped** hard on the brake pedal but it was too late. She **got** out of the car but, to her surprise, there **was** nobody there. While she **was looking** under the car, she felt a cold wind on her face and a strange presence that **sent** shivers down her spine. She was still looking under her car when a truck **stopped** behind her. The truck driver, a middle-aged man, **walked** up to her and asked her if she

needed help to start her car so she **told** him what had happened. He **didn't** seem surprised when Susan **told** him about the young man. 'In October 1978, there **was** a car accident on this road and a hitchhiker was fatally run over. You're not the first to have seen his ghost here', he **said** in a mysterious tone.

Methods of Evaluation

- Exams
 - Homework
 - Oral Tests/Class Performance
 - Participation
 - Portfolio
 - Quizzes
-

Course Materials

Textbooks:

1. Azar, Betty S., and Stacy A. Hagan. *Understanding and Using English Grammar*, 5th ed. Pearson Longman Publishers, 2016, ISBN: 978-0-13-426882-8
Equivalent text is acceptable
2. Azar, Betty S., et al.. *Understanding and Using English Grammar, Workbook*, 5th ed. Pearson Longman, 2016, ISBN: 978-0-13-427544-4
Equivalent text is acceptable

Other:

1. Other textbooks contingent upon ESL faculty review and approval.
 2. Supplemental material developed by instructor and/or workbooks such as Grammar Links, Workbook 3.
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 533

Full Course Title: High-Beginning Grammar

Short Title: High-Beg. Grammar

TOP Code: 4930.87 - English as a Second Language - Integrated

Effective Term: Spring 2018

Course Standards

Course Type: Noncredit

Total contact hours in class: 48.0 - 54.0

Lecture hours: 48.0 - 54.0

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

High-beginning grammar for ESL students. This course introduces students who have beginning language skills to simple sentences and short paragraphs in simple past and past continuous tenses. Concurrent enrollment in ESL 235/535 is highly recommended.

Conditions of Enrollment

Or by placement

Content

Course Lecture Content

1. The Verb "Be": Present and Past

- (i) Statements
- (ii) Questions: Yes/No and Wh-Questions

2. Noun Phrase Constituents

- (i) Count, Non-Count, and Proper Nouns
- (ii) Descriptive Adjectives
- (iii) Prepositions

3. Imperatives

4. Simple Present Tense

(i) Statements

(ii) Questions: Yes/No and Wh-Questions

5. Present Progressive Tense

(i) Statements

(ii) Questions: Yes/No and Wh-Questions

6. Simple Past and Past Continuous

(i) Statements

(ii) Questions: Yes/No and Wh-Questions

7. Pronominals

(i) Existential Pronoun

(ii) Subject and Object Pronouns

(iii) Bi-functional Constituents

8. Modals

(i) Ability

(ii) Permission

9. Writing Discourse

(i) Sentence Mechanics

(ii) Organization

(iii) Formatting

Objectives

1. Identify simple past and past continuous tenses.
2. Use count and non-count nouns in context.

3. Use appropriate determiners with count and non-count nouns.
4. Use adjectives and adverbs appropriately.
5. Write correct sentences in simple past and past continuous tenses.
6. Write simple paragraphs containing sentences in simple past and past continuous tenses.
7. Correct short paragraphs containing grammatical errors.
8. Use correct capitalization and punctuation in simple sentences.
9. Form questions using Wh-words in simple past and past continuous tenses.
10. Apply acquired knowledge of English grammar, vocabulary, and semantic interfaces in writing. ****Requires Critical Thinking****
11. Identify basic sentence components and structures. ****Requires Critical Thinking****
12. Identify basic parts of speech. ****Requires Critical Thinking****
13. Apply simple past and past continuous tenses in writing and speaking. ****Requires Critical Thinking****

Student Learning Outcomes

1. use studied grammar correctly in a visual presentation.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. give a small presentation using studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. write and type in MLA format a composition utilizing studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- Lecture/Discussion

Assignments

Writing Assignments

Other Assignments

Name: _____ Date: _____ Read the article about public

speaking. Highlight the subject in each sentence. Underline the verb. Circle the adverbs. “Public Speaking” Last year, my boss asked me to give a presentation. It was a nightmare. I hate speaking in front of a large group, and I always get nervous. Also, I had to prepare quickly- I had only two days to get ready. The day of the speech came. There were forty people in the room. My manager was there, and my co-workers. I wanted to run out of the room, so I spoke fast, and I didn’t look at anyone. Instead I read from my paper. I was afraid to tell a joke. I wanted to sound smart, so I gave too many facts. I used big words and long sentences. People clapped politely, but I knew my speech was awful. The next time I gave a speech, I asked a friend for help. She helped me to focus on three ideas, give good examples, and tell jokes. In my next speech, I spoke slowly and clearly. I thought carefully about everything I wanted to say. I spoke honestly, and I added a few personal examples. I only said things I really believed. I looked at my audience, and I smiled at the right times. This time the applause was long and loud. I connected well with the audience, and I felt good. People gave me their time, and I gave them a speech to remember. Adapted from Focus on Grammar 2 fifth edition “unit 32” Vocabulary: Choose the phrase that is closest in meaning to the word in bold. Circle the correct answer, and write its part of speech. 1. The audience was interested in every word he said. Part of speech: _____ a. people who write about a performance b. people who watch a performance 2. When he heard the long applause, he felt satisfied. Part of speech: _____ a. clapping of hands b. stamping of feet 3. Most of his speech was light and funny, but he spoke seriously at the end of his talk. Part of speech: _____ a. in a way that says something is wrong b. in a way that says something is important 4. He told us many facts about his country. Part of speech: _____ a. true things b. opinions he had 5. We laughed at his jokes. a. funny stories b. true stories 6. She appreciated my help and thanked me many times. Part of speech: _____ a. was nervous about b. was grateful for Comprehension: Read the advice. Check (✓) Yes if it is from the article. Check No if it is not from the article. 1. Speak quickly. 2. Speak slowly. 3. Use big words. 4. Look at the audience. 5. Use humor. 6. Give personal examples. 7. Have many ideas, not just three or four. 8. Speak briefly. Adapted from Focus on Grammar 2 fifth edition “unit 32” Exercise 3: Linking Verbs. Match the beginnings of the sentences with the endings. _____ 1. She looks a. awful. I hate heavy metal music. _____ 2. He looks b. Happy. I guess he gave a good talk. _____ 3. The soup tastes c. sick. Does she have a fever? _____ 4. Her speech was d. good. Are they baking cookies? _____ 5. This CD sounds e. great. People clapped for a long time. _____ 6. Their home smells f. terrible. Don’t eat it. Write: Write a paragraph about how to do something. Use the essay “How to Babysit”, on pg. 399, as an example. Use at least two adverbs of manner.

[illegible]

Adapted from Focus on Grammar 2 fifth edition “unit 32”

Methods of Evaluation

- Exams
- Homework
- Oral Tests/Class Performance
- Participation
- Portfolio
- Quizzes

Course Materials

Textbooks:

1. Fuchs, Marjorie. *Focus on Grammar*, BOOK 3, 5th ed. Pearson, 2017, ISBN: 978-0-13-458329-7
Equivalent text is acceptable
2. Fuchs, Marjorie. *Focus on Grammar*, WORKBOOK 3, 5th ed. Pearson, 2017, ISBN: 978-0134579597
Equivalent text is acceptable

Other:

1. Supplemental materials developed by the instructor
2. Other textbooks contingent upon ESL faculty review and approval.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 540A
Full Course Title: Low-Advanced Grammar
Short Title: Low Advanc Grammar
TOP Code: 4930.87 - English as a Second Language - Integrated
Effective Term: Fall 2018

Course Standards

Course Type: Noncredit
Total contact hours in class: 48.0 - 54.0
Lecture hours: 48.0 - 54.0

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

Low-advanced grammar for ESL students. This course introduces students to a theme-based grammar and teaches them to read, write and speak English with grammatical accuracy and fluency in real-life contexts. Includes a functional study of the 12 tenses. Concurrent enrollment in ESL 116A/B, ESL 516A/B, or ENG 51/56/1A is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 263 or ESL 563 Or by placement

Content

Course Lecture Content

1. Tenses
 - a. Simple Present
 - b. Present Progressive
 - c. Simple Past
 - d. Past Progressive
 - e. Present Perfect
 - f. Present Perfect Progressive
 - g. Past Perfect
 - h. Past Perfect Progressive
 - i. Simple Future
 - j. Future Progressive
 - k. Future Perfect
 - l. Future Perfect Progressive
2. Subject-Verb Agreement

3. Nominal Forms and Constituents
 - a. Nouns
 - b. Articles
 4. Writing
 - a. Sentence mechanics
 - b. Written discourse
-

Objectives

1. Write and use appropriate tenses in individual sentences and paragraphs.
 2. Demonstrate command of target structures through a variety of objective tests.
 3. Identify the functional differences between perfect and non-perfect tenses.
 4. Identify the functional differences between progressive and non-progressive tenses.
 5. Form Wh- and Yes/No questions with any of the above tenses in appropriate contexts.
 6. Write paragraphs containing compound and complex sentences in all of the above-mentioned tenses and structures.
 7. Correct paragraphs and/or compositions containing errors in the above-mentioned structures.
 8. Use sentence mechanics appropriately in writing.
 9. Identify the differences between count and non-count nouns in sentences.
 10. Use noun phrases including quantifiers correctly in sentences.
 11. Use articles, quantifiers, and other determiners with appropriate nouns in context.
 12. Apply acquired knowledge of English grammar, vocabulary, and semantic structures in writing and speaking. ****Requires Critical Thinking****
 13. Identify sentence components and structures. ****Requires Critical Thinking****
 14. Identify parts of speech. ****Requires Critical Thinking****
 15. Distinguish functional differences among sentence components and structures. ****Requires Critical Thinking****
 16. Infer grammatical rules and reasons behind those rules through discussions and comparisons with other languages. ****Requires Critical Thinking****
 17. Distinguish and use all varieties of subject-verb agreements. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. use studied grammar correctly in a visual presentation.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

- **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 2. give a small presentation using studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 3. write and type in MLA format a composition utilizing studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- **Lecture/Discussion**

After the presentation of every new grammatical structure, students will do written and listening/speaking exercises and/or projects. They will also participate in analytical discussions of homework and in-class assignments.

- **Other**

Individual and group activities

Assignments

Writing Assignments

Sample Assignments:

Instructions: Listen to the story. As you are listening, write the correct verbs (correct verb tenses) in the blanks below.

It _____ just before midnight on October 31st last year. Susan Lee _____ home after visiting her sister. The road was clear and she _____ carefully. Suddenly, out of nowhere, a young man _____ out in front of her. He _____ a dark colored raincoat and carrying a backpack. Susan _____ hard on the brake pedal but it was too late. She _____ out of the car but, to her surprise, there _____ nobody there. While she _____ under the car, she felt a cold wind on her face and a strange presence that _____ shivers down her spine. She was still looking under her car when a truck _____ behind her. The truck driver, a middle-aged man, _____ up to her and asked her if she needed help to start her car so she _____ him what had happened. He _____ seem surprised when Susan told him about the young man. 'In October 1978, there _____ a car accident on this road and a hitchhiker was fatally run over. You're not the first to have seen his ghost here', he _____ in a mysterious tone.

Reading Comprehension Questions

1. What was Susan Lee doing after visiting her sister? _____
2. How was Susan Lee driving? _____
3. What happened while she was driving? _____

4. Did Susan Lee find the body of the young man? _____

5. Two events happened while she was looking under the car. What are the two events?

6. What did the truck driver tell Susan?

Extended Activities: Production

After this focused practice of the simple past and past continuous verbs, students will move to a production stage in writing. For example, students will write a scary story) using the simple past and past continuous verb tenses.

Instructions: Read the following story starters below. Choose one of the story starters to begin your story. Your story does not have to be long, but please remember to use the simple past and past continuous throughout.

1. One dark, stormy Halloween night I...
2. I didn't believe in ghosts until...
3. I didn't think the house was actually haunted until...
4. I could no longer ignore the strange sound coming from under my bed, so I...
5. When the jack-o-lantern started talking to me I...
6. Come up with your own spooky story starter

[illegible]

Answer Key:

It **was** just before midnight on October 31st last year. Susan Lee **was driving** home after visiting her sister. The road was clear and she **was driving** carefully. Suddenly, out of nowhere, a young man **stepped** out in front of her. He **was wearing** a dark colored raincoat and carrying a backpack. Susan **stepped** hard on the brake pedal but it was too late. She **got** out of the car but, to her surprise, there **was** nobody there. While she **was looking** under the car, she felt a cold wind on her face and a strange presence that **sent** shivers down her spine. She was still looking under her car when a truck **stopped** behind her. The truck driver, a middle-aged man, **walked** up to her and asked her if she needed help to start her car so she **told** him what had happened. He **didn't** seem surprised when Susan **told** him about the young man. 'In October 1978, there **was** a car accident on this road and a hitchhiker was fatally run over. You're not the first to have seen his ghost here', he **said** in a mysterious tone.

Methods of Evaluation

- Exams
 - Homework
 - Oral Tests/Class Performance
 - Participation
 - Portfolio
 - Quizzes
-

Course Materials

Textbooks:

1. Azar, Betty S., and Stacy A. Hagan. *Understanding and Using English Grammar*, 5th ed. Pearson Longman, 2016, ISBN: 978-0-13-426882-8
Equivalent text is acceptable
2. Azar, Betty S., et al. . *Understanding and Using English Grammar, Workbook*, 5th ed. Pearson Longman, 2016, ISBN: 978-0-13-427544-4
Equivalent text is acceptable

Other:

1. Supplemental materials developed by instructor 2. Other textbooks contingent upon ESL faculty review and approval.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 543

Full Course Title: Low-Intermediate Grammar

Short Title: Low-Interm. Grammar

TOP Code: 4930.87 - English as a Second Language - Integrated

Effective Term: Spring 2018

Course Standards

Course Type: Noncredit

Total contact hours in class: 48.0 - 54.0

Lecture hours: 48.0 - 54.0

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

Low-intermediate grammar for ESL students. This course introduces students to writing paragraphs containing both compound and complex sentences in past, present, and future tenses. Concurrent enrollment in ESL 245/545 is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 233 or ESL 533 Or by placement

Content

Course Lecture Content

1. Past Tenses

(a) Simple Past

(b) Past Progressive

2. Future Tense

(a) "Be going to"

(b) "Will"

(c) Possibility: "may" and "might"

3. Introduction to Gerunds and Infinitives

4. Noun Phrases

(a) Count vs. Non-count Nouns

(b) Quantifiers

(c) Articles

5. Modals

(a) Advice

(b) Necessity

6. Comparisons

(a) Adjectives

(b) Adverbs

(c) Comparatives and Superlatives

7. Compound and Complex Sentences

8. Writing Discourse

(i) Mechanics

(ii) Organization

(iii) Format

Objectives

1. Demonstrate ability to understand and write sentences using WILL and BE GOING TO to describe future events.
2. Use appropriate tag questions.
3. Use coordinating conjunctions to form compound sentences.
4. Demonstrate understanding of common gerunds and infinitives.
5. Correct short paragraphs containing grammatical errors.
6. Demonstrate ability to appropriately capitalize and punctuate simple and compound sentences.
7. Write simple sentences containing comparative and superlative adjectives and adverbs.
8. Demonstrate understanding of CAN, COULD, SHOULD, HAD BETTER, and MUST.
9. Write simple paragraphs containing compound and complex sentences in present, past, and future tenses.

10. Apply acquired knowledge of English grammar, vocabulary, and semantic interfaces in writing. ****Requires Critical Thinking****
 11. Identify basic sentence components and structures. ****Requires Critical Thinking****
 12. Identify basic parts of speech. ****Requires Critical Thinking****
 13. Apply simple future tense in writing and speaking. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. use studied grammar correctly in a visual presentation.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 2. give a small presentation using studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. write and type in MLA format a paragraph utilizing studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- Lecture/Discussion
-

Assignments

Writing Assignments

SAMPLE ASSIGNMENTS:

Methods of Evaluation

- Exams
- Homework
- Oral Tests/Class Performance
- Participation
- Portfolio
- Quizzes

Course Materials

Textbooks:

1. Fuchs, Marjorie, Bonner, Margaret, and Westheimer, Mariam. *Focus on Grammar BOOK 3*, 5th ed. Pearson, 2016, ISBN: 978-0134583297
Equivalent text is acceptable
2. Fuchs, Marjorie. *Focus on Grammar WORKBOOK 3*, 5th ed. Pearson, 2017, ISBN: 978-0-13457958-0
Equivalent text is acceptable
3. Ediger, Anne M. et al. . *Elements of Success BOOK 2*, 1st. ed. Oxford University Press, 2014, ISBN: 978-0-19-402823-3
Equivalent text is acceptable

Other:

1. Supplemental materials developed by instructor
2. Other textbooks contingent upon ESL faculty review and approval.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 563

Full Course Title: High-Intermediate Grammar

Short Title: High-Interm Grammar

TOP Code: 4930.87 - English as a Second Language - Integrated

Effective Term: Spring 2018

Course Standards

Course Type: Noncredit

Total contact hours in class: 48.0 - 54.0

Lecture hours: 48.0 - 54.0

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

High-intermediate grammar for ESL students. This course introduces students to reading and writing short paragraphs and/or compositions containing compound and complex sentences in present, past, present perfect, and future tenses. Concurrent enrollment in ESL 265/565 or 268/568 is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 253 or ESL 553 Or by placement

Content

Course Lecture Content

1.

1. Perfect Tenses

(a) Present Perfect Tense

(b) Present Perfect Progressive Tense

2. Noun and Verb Modifiers

(a) Simple Adjectives

(b) Simple Adverbs

(c) Equative Comparisons

(d) Comparative Adjectives and Adverbs

(e) Superlative Adjectives and Adverbs

3. Verbal Forms

(a) Gerunds

(b) Infinitives

4. Pronouns and Phrasal Verbs

(a) Reflexives

(b) Reciprocals

(c) Pronouns in phrasal verbs

5. Modals

(a) Necessity

(b) Expectations

(c) Possibility

(d) Conclusions

6. Written Discourse

(a) Mechanics

(b) Organization

(c) Formatting

Objectives

1. Use common types of phrasal verbs and verb-preposition phrases in context.
2. Demonstrate understanding of appropriate use of present perfect vs. simple past tense. ****Requires Critical Thinking****
3. Identify the functions of present perfect, present perfect progressive, simple past, and past progressive tenses in context. ****Requires Critical Thinking****
4. Write sentences containing comparative and superlative adjectives.
5. Use modals appropriately.
6. Write sentences using infinitives and gerunds correctly.
7. Write short paragraphs containing compound and complex sentences in present, past, present perfect, and future tenses, using the above-mentioned structures. ****Requires Critical Thinking****
8. Correct paragraphs containing errors in sentence structure.
9. Demonstrate ability to appropriately capitalize and punctuate simple, compound and complex sentences.

10. Write sentences containing subjects, objects, possessive pronouns and possessive adjectives. ****Requires Critical Thinking****
 11. Apply acquired knowledge of English grammar, vocabulary, and semantic interfaces in writing. ****Requires Critical Thinking****
 12. Identify basic sentence components and structures.
 13. Identify basic parts of speech.
 14. Distinguish functional differences among parts of sentences. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. use studied grammar correctly in a visual presentation.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 2. give a small presentation using studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. write and type in MLA format a composition utilizing studied grammar correctly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- Lecture/Discussion
-

Assignments

Writing Assignments

Sample Grammar Lesson - 263

Grammar: Direct and Indirect Speech

Textbook: *Focus on Grammar*

Objective: Students will demonstrate ability to report what others have said, using both direct and indirect speech.

Writing Assignment: Students will summarize a current event using an article from a newspaper and/or magazine using both direct and indirect quotes using MLA format in set

up.

Lesson: Unit 24 in *Focus on Grammar 4*, pages 375-391

The instructor will do some or all of the exercises in Unit 24 focusing on identification and use of direct and indirect quotes by reading through the articles and completing related exercises provided. These include identifying the use of both indirect and direct quotes and why and when each structure is used. The exercises in this unit are excellent for purposes of familiarizing students with these structures in various context.

Writing Assignment details:

1. Locate an article from a newspaper, such as *Appeal Democrat*, *New York Times*, *Sacramento Bee*, or magazines such as *Time* or *Newsweek*. (Instructor may want to make use of this assignment to take class to the library to show where all these can be obtained physically for free or illustrate how to locate articles online.)

(NB: Remind students to use MLA format when writing up this assignment; i.e., heading, page number in right corner, double-spacing, etc.)

1. Students will summarize the article using both direct and indirect quotes in the article.
 - a. Ask students to highlight all direct quotes in yellow for easy identification.
 - b. Ask students to highlight any indirect quotes in green
 - c. Remind students to identify person saying the quotes and his/her title or position
2. Students will then present their summary to the class orally.

Methods of Evaluation

- Exams
- Homework
- Oral Tests/Class Performance
- Participation
- Portfolio
- Quizzes

Course Materials

Textbooks:

1. Fuchs, Marjorie and Margaret Bonner. *Focus on Grammar, BOOK 4*, 5th ed. PEARSON, 2017, ISBN: 978-0134583303
Equivalent text is acceptable
2. Fuchs, Marjorie. . *Focus on Grammar, WORKBOOK 4*, 5th ed. PEARSON, 2017, ISBN: 978-0134579603
Equivalent text is acceptable

Other:

1. Supplemental materials developed by the instructor
2. Other textbooks contingent upon ESL faculty review and approval.

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 540
Full Course Title: Vocal Techniques
Short Title: Vocal Techniques
TOP Code: -
Effective Term: Fall 2009

Course Standards

Course Type: Noncredit
Total contact hours in class: 26.0 - 36.0
Lecture hours: 6.0 - 9.0
Lab hours: 20.0 - 27.0

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

Instruction in vocal techniques, tone production, breathing, and diction, and their application to the art song and musical theatre repertoires.

Conditions of Enrollment

Audition is required to determine the technical level of the student.

Content

Course Lecture Content

1. Vocal technique
 - a. Correct posture
 - b. Diaphragmatic breathing
 - c. Phonation and resonance
 - d. Articulation and diction
2. Anatomy of vocal mechanism
 - a. Laryngeal structure/function
 - b. Breathing mechanism/function
 - c. Resonance and articulation mechanism
3. Music reading
4. Performance
 - a. Song preparation
 - b. Mental preparation
 - c. Stage decorum

Course Lab/Activity Content

Application of lecture content to actual singing through vocal exercises and performance of songs appropriate for the student's level and age.

Objectives

1. Demonstrate a basic understanding of the breath, body awareness, and body alignment as related to singing. ****Requires Critical Thinking****

2. Relate knowledge of music reading skills and diction to one's own singing. ****Requires Critical Thinking****
3. Evaluate the student's own performances as well as those of others. ****Requires Critical Thinking****
4. Relate the understanding and convey the meaning of the text and music.
5. Interpret the problems in singing and extrapolate appropriate solutions. ****Requires Critical Thinking****
6. Identify the physical sensations involved in singing and synthesize them with the principles studied in class through lecture and reading. ****Requires Critical Thinking****
7. Demonstrate appropriate vocal exercises with increased facility.
8. Demonstrate good pitch and rhythmic accuracy in one's singing with proper attention to phrasing.
9. Memorize and publicly perform art songs (at least one in a foreign language) and other songs appropriate to the level of the student in good relation to the accompaniment. ****Requires Critical Thinking****
10. Stimulate the physical, mental, social and emotional well-being of all ages of musicians through musical activities focusing on creative expression and ensemble team work.

Student Learning Outcomes

1. Upon completion of the course, students will demonstrate good music reading skills and vocal techniques through performance of art songs appropriate to the level of the student.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

Methods of Instruction

- **Laboratory**
Students will perform physical and vocal exercises to gain understanding of how the body should feel while singing with correct posture, breaths, resonance, and articulation, as the instructor monitors, adjusts, and corrects them. They will also gain physical freedom, breath support, and wider range as they repeat these exercises over time. Students will also learn songs to apply the technical knowledge and expressive artistry in performance.
- **Lecture/Discussion**
The lecture/discussion covers the physiology of vocal mechanisms, techniques of singing, background information on selected songs, and art of singing.

Assignments

Other Assignments

Learn the assigned song in stages:

1. Figure out the meter and the rhythm.
2. Read the text aloud dramatically, expressing the meaning.
3. Figure out where you should breathe to make good phrasing.
4. Read the text with correct breath points and correct rhythm.

Methods of Evaluation

- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Skills Demonstrations/Performance Exam**

Course Materials

Textbooks:

1. Adventures in Singing. *Clifton Ware*, 4th ed. McGraw Hill, 2008, ISBN: 978-0-07-297759-2
Equivalent text is acceptable

Other:

1. Audio or video recording device; Staff notebook
2. Sheet music or other song anthologies appropriate for the level of the student.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: CHEM 2B
Full Course Title: Introductory Chemistry II
Short Title: Intro Chem II
TOP Code: 1905.00 - Chemistry, General
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 4.0
Total class hours: 216.0
Total contact hours in class: 108.0
Lecture hours: 54.0
Lab hours: 54.0
Hours outside of class: 108.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Chemistry (Masters Required)
-

Course Description

Introduction to fundamental concepts of organic and biochemistry. Topics of instruction include (1) structure, nomenclature, and reactions of some organic compounds and drugs, (2) stereochemistry, (3) structure and metabolism of carbohydrates, lipids, proteins, enzyme activity and inhibition, nucleic acids and DNA, and (4) bioenergetics. Completion of this course along with CHEM 2A is designed to satisfy the requirements of those allied-health career programs which require two semesters of chemistry.

Conditions of Enrollment

Satisfactory completion of: CHEM 1A or CHEM 2A

Advisories

- Language - recommended eligibility for English 1A
 - Mathematics - recommended eligibility for Math 52
-

Content

Course Lecture Content

1. Hydrocarbons
2. Alcohols, phenols and ethers
3. Aldehydes and ketones

4. Carboxylic acid and amines
5. Stereochemistry
6. Carbohydrates, lipids, proteins, and nucleic acids
7. Enzymes, vitamins, and hormones
8. Metabolism

Course Lab/Activity Content

1. Properties and reactions of hydrocarbons
 2. Properties and reactions of alcohols
 3. Reactions of carbonyl compounds
 4. Identification of an unknown
 5. Esterification
 6. Isolation of lecithin from egg yolks
 7. Nitrogen containing compounds and polymers
 8. Characteristics of proteins
 9. The study of an enzyme system
 10. Partial thermal degradation of mixed saccharides with protein inclusions
-

Objectives

1. Identify functional groups of organic molecules.
 2. Identify organic compounds by name and structure.
 3. Compare fundamental physical and chemical properties of organic compounds. ****Requires Critical Thinking****
 4. Recognize the biological and environmental function of many organic compounds.
 5. Identify isomerism in organic molecules.
 6. Determine the stereochemistry of selected organic compounds.
 7. Synthesize selected organic compounds and investigate their properties.
 8. Predict the outcome of reactions of organic compounds. ****Requires Critical Thinking****
 9. Explain the metabolism of carbohydrates, lipids and proteins.
 10. Recognize the structure and significance of nucleic acids.
 11. Participate in Laboratory activities and write laboratory reports. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. CSLO1: Nomenclature: Upon completion of this course, students will demonstrate proficiency in correctly naming organic and biochemicals. Focus will be on alkanes, alkenes, alcohols, carbonyl compounds, amines, carbohydrates, lipids, proteins and nucleic acids and their polymers.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. CSLO2: Reactions: Upon completion of this course, students will demonstrate proficiency in predicting the product(s) of a series of organic chemical reactions. Focus will be on reactions of alkanes, alkenes, alcohols, carbonyl compounds and aromatics.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. CSLO3: Physical Properties: Upon completion of this course, students will analyze the structure of organic

and biochemical molecules and describe their chemical and physical properties.

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

- **Laboratory**
Students will perform laboratory experiments where they will analyze various classes of organic and biochemical molecules to determine their physical and chemical properties.
- **Lecture/Discussion**
Standard lecture structure with materials provided via PowerPoint presentations along with instructor-led discussions related to the material being lectured on.

Assignments

Other Assignments

Carboxylic acids may be prepared by oxidation of either

1. aldehydes or ketones
2. primary or secondary alcohols
3. aldehydes or primary alcohols
4. aldehydes or secondary alcohols

(The above is a typical multiple choice question from an exam)

Draw the structure for the following compound:

- *cis*-3-isopropylcyclopentanol

(The above is a typical nomenclature/structure problem)

A sample of ethyl alcohol is divided into two portions. Portion A is added to an aqueous solution of a strong oxidizing agent and allowed to react. The organic product of this reaction is then mixed with portion B of the ethyl alcohol. A trace of acid is added and the solution is heated. What is the structure of the final product of this reaction?

(The above is a typical essay/short answer/reaction problem)

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Laboratory Assignments**
 - **Quizzes**
-

Course Materials

Textbooks:

1. Timberlake, Karen C.. *General, Organic, and Biological Chemistry Structures of Life*, 5th ed. Pearson, 2015, ISBN: 9780321967466
Equivalent text is acceptable

Manuals:

1. Orton, Kevin. *Experiencing Chemistry A Personal Exploration for Chemistry 2B*, -- ed. Yuba College, 2019, ISBN: --
Equivalent text is acceptable

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FABRICATION AND MANUFACTURING METHODS

CERT OF ACHIEVEMENT WITH 30-59.5 UNITS

Description

The fabrication and metalworking certificate will introduce students to fabrication and metal working skills with sheet metal and structural applications. Students will also learn to use both manual and automated fabrication and metalworking equipment. Students will learn manual machining skills using manual equipment. Students will also learn the design process and use of CNC machining equipment.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Demonstrate a knowledge of fabrication methods based on material thickness.
2. Demonstrate a knowledge of work holding and fixturing of projects.
3. Demonstrate a knowledge of selecting the proper tools, tooling and equipment to produce a project.

Program Requirements:

Required courses		Course Block Units: (32 Required)
WELD83	GMAW/GTAW Production Welding	4
WELD84	Applied Fabrication Welding	4
WELD85	Structure Design and Fabrication	4
WELD88	Welding Technical Problems	4
MFGT20	Principles of Machine Shop	3
MFGT34	Computer Numerical Control	4
MFGT35	Computer Aided Manufacturing	3
MFGT60	Problems in Manufacturing Technology	3
DRAFT20	Blueprint and Specifications Reading	3
		Total: 32

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