I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**ENGL 48 Grammar Review** 1 Unit

Students will review the fundamentals of standard English grammar. They will practice recognizing and correcting errors in grammar and usage. Field trips are not required. Course is not applicable to the associate degree.

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   Teachers should aim to provide students the fundamental knowledge necessary to write complete, logical sentences, which correspond to Standard English grammar, including but not limited to these elements:

   1. **Parts of Speech**
      a. Nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions
   2. **Syntax**
      a. Elements of a sentence: phrases and clauses
      b. Phrasal and clausal movement in sentences
   3. **Explain the relationship between sentence elements in forming logical predication and avoiding errors**
      a. Sequence of tense, logical choice of tense
      b. Placement of modifying elements
      c. Principles and conventions of coordination and subordination in the sentence
   4. **Recognition and correction of syntax errors**
      a. Agreement
         i. Principles of agreement: subject-verb, pronoun-antecedent
         ii. Recognition and correction of errors in agreement
   5. **Punctuation**
      a. Logic and conventions of sentence punctuation
   6. **Recognition and correction of errors in sentence punctuation**

2. **Recommended Content:**

   Teachers should aim to provide students the fundamental knowledge necessary to write complete, logical sentences, which correspond to Standard English grammar, including but not limited to these elements:

   1. **Parts of Speech**

   Furthermore, all students should leave the course with a general understanding of how writers formulate phrasal, clausal, and sentence structure:

   1. **Phrasal Structures**
a. Noun Phrase, Verb Phrase, Adjective Phrase, etc.

2.Clausal Structures
   a. Independent and Dependent Clauses

3. Types of Sentences

4. Sentence Purposes

5. Punctuation

Finally, teachers should explain and help students recognize and use the basic elements of punctuation and mechanics:

1. Commas, Semi-Colons, Colons, Dashes, Quotation Marks, Hyphens, and Parentheses

2. Mechanical Elements (such as capitalization)

B. **HOURS AND UNITS**

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C. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Lecture and Demonstration

2. Workbook exercises in sentence grammar

3. Brief writing exercises

4. Individual conferences with the instructor

5. Self-paced computer tutorials

6. Proofreading practice using instructor-provided materials or their own personal or school writing

7. Quizzes and examinations

8. Public discourse investigation (optional)

9. Service learning or case-study based opportunities (optional)

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Teachers should provide daily or weekly reading assignments from a grammar text, grammar workbook, or outside resource material that aids in the students' understanding of the concept or writing strategy.

   Teachers should provide several activities for students weekly to aid in their understanding of definitions and concepts.

   1. Activities would include vocabulary lists; assignments from grammar workbooks; case studies; public and personal discourse analyses; and exercises which involve revision of sentences, paragraphs, and essays.

   Teachers should schedule several examinations, providing at least two: one at mid-term and another at the end of the term.

   1. Examination should include analyses of discourse, as well as directed activities designed to test a
student's knowledge in one or more of the areas listed under required content.

Teachers should remember that each unit of lecture (1) should represent 35 hours of outside-of-class work. Students should be expected to complete at least 2 hours of homework each week.

1. Exercises in grammar workbook, accompanying writing workbook, or teacher-generated exercises should be distributed and required each week.

This class will require students to complete daily and/or weekly homework assignments.

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking

   1. Example Grammar Exercises:
      a. Insert the appropriate punctuation into a list of sentences.
      b. Provided a series of clauses, phrases, and sentences, ask students to successfully combine them to achieve grammatical parallelism.
   2. Choose a letter to the editor from the Modesto Bee and label the parts of speech and/or construct five sentences in response to the letter: one which uses a colon, another with a semi-colon, another with a dash, another with a comma, and another with parentheses.
   3. Create a paragraph, either individually or collaboratively, that satisfies some topic being discussed in class. Exchange paragraphs with another individual or group and analyze the grammatical structures, punctuation conventions, and clausal structures. Determine the effectiveness of the word choice as well.

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIZED LEARNING**

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to:*

   Recognize and use the fundamentals of standard English grammar through practice with public discourse and his or her own writing, and, ultimately, the student will be prepared for further language study.

B. **STUDENT LEARNING GOALS**
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

   1. **Required Learning Goals**
      *Upon satisfactory completion of this course, the student will be able to:*

      a. REQUIRED LEARNING GOALS

      b. Recognize and identify parts of speech in sentences
c. Explain the function of parts of speech in sentences

d. Classify words into parts of speech categories, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

e. Identify and define the elements of the sentence, analyzing their forms and functions: subject, predicate, direct/indirect objects, phrase, and clause

f. Identify and define the different types of sentences according to function

g. Declarative, interrogative, imperative, and exclamationary

h. Simple, compound, complex, and compound-complex

i. Identify and explain conventions of capitalization and punctuation

j. Comma, semi-colon, dash, apostrophe, colon, quotation marks, hyphen, end punctuation

k. Identify and correct common errors of usage and grammar, such as agreement between subject-verb or pronoun-antecedent

l. Identify Sentence wholeness and conventions of marking sentence boundaries (illogical sentences, fragments, run-ons)

m. Identify and Correct misused punctuation

n. Recognize and manipulate placement of modifying elements, parallelism, and illogical predication

o. RECOMMENDED LEARNING GOALS

p. Edit and manipulate public and personal discourse for effective word choice, grammatical structure, and intended purpose.

q. Concisely manipulate phrasal and clausal structure to formulate varying sentence patterns.

r. Revise sentence structure to better reflect relationship of ideas.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Quizzes

2. Daily assignments

3. End-of-the-day assessments ("What did we learn today")

4. In-class activities (teacher observed-student completed)

B. SUMMATIVE ASSESSMENT

1. Quizzes

2. Exams

3. Daily assignments
4. Writing exercises
5. Editing exercises
6. Analyzations, discussions, investigations of public discourse