

English for Academic Purposes

Grammar II- EFL 082

Course Description

This course provides non-native speakers of English with a variety of basic grammar concepts which enrich language skills and comprehension. Emphasis is on key low-intermediate grammar structures and opportunities for practice which incorporate grammatical knowledge into various skill areas. Upon completion, students should be able to demonstrate by written and oral means the comprehension and correct use of specified grammar concepts.

Required Materials

Course materials will be accessible through the learning management system, Canvas. All students should know their Durham Tech student username and password in order to access the readings, homework and online assignments. All assignments will be uploaded and posted through Canvas.

A monolingual English dictionary (book or phone/computer app) is recommended.

Course Goals

- Students will have the ability to understand basic terminology related to English grammar.
- Students will have the ability to recognize and analyze English sentence patterns and verb usage in context in order to be able to produce sentences using correct form and function.
- Students will know how to recognize global and local grammar errors in writing and speaking.
- Students will know how to apply self-editing strategies for the improvement of their academic writing and speaking skills.

Course Objectives

Learning through course content activities will focus on the following areas:

- I. Grammar Points
 - 1) An overview of Parts of Speech in English
 - 2) Verb Tenses in English
 - i. Present
 1. Simple present
 2. Present progressive
 - ii. Past
 1. Simple past
 2. Regular verbs
 3. Irregular verbs

- 4. Past progressive
 - iii. Future
 - 1. Will
 - 2. Be + going to
 - 3. Present tense with future meaning
 - iv. Perfect
 - 1. Present perfect
 - 2. Past perfect
 - 3) Sentence Structure
 - i. Word order
 - ii. Sentence types and transitions
 - 1. Simple
 - 2. Transitions
 - 3. Combining sentences and ideas
 - a. Independent clauses – compound sentences
 - b. Dependent clauses – compound/complex sentences
- II. Grammar Analysis
- 1) Think critically to analyze the meaning of grammar in context and explain the reason it was used.
 - 2) Apply analysis to minimize future mistakes and errors.
- III. Editing Strategies
- 1) Identify and edit written errors in verb tenses, verb forms, sentence structure, word order, transition words, word choice, subject-verb agreement, word forms and preposition use.
 - 2) Recognize and correct spoken errors in verb tenses, verb forms, sentence structure, word order, transition words, word choice, subject-verb agreement, word forms and preposition use.

Student Learning Outcomes

By the end of the course, students will be able to:

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Knowledge of Target Grammar Points	Demonstrate knowledge of appropriate use of present, past, future, and present and past perfect verb tenses for the purpose of reading and writing skill improvement.	In-class activities Online/homework assignments Tests/Quizzes	80% or higher according to the assignment rubric or test score.
Grammar Analysis	Demonstrate the ability to identify and use the following parts of speech: noun, subject, pronoun, antecedents, action verb, auxiliaries, transitive and intransitive verbs, prepositions, object of prepositions, phrasal verbs, articles, determiners, adjectives, adverbs, gerunds, direct objects, and indirect objects.	In-class activities Online/homework assignments Tests/Quizzes	80% or higher according to the assignment rubric or test score.
Grammar Analysis	Analyze target grammar structures in written and spoken contexts and explain the reason for their use.	In-class activities Online/homework assignments	80% or higher according to the assignment rubric.
Application of Grammar	Construct one 500-word essay using the present tense and one 500-word essay using the future tense.	Writing assignments	80% or higher according to the assignment rubric.
Application of Grammar	Construct simple, compound, and compound-complex sentences in English in order to apply sentence variety and to make connections among ideas in writing assignments.	In-class activities Online/homework assignments Tests/Quizzes Final Exam	80% or higher according to the assignment rubric or test score.
Writing	Demonstrate ability to use transitions and understand their meanings to make connections among ideas and improve analytical writing.	In-class activities Online/homework assignments Writing assignments Tests/Quizzes Final Exam	80% or higher according to the assignment rubric or test score.
Writing	Recognize and identify parts of speech of words in English sentences in order to improve analytical writing.	In-class activities Online/homework assignments Writing assignments Tests/Quizzes Final Exam	80% or higher according to the assignment rubric or test score.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Editing	Apply syntactical knowledge to identify and edit grammatical errors in own or peer writing/speaking related to verb tenses, verb forms, sentence structure, word order, transition words, word choice, subject-verb agreement, word forms and preposition use.	In-class activities Online/homework assignments	80% or higher according to the assignment rubric.

Attendance Policy

The EAP program has established an attendance policy that requires students to attend 85% of the scheduled synchronous class meetings. The student-centered approach to language skills development requires active participation in class; therefore, excellent attendance is mandatory. Students who miss more than 15% of the class may receive an R grade for the course, meaning they will not be able to progress to the next level and will have to repeat that course.

Course Assessments

Grading Policy

*According to the Durham Tech policy, students may not repeat a course more than three times. In the EAP program, if a student has to take the course a third time, before a student begins the course, they must meet with the director of the EAP program. During this meeting, the student will have to complete a Course Repeat Agreement form that has specific requirements to fulfill as part of the third attempt. If the student is unsuccessful in their third attempt, they will have to withdraw from the college because they will not be able to progress. If a student is attending Durham Tech on a student visa (F1), then that student will lose their visa status based on federal requirements.

90 – 100	A
80 – 89	B
79 or below	R (Repeat)*
Withdrew	W*

Evaluation of Performance

Assignments	Weight
In class activities, online/homework assignments	45%
Writing assignments	15%
Tests/Quizzes	20%
Final Exam	20%

Students must pass all courses with an average grade of 80% or higher to be promoted to the next level.

Assignments Explanation

In-class activities and online/homework assignments (i.e. group discussions, in-class presentations, and forums) - Students are evaluated using a variety of activities conducted in-class, online, and for homework. In group discussions, students share ideas, analyze texts, make connections, reflect on previous activities, and for active questioning and exploration of material. In short in-class group presentations, students share connections and ideas made between class readings and outside research. The length of short in-class group presentations are 3-8 minutes. Students are assessed for all in-class activities, online/homework assignments using specified rubrics.

Writing assignments - Present Tense Writing Assignment: Students write a 500-word essay that explains what students do on a regular basis such as when they eat dinner, when they go to work, when they eat dinner a specific time, or go to work on particular days and work for a certain number of hours. Students are assessed using a writing assignment rubric. Future Tense Essay: Students write a 500-word essay about what they plan to do when they graduate from Durham Tech. Students are assessed using a writing assignment rubric.

Tests/Quizzes - There are multiple short quizzes provided online and in-class. The length of time dedicated to quizzes are between 10-20 minutes. A variety of question types are used such as True/False, Multiple Choice, Fill-in-the-blank, and Matching. In addition, a midterm class-length test is given that includes True/False, Multiple Choice, Fill-in-the-blank, and a 1-page short writing assignment. The midterm covers all the grammar points and syntax up to the midterm.

Final Exam - The Final Exam is a comprehensive 50 question in-class exam based on all the grammar points and syntax students cover during the term. It also includes a 1-page short writing assignment.