

Washtenaw Community College Comprehensive Report

ESL 161 Advanced ESL Grammar Effective Term: Spring/Summer 2024

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English as Second Language

Course Number: 161

Org Number: 11300

Full Course Title: Advanced ESL Grammar

Transcript Title: Advanced ESL Grammar II

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Rationale: Three-year syllabus review, post-assessment; no major changes.

Proposed Start Semester: Winter 2024

Course Description: In this course, students study sophisticated forms of English grammar, including subject/verb inversion, reduced clauses, and complex verb phrases. Special attention is given to the appropriate use of the forms studied. Successful completion of ESL 161 is required for progressing into classes with native speakers.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 Student: 60

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 60 Student: 60

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

No Level Required

Requisites

Prerequisite

ESL 138, may enroll concurrently and ESL GVR Level E-4 and ESL Listening Level E-4; Students with ESL Listening Level E-3 may enroll in ESL 135 concurrently

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Eastern Michigan University

Michigan State University

Wayne State University

Student Learning Outcomes

1. Create correct sentences by recognizing or producing verbs that combine various aspects, moods, modalities and voices.

Assessment 1

Assessment Tool: Outcome-related departmental final exam: verb fill-in and short essay questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will demonstrate mastery at the 70% level or higher.

Who will score and analyze the data: Departmental faculty

2. Recognize and correctly produce noun, adjective and adverb clauses (both full and reduced) and phrases.

Assessment 1

Assessment Tool: Outcome-related departmental final exam questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will demonstrate mastery at the 70% level or higher.

Who will score and analyze the data: Departmental faculty

3. Recognize and correctly produce sentences with a delayed subject and sentences with question word order that are emphatic or conditional.

Assessment 1

Assessment Tool: Outcome-related departmental final exam questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will demonstrate mastery at the 70% level or higher.

Who will score and analyze the data: Departmental faculty

4. Recognize and correctly produce sentences of comparison at the advanced level.

Assessment 1

Assessment Tool: Outcome-related departmental midterm and final exam questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will demonstrate mastery at the 70% level or higher.

Who will score and analyze the data: Departmental faculty

5. Correctly use gerunds and infinitives at the advanced level.

Assessment 1

Assessment Tool: Outcome-related weekly gerund and infinitive quizzes

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will demonstrate mastery at the 70% level or higher.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Use the correct aspect in speech and writing.
2. Identify verbs that are not normally used in continuous aspect.
3. Use the correct verb with verbs of perception.
4. Use the past perfect when appropriate to indicate that an action occurred prior to another action or event.
5. Use verb forms to indicate past from the future and future from the past.
6. Use a variety of causative verbs appropriately and correctly including "passive" and "active" causatives.
7. Use verbs correctly to express real and unreal conditions in a variety of time frames.
8. Use a variety of verb forms to express modality in the present, future and past.
9. Use passive forms appropriately in a full range of tenses.
10. Produce noun clauses with the correct verb tense and mood.
11. Transform direct speech into reported speech using correct sequence of tenses.
12. Transform direct speech into reported speech making appropriate adjustments in pronouns, time, place, etc.
13. Use "if," "whether," or a wh-question word and correct word order in reported/included questions.
14. Produce sentences correct in meaning and form with short noun clauses ("where to go").
15. Correctly produce a full variety of adjective clauses (both restrictive and nonrestrictive).
16. Identify, understand, and use reduced s-form adjective clauses, including appositives.
17. Use a variety of adverb clauses (time, purpose, reason, etc.) with correct verb tense, aspect, and modality.
18. Transform full adverb clauses to reduced adverb clauses and phrases; indicate when the reduced form is not possible.
19. Understand and generate sentences with post-positioned subject noun clauses.
20. Recognize sentences with gerund subjects as equivalent to sentences with "it" in the subject position and post-positioned infinitive phrase.
21. Identify the appropriate sentence patterns for 100 verbs that take gerund or infinitive objects.
22. Identify the correct use of past gerunds and infinitives.
23. Identify the correct use of passive gerunds and infinitives.
24. Produce the correct sentences in which the semantic subject of the gerund or infinitive is different from the grammatical subject of the sentence.
25. Correctly use correlative conjunctions (neither...nor; both...and).

26. Generate semantically and syntactically correct sentences using "while" and "whereas."
27. Produce correct sentences using as...as and -er when comparing two different activities or times.
28. Produce correct sentences using as...as and more/-er when comparing complex expressions of quantity.
29. Correctly use a variety of count and non-count nouns commonly used at the advanced level, along with their correct articles and determiners.
30. Write sentences that show limited mastery of the special uses of articles, including their use with geographic place names, generalizations, and first and second mention.

New Resources for Course

Course Textbooks/Resources

Textbooks

Azar, B.. *Understanding and Using English Grammar*, 5th ed. Pearson Education, 2016

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Heather Zettelmaier</i>	<i>Faculty Preparer</i>	<i>Aug 25, 2023</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Sep 06, 2023</i>
Dean: <i>Victor Vega</i>	<i>Recommend Approval</i>	<i>Sep 11, 2023</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Feb 23, 2024</i>
Assessment Committee Chair: <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Feb 26, 2024</i>
Vice President for Instruction: <i>Brandon Tucker</i>	<i>Approve</i>	<i>Mar 13, 2024</i>

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Change Information:

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Outcomes/Assessment

Rationale: Three-year syllabus review, post-assessment.

Proposed Start Semester: Fall 2020

Course Description: In this course, students study sophisticated forms of English grammar, including subject/verb inversion, reduced clauses, and complex verb phrases. Special attention is given to the appropriate use of the forms studied. Successful completion of ESL 161 is required for progressing into classes with native speakers.

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Assessment Tool: departmental final exam: verb fill-in and short essay questions

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: all

Number students to be assessed: all

How the assessment will be scored: departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will demonstrate mastery at the 70% level or higher.

Who will score and analyze the data: departmental faculty

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Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Feb 18, 2020</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Feb 19, 2020</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Mar 12, 2020</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Apr 23, 2020</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Apr 24, 2020</i>