English for Academic Purposes
EFL 083 - Grammar II

Course Description

This course is designed to provide high-intermediate non-native speakers of English with a knowledge of grammatical structures that improves academic communication. Emphasis is on using high-intermediate grammatical structures in meaningful contexts through exercises integrating the use of newly acquired structures with previously learned structures. Upon completion, students should be able to demonstrate improved proficiency, comprehension and grammatical accuracy.

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 identify academic terminology related to English grammar.
- Students will have the ability to apply the appropriate us of the English verb system, modals, the English article system, and subject-verb agreement in context in order to be able to produce sentences using correct form and function and to increase reading comprehension.
- Students will be able to distinguish between count and non-count nouns and active and passive voice and will have the ability to use them appropriately.
- 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. Review of present, past, and future verb tenses in English
2. Perfect verb tenses
    a. Present perfect
    b. Past perfect
    c. Future perfect

3. Modals
    a. Necessity and prohibition
    b. Advisability

        c.   Expectations

        d.   Degrees of certainty

   4.   Active and Passive Sentence Structure

   5.   The English article system

   6.   Subject-Verb Agreement

   7.   Countable and Uncountable Nouns

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, subject-verb agreement, modals, active and passive voice sentences, article use, and count and non-count nouns.
   2)   Recognize and correct spoken errors in verb tenses, verb forms, sentence structure, subject-verb agreement, modals, active and passive voice sentences, article use, and count and non-count nouns.

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, past and future perfect verb tenses, the English article system, modals, active and passive voice sentence structure, count and non-count nouns, and the rules of subject-verb agreement for the purpose of reading and writing skill improvement.	In-class activities Online/homework assignments Tests/Quizzes Projects	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 Projects	80% or higher according to the assignment rubric.
Application of Grammar	Assemble a one to two-page essay on any topic that demonstrates the ability to use present progressive, simple present and simple past.	Online/homework assignments	80% or higher according to the assignment rubric.

Learning Area	Student Learning Outcome	Evaluation of Performance Type	Achievement Level Expected
Application of Grammar	Create and illustrate a multimodal grammar lesson accompanied by a one-page handout about a grammatical concept related to one of the target-grammar areas.	Teaching Project	80% or higher according to the assignment rubric.
Application of Grammar	Create a storyboard that uses pictures, words, images, etc. to convey what students learned during the semester.	Capstone Project	80% or higher according to the assignment rubric.
Writing	Demonstrate ability to use the targeted grammar structure in order to improve analytical writing.	In-class activities Online/homework assignments Tests/Quizzes Projects	80% or higher according to the assignment rubric or test score.
Editing	Apply syntactical knowledge to identify and recognize grammatical errors in own or peer writing/speaking related to verb tenses, verb forms, sentence structure, word order, subject-verb agreement, modals, articles, passive and active voice, and the use of count and non-count nouns.	In-class activities Online/homework assignments Tests/Quizzes	80% or higher according to the assignment rubric or test score.

Course Assessments

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.

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	35%
Teaching Project	25%
Capstone Project	30%
Tests/Quizzes	10%

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 9-12 minutes. Students are assessed for all in-class activities, online/homework assignments using specified rubrics.

Teaching Project– Students design and "teach" a lesson that uses technology to explain or engage students with a grammar concept that they have learned about to that point in the semester. There are three pieces of this project: a project proposal, a multimodal lesson, and a handout that explains the concepts and provides an activity for the students to do as pairs or in small groups. Students are assessed using a specified project rubric.

Capstone Project– In this final capstone project students will create a storyboard that uses pictures, words, images, etc. to convey what they have learned during the semester. They will use a combination of images and words to tell a story of their EFL 083 grammar journey. Students have to cover 10 topics and everything that they include in the 10 pages should be focused on grammar and what they have learned. Students are assessed using a specified project 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, Matching, and Short Answer/Essay writing assignments.