

COURSE SYLLABUS

Course Title	Grammar for Advanced I
Course Number	ESL301-1
Clock Hours	50
Instructional Methods	Lecture (50 hours)
Schedule	TBA
Instructor	TBA
Office Hours	by appointment
Required Text(s)	Azar, Betty S. & Hagen, Stacy A. (2009). <i>Understanding and Using English Grammar</i> . (4th ed.). White Plains, NY: Pearson Education.
Additional Text(s)	N/A
	Handouts will be given as needed.
Reference website	www.azargrammar.com

Course Description

The focus of the advanced grammar course is to develop integrating skills providing students plenty of practice to bridge the gap between knowing and using grammatical structures in speaking and writing. Students will practice new structures in a variety of contexts in order to internalize and master them. Prerequisite: ESL202 or equivalent.

Prerequisite(s) and Corequisite(s)

Prerequisite: Qualifying score between 261.00 and below 310.99 on the ACCUPLACER Test or the successful completion of ESL202.

Corequisites: ESL301-2 Listening/Speaking for Advanced I

ESL301-3 Reading/Writing for Advanced I

ESL301-4 Discussion for Advanced I

Learning Objectives and Goals

Upon completion of this course, the student will be able to:

- A. Develop integrating skills providing students plenty of practice to bridge the gap between knowing and using grammatical structures in speaking and writing.
- B. Practice new structures in a variety of contexts in order to internalize and master them.
- C. Be more confident in their ability to speak and write English accurately and fluently.
- D. Bridge the gap between knowing grammatical structures and using them.
- E. Make conversations with ease on various everyday issues.
- F. Complete sentences using the simple, progressive or perfect tense forms of verbs.
- G. Write questions and answers using the future perfect and future perfect progressive.
- H. Make accurate sentences with Subject-Verb agreement.
- I. Distinguish and use nouns and pronouns in everyday conversations and sentences.

- J. Complete sentences and make expressions with modals fluently.
- K. Identify modals and incorrect phrasal verbs, and will be able to correct them.

Library Usage Guideline

The Columbia College Library collection is available for all students to use for any research or assignments they may need to complete. With its easy and simple search function, users can find their desired books by searching the author's name, book title, keyword, subject, or ISBN. After typing in the search dialogue box, the software displays a list of related works which will help guide students to their desired books. The library user can select a desirable book from the generated list with their bibliographic data. Also, a grand online database by LIRN® is available to every student and faculty with access to more than 1 million article titles. The Directory of Open Access Journal is also open to the public 24/7. For further assistance, full-time library staff are available to assist your research during business hours (M~F 9AM to 10PM) at the Global Zone on the first floor.

ACCESSING LIRNPortal

To access your LIRN subscription go to: <https://proxy.lirn.net/ColumbiaCollege>

Username: 37860

Password: goodnewt91

Please note URL, Username, and Passwords are case sensitive.

HELPFUL VIDEOS

Our Librarian staff have composed several [YouTube Videos](#) that you might find useful. Of particular interest:

- [Starting Your Research with LIRN's Gale Core](#)
- [Find Digital Books in Ebook Central: Academic Complete](#)

Code of Conduct

A student who engages or assists in misconduct shall be subject to disciplinary measures, including reprimands, suspensions, or dismissal, when justified, to violations of this policy.

Academic Dishonesty/Misconduct

- Students shall not cheat during exams or quizzes.
- Students shall not plagiarize; plagiarism is defined as a student presenting the work or ideas of another as his/her own in a paper, exam, or other assignment.
- Students shall not sell or purchase previous examinations or other assignments.

Non-Academic Dishonesty/Misconduct

- Physical and/or psychological abuse, threat, or harassment
- Initiating any false report, warning, threat of fire, explosion, or other emergency
- Unauthorized use, possession, storage of any weapon, dangerous chemical, or explosive element
- Disrupting, obstructing, or interfering with the college-sponsored events
- Theft of the college equipment, products, or materials
- Unauthorized possession, use, sale, or distribution of alcoholic beverages or any illegal or controlled substances
- Gambling or holding lotteries/raffles on the college campus without proper approval
- Disorderly, lewd, or obscene conduct
- Making illegal copies of college software – The college software is protected by copyright. Students must not copy the institution’s software without permission of the copyright holder. Additionally, students must not install personal software on the college computers or damage/destroy the software/computers.

Prohibition of Sexual Harassment of Students

- Sexual harassment is defined as unwelcome acts of a sexual nature including sexual advances, requests for sexual favors and/or other verbal or physical conduct including written communication of an intimidating, hostile or offensive nature, or action taken in retaliation for the reporting of such behavior. Sexual harassment can be verbal, written, or physical and ranges from subtle innuendos of a sexual nature to derogatory gender-specific comments about physical exposure, assault, to coerced sexual relationships.
- Sexual harassment is a serious offense. As a consequence, any faculty or staff member who engages in such conduct or encourages such behavior shall be subject to disciplinary action that may include dismissal from the College. Students accused of sexual harassment will have the right to due process.

Grading Policy

The formal grading system utilized by the instructor conforms to recognized education standards.

Grade	Percent	Standing
A	90-100	Excellent
B	80-89	Very Good
C	70-79	Satisfactory
D	60-69	Poor
F	0-59	Failing
I	Incomplete	Not applicable

Assessment Scale

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructors will distribute evaluation and his/her grading policies to students at the beginning of each term.

10% Attendance
 10% Homework
 20% Quiz
 20% Class participation
 40% Final Exam

Course Schedule

Week	Date	Topics and Activities	Quiz/Assignment Due
1		Ice-breaking/ Diagnostic test Chapter 1. Overview of Verb Tenses 1-1 ~ 1-6 <ul style="list-style-type: none"> Teacher will ask students to do a speaking practice with a partner while practicing '<i>what + a form of do</i>'. Teacher will introduce and overview what the simple tenses, the progressive tenses, the perfect tenses and the perfect progressive tenses are, and then show when and how they are used in statements and questions. Students will practice identifying the simple tenses, the progressive tenses, the perfect tenses and the perfect progressive tenses with Exercise questions and example sentences. Students will discuss various tense form uses and strive to use them in speaking. Teacher will explain spelling of <i>-ing</i> and <i>-ed</i> forms with diverse cases with the Table 1-6 through a warm-up activity. Students will practice spelling of <i>-ing</i> and <i>-ed</i> forms with questions. 	Estimated Homework Time: 5 hours Complete exercise: Ex. 1~19 Read aloud: Tables for 1-1 ~ 1-6 Review the listening exercises: Ex. 4, 6, 8, 15, 18 Write 4 complete sentences: Using simple future Using future progressive Using future perfect Using future perfect progressive Write a brief paragraph about yourself, telling who you are, what you have done in the past two years, and what your plans are for the next two years. You can share your stories with your classmates next class.
		Chapter 2. Present and Past; Simple and Progressive 2-1 ~ 2-5 <ul style="list-style-type: none"> Teacher will explain what the simple present and the present progressive are, and show when and how they are used in statements and questions through warm-up questions. 	Estimated Homework Time: 5 hours Complete exercises: Ex. 1~20 Read aloud: Tables for 2-1, 2-2, 2-3, 2-4, 2-5

	<ul style="list-style-type: none"> Students will learn when to use the simple present and the present progressive form while practicing listening, speaking and grammar questions. Students will review regular and irregular verbs' differences. Students will memorize irregular verbs from the list (Table 2-5). 	<p>Review the listening exercises: Ex. 5, 12, 14, 16, 18, 19, 20</p> <p>Write a paragraph about a place and describe what you see there.</p>
2	<p>Chapter 2. Present and Past; Simple and Progressive 2-6 ~ 2-10</p> <ul style="list-style-type: none"> Teacher will explain regular verbs with the pronunciation of <i>-ed</i> endings while practicing listening and speaking questions. Teacher will compare the simple past with the past progressive. Students will practice completing sentences using progressive verbs with <i>always</i> and making sentences using expressions of place with progressive verbs. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 21~38</p> <p>Read aloud: Tables for 2-6, 2-7, 2-8, 2-9, 2-10</p> <p>Review the listening exercises: Ex. 21, 22, 29,</p> <p>Write 5 complete sentences Using simple past Using for + length of time Using progressive Using <i>Always</i></p> <p>Interview a classmate outside of class and write a story of his/her life.</p>
	<p>Chapter 3. Perfect and Perfect Progressive Tenses 3-1 ~ 3-4</p> <ul style="list-style-type: none"> Teacher will introduce the perfect tenses comparing perfect and perfect progressive tenses, and show how they are used in statements and questions. Teacher will review present perfect tense with timelines. Teacher will explain <i>have</i> and <i>has</i> usages in spoken English. Students will be able to compare present perfect, simple past and present perfect progressive with timelines. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 1~22</p> <p>Read aloud: Tables for 3-1, 3-2, 3-3, 3-4</p> <p>Review the listening exercises: Ex. 2, 10, 11, 18, 20</p> <p>Write 5 complete sentences Using perfect tense Using been + verb + -ing</p> <p>With a classmate, take a trip to a place and make an oral report to your classmates.</p>

3	<p>Chapter 3. Perfect and Perfect Progressive Tenses 3-5 ~ 3-7</p> <ul style="list-style-type: none"> • Students will learn and use how to make past perfect tense sentences. • Students will be able to learn how to use <i>had</i> in spoken English. • Teacher will make students practice past perfect progressive sentences while using timelines. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 23~37</p> <p>Read aloud: Tables for 3-5, 3-6, 3-7</p> <p>Review the listening exercises: Ex. 25, 26, 27, 28, 33</p> <p>Write about an explanation about one of your achievements.</p>
	<p>Chapter 4. Future Time 4-1 ~ 4-3</p> <ul style="list-style-type: none"> • Teacher will review the future tense and introduce various future tenses with exercise questions. • Students will learn the differences between <i>will</i> and <i>be going to</i>. • Students will be able to express the future in time clauses after the teacher's explanation. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 1~17</p> <p>Read aloud: Tables for 4-1, 4-2, 4-3</p> <p>Review the listening exercises: Ex. 3, 5, 6, 12</p> <p>Write 5 complete sentences Using <i>be going to</i> Using future progressive Using future time clause</p> <p>Write a paragraph about your life 10 years from now.</p>
4	<p>Chapter 4. Future Time 4-4 ~ 4-6</p> <ul style="list-style-type: none"> • Teacher will make students know how to use the present progressive and the simple present to express future time. • Teacher will explain how to form sentences using the future progressive. • Teacher will compare future perfect and future perfect progressive with timelines. • Students will practice completing sentences using the future progressive form of words. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 18~27</p> <p>Read aloud: Tables for 4-4, 4-5, 4-6</p> <p>Practice Let's talk or write questions at home.</p> <p>Study for the quiz</p>
	<p>Chapter 5. Review of Verb Tenses Quiz on Chapter 1 ~ 5</p> <ul style="list-style-type: none"> • Teacher will summarize all the tense forms and uses so far. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 1~13</p>

	<ul style="list-style-type: none"> Teacher will explain when and how each tense expression is used. Students will practice making sentences using various forms of verb tenses. Students will practice writing questions and answers using an appropriate tense for each case. 	<p>Review the listening exercises: Ex. 4, 8</p> <p>Write about a goal that you are working toward.</p> <p>Review for the quiz and study for the questions that you were confused.</p>
5	<p>Chapter 6. Subject-Verb Agreement 6-1 ~ 6-5</p> <ul style="list-style-type: none"> Teacher will introduce final <i>-s/-es</i> for use, pronunciation, and spelling. Students will practice basic Subject-Verb agreement with examples and exercise questions. Students will learn Subject-Verb agreement while using expressions of quantity. Teacher will explain how to use <i>There + be</i> with Subject-Verb agreement. Teacher will make students know some Subject-Verb agreements with irregularities. Students will get to know basic article usage. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 1~29</p> <p>Read aloud: Tables for 6-1, 6-2, 6-3, 6-4, 6-5</p> <p>Review the listening exercises: Ex. 3, 5, 9, 15,</p> <p>Write 5 complete sentences Using S-V agreement effectively Using <i>There + be</i> Using irregularities</p> <p>Interview a native speaker of English and write a story of his/her life.</p>
	<p>Chapter 7. Nouns 7-1 ~ 7-6</p> <ul style="list-style-type: none"> Teacher will define similarity and contrast between regular and irregular plural nouns. Teacher will explain possessive noun forms. Teacher will introduce some nouns as adjectives. Students will review count and noncount nouns. Students will learn there are some common noncount nouns with examples. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 1~20</p> <p>Read aloud: Tables for 7-1, 7-2, 7-3, 7-4, 7-5, 7-6</p> <p>Review the listening exercise: Ex. 14</p> <p>Write 5 complete sentences Using neither Using too Using but for disagreement</p> <p>Summarize a recent news event.</p>

6	<p>Chapter 7. Nouns 7-7 ~ 7-12</p> <ul style="list-style-type: none"> • Teacher will explain basic article usages such with <i>a, some, the</i>. • Teacher will introduce general guidelines for article usage with example sentences. • Students will learn a variety of expressions of quantity used with count and noncount nouns: <i>one, each, every</i> and so on. • Teacher will differentiate using <i>a few</i> and <i>few</i> and <i>a little</i> and <i>little</i>. • Students will know singular expressions of quantity such as <i>one, each</i> and <i>every</i>. • Teacher will let students know how to use <i>of</i> in expression of quantity: <i>one of, all of, some of</i> and so on. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 21~50</p> <p>Read aloud: Tables for 7-7, 7-8, 7-9, 7-10, 7-11, 7-12</p> <p>Review the listening exercises: Ex. 23, 30, 39</p> <p>Write 5 complete sentences Using one, each, every Using a couple of, a few, several Using a little, much, a great deal of Using no, hardly any, some, any, a lot of/ lots of, plenty of, most, all</p> <p>Conduct a poll among your classmates and report your findings.</p>
	<p>Chapter 8. Pronouns 8-1 ~ 8-4</p> <ul style="list-style-type: none"> • Students will learn to know when and how personal pronouns are appropriately used. • Students will practice completing sentences with personal pronouns especially focusing on agreement with generic nouns and indefinite pronouns. • Teacher will explain agreement with collective nouns and students will be able to distinguish them from others. • Teacher will introduce reflexive pronouns. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 1~22</p> <p>Read aloud: Tables for 8-1, 8-2, 8-3, 8-4</p> <p>Review the listening exercises: Ex. 10, 20</p> <p>Write a paragraph on one of the given topics: food, computers, English, families, movies, animals, holidays.</p>
7	<p>Chapter 8. Pronouns 8-5 ~ 8-7</p> <ul style="list-style-type: none"> • Teacher will explain how to use <i>you, one, and they</i> as imperial pronouns. • Teacher will introduce various forms of <i>other</i>: another, other, the other, others and the others. • Students will practice more common expressions with <i>other</i> while comparing with similar 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 23~38</p> <p>Read aloud: Tables for 8-5, 8-6, 8-7</p>

		expressions: each other, every other, the other day, one after the other, and one after another.	Review the listening exercises: Ex. 30, 34 Choose an object and write about it.
		<p>Chapter 9. Modals, Part 1 9-1 ~ 9-6</p> <ul style="list-style-type: none"> Teacher will make a basic modal introduction: can, could, had better, may, might, must, ought (to), shall, should, will, would. Teacher will introduce polite requests with “I” as the Subject. Teacher will explain polite requests with “You” as the subject. Teacher will talk about polite requests with <i>Would you mind</i>. Students will learn how to express necessity: <i>must, have to, have got to</i> Students will know lack of necessity and prohibition: <i>have to</i> and <i>must</i> in the negative. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 1~18</p> <p>Read aloud: Tables for 9-1, 9-2, 9-3, 9-4, 9-5, 9-6</p> <p>Review the listening exercises: Ex. 7, 17</p> <p>Write 5 complete sentences using modal verbs of this week.</p> <p>Write a letter to an advice columnist in a newspaper.</p>
8		<p>Chapter 9. Modals, Part 1 9-7 ~ 9-12</p> <ul style="list-style-type: none"> Teacher will introduce advisability: <i>should, ought to, had better</i>. Teacher will explain the past form of <i>should</i>. Students will learn and practice an expression for obligation: <i>be supposed to</i>. Students will learn expressions for unfulfilled intentions: <i>was/ were going to</i>. Students will practice how to make suggestions: <i>Let’s, Why don’t, Shall I/ we</i>. Students will learn more expressions to make suggestions: <i>Could vs. Should</i>. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 19~42</p> <p>Read aloud: Tables for 9-7, 9-8, 9-9, 9-10, 9-11, 9-12</p> <p>Review the listening exercises: Ex. 24, 26</p> <p>Write 5 complete sentences using this week’s expressions.</p> <p>If you could change one thing, what would you like to do? Please write a paragraph.</p>
		<p>Chapter 10. Modals, Part 2 10-1 ~ 10-5</p> <ul style="list-style-type: none"> Teacher will explain expressions for degrees of certainty: present time. Teacher will describe expressions for degrees of certainty: present time negative. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 1~30</p> <p>Read aloud:</p>

		<ul style="list-style-type: none"> • Teacher will give details on expressions for degrees of certainty: past time. • Teacher will clarify expressions for degrees of certainty: future time. • Students will learn progressive forms of modals. 	<p>Tables for 10-1, 10-2, 10-3, 10-4, 10-5</p> <p>Review the listening exercises: Ex. 9, 21</p> <p>Write a paragraph about an experience you have had on the phone.</p>
		<p>Chapter 10. Modals, Part 2 10-6 ~ 10-10</p> <ul style="list-style-type: none"> • Teacher will explain modals for ability: <i>can</i> and <i>could</i>. • Teacher will let students know how to use <i>would</i> to express a repeated action in the past. • Students will learn how to express preference: <i>would rather</i>. • Students will study how to combine modals with phrasal modals. • Student will acquire all the modal verb expressions through the summary chart of modals and similar expressions. 	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 31~48</p> <p>Read aloud: Tables for 10-6, 10-7, 10-8, 10-9, 10-10</p> <p>Review the listening exercises: Ex. 31, 33, 44</p> <p>Write two paragraphs about a friend.</p> <p>Study for the quiz.</p>
		<p>Quiz on Chapter 6 ~ 10</p> <ul style="list-style-type: none"> • Teacher will explain adjective clauses with object relative pronouns and show how they are used in sentences. • Teacher will show how adjective clauses with object relative pronouns can be written after or inside the main clause. • Teacher will explain how “when” and “where” can be used to begin adjective clauses. • Students will practice using “when” or “where” with the correct form of verbs to complete sentences. • Students will practice combining two sentences, using adjective clauses. 	<p>Estimated Homework Time: 5 hours</p> <p>Review and complete all the exercises missed so far.</p> <p>Write 5 complete sentences Using relative pronouns Using whose Using where</p> <p>Write a paragraph on what you liked from this class.</p>
10		<p>Review for the final exam</p>	<p>Estimated Homework Time: 5 hours</p> <p>Study for the final exam.</p>
		<p>Final Exam</p>	