

Roxbury Community College  
ESL Course Outcome

**LAN 101: Applied Grammar I**

Teaching, learning and assessment are not discrete. They are often best handled in an integrated manner since the criteria are based on performance.

<b>Outcomes</b>	<b>Activities</b>	<b>Assessment Tools</b>
<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>➤ Communicate with the appropriate content and correct grammar from the following list of structures. Some of these structures are to be mastered; others are just introduced (and are expected to be mastered in Applied Grammar II)</li> </ul> <p><b><u>To be mastered:</u></b></p> <ul style="list-style-type: none"> <li>➤ Simple and continuous present perfect</li> <li>➤ Future real conditional</li> <li>➤ <i>Hope</i></li> <li>➤ Simple and continuous past perfect</li> </ul> <p><b><u>To be introduced:</u></b></p> <ul style="list-style-type: none"> <li>➤ Present unreal conditional</li> <li>➤ Wish (I wish she were here.)</li> <li>➤ Embedded questions (<i>I don't know who you are</i>)</li> <li>➤ Gerunds and infinitives (Smoking is a bad habit. To err is human.)</li> <li>➤ Passive voice (<i>These objectives were written by the faculty.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write and speak on topics that elicit Simple and continuous present perfect (e.g. repeated actions in the past: "I have eaten at that restaurant 3 times", events that began in the past, but are continuing in the present: I have been working here for 3 years", events that happened at an unknown time in the past: "Maria's already eaten")</li> <li>➤ Contrast <i>since</i> and <i>for</i></li> <li>➤ Juxtapose events in the simple past with those in present perfect</li> <li>➤ Error correction of student writing</li> <li>➤ Write and speak on topics that elicit future real conditional (future plans and hopes in context of academics, work, community, etc.)</li> <li>➤ Contrast future real conditional with present unreal conditional</li> <li>➤ Write and speak on topics that elicit <i>hope</i> (expressing desires: "I hope the teacher won't give us a test tomorrow")</li> <li>➤ Contrast <i>hope</i> with <i>wish</i></li> <li>➤ Recognize the relationship between <i>hope</i> and real conditional</li> <li>➤ Error correction of student writing</li> <li>➤ Write and speak on topics that elicit simple and continuous past perfect (e.g. one's life and/or biographies of significant people, and about events in the news)</li> <li>➤ Talk about past events in detail, juxtaposing times</li> <li>➤ Contrast <i>past perfect</i> with <i>simple past</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Written tests</li> <li>➤ Graded writing</li> <li>➤ Oral presentations (some spontaneous and others prepared in advance)</li> <li>➤ Oral presentations (some spontaneous and others prepared in advance)</li> <li>➤ Written tests</li> <li>➤ Graded writing</li> <li>➤ Oral/aural assessment in language lab</li> <li>➤ Oral presentations (some spontaneous and others prepared in advance)</li> <li>➤ Report back to class orally on interviews</li> <li>➤ Write interviews in narrative form</li> <li>➤ Write interviews in reported speech</li> <li>➤ Tests on embedded question formation</li> <li>➤ Ask questions about oral presentations</li> <li>➤ Ask for clarification</li> <li>➤ Write narrative paragraph</li> </ul>

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- Contrast *past perfect continuous* with *past continuous*
- Interview classmates, professors, family members
- Contrast reported speech with direct speech
- Give advice: “If I were you...”
- Brainstorm solutions to academic, work, community etc. problems
- discuss possible outcomes of graded writing
- Graded writing
- Various situations
- Write and speak on topics that elicit wish (expressing wishes: “I wish I had a better job”)
- Contrast wish with hope
- Recognize the relationship between wish and unreal conditional
- Error correction of student writing
- Report on hobbies, jobs, how to be a better, student, citizen...
- Write and speak about one’s life and/or biographies of significant people, and about events in the news
- Find and discuss examples of use of passive voice in readings and newspaper articles
- Convert sentences from passive to active or visa versa
- Use of a monolingual dictionary
- Activities with a substantial focus on academic situations
- Use the language lab, especially computer programs
- Use stories from newspapers or other publications to identify structures learned
- Respond in writing to questions given orally
- Reinforce growth in accuracy of article usage.

- Oral presentations (some spontaneous and others prepared in advance)

**General testing guidelines:**

- At least 50% of course evaluation should be based on oral performance.
- Students must demonstrate accurate use of structures to be mastered in spontaneous, natural language

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Additionally, students are expected to be able to communicate in natural language situations using appropriate grammar from all of the above structures. They are expected to be able to form sentences in the affirmative and negative. They are also expected to be able to ask WH (information) and yes/no questions in all verb tenses studied.