



Lincoln University COURSE SYLLABUS

Course Title: **Intensive English Program (IEP) 4-- Grammar**
Department and Number: **IEP 4**
Credit: Non-credit (60 hours)
Prerequisite(s): ESL Placement
Semester: Fall 2011 – Wednesdays, 9:00 – 12:35
Instructor: Professor William Hyman
Office Hours: By appointment, Room 407
Email: wmhyman33@hotmail.com
Revised: 8/11

Instructional Materials and References

Required text:

Printed materials assigned and/or distributed in class

Additional materials include selected stories in accessible English, relevant newspaper articles, and teacher-provided workbooks.

Recommended texts:

Dictionary, thesaurus, handbook of ESL grammar

Course Description

This course covers the basic grammatical structures using an intensive approach that aims at greater accuracy and speed on the part of the students. The students will be able to process longer, more complex sentences with more ease and fluency. Special attention will be given to the difference between appropriate written English and the spoken forms used in everyday conversations.

Course Objectives

Students will be able to speak and write grammatical English. They will be required to demonstrate their progress through quizzes and written assignments.

Instructional Methods

The course will include lectures and discussions. Students will develop grammar skills in natural, meaningful contexts guided by the instructor as needed. The instructor will correct and comment upon student discussions and presentations with emphasis on grammar in meaningful personal, social, cultural and academic contexts.

A cooperative learning by doing model is employed. A safe, interactive learning environment will be created. Small group and individual discovery exercises and presentations will augment more formal presentations, discussion and applications.

The course sessions will include A/V-augmented presentations and discussions using text-based and other topically related slides and relevant audio/video/web resources), written and oral classroom exercises applying course concepts, small group and classroom discussions, student presentations of individual and group assignments based on course units, with emphasis on engaging students in learning by doing.

Topical Outline

Grammar study will be contextualized in areas of immediate personal, social, cultural and academic relevance. Specific grammar skills will addressed. Grammar topics include: present, past, future, present perfect and past perfect tenses, simple and continuous tenses, negative and interrogative forms, appropriate use of adjectives, adverbs, gerunds, infinitives and modals.

SCHEDULE

Session	Date	Topics
1	8/24/2011	Introduction

2	8/31/2011	Progressive Grammar Skills Development (PGSD), structural, functional, prescriptive and descriptive. Student/course/instructor-directed
3	9/7/2011	PGSD 2
4	9/14/2011	PGSD 3
5	9/21/2011	PGSD 4
6	9/28/2011	PGSD 5
7	10/5/2011	PGSD 6
8	10/12/2011	PGSD 7
9	10/19/2011	PGSD 8
10	10/26/2011	PGSD 9
11	11/2/2011	PGSD 10
12	11/9/2011	PGSD 11
13	11/16/2011	PGSD 12
	11/23/2011	Fall Recess
14	11/30/2011	PGSD Review
15	12/7/2011	Post Testing

Assessment Criteria & Method of Evaluating Students

Students will be quizzed periodically, both formally and as indicated by individual and class requirements. Throughout student progress in grammatical, communicative English during exercises, discussions and presentations will be carefully guided and evaluated.

Overall student progress evaluation will be assessed through relevant assignments and class exercises. Formal and informal exercises and quizzes will be conducted when appropriate. Learning outcomes and recommendations for progression will be assessed through individual profiles and post test results.

GRADING

Discussions: 40%, Quizzes: 30%, Written assignments: 30%

All results of oral and written performance will employ a numerical scoring system that is convertible to grades as indicated below.

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

Notes:

Revisions to the schedule will be announced in class as needed. Class attendance is required. Coming on time, remaining in the classroom according to the break and dismissal schedule is part of the regular attendance requirement. Class participation is encouraged for enhanced learning through applied content, group interactions, and individual and small group presentations. Cell phones should not be active during class sessions.