

## Grammar 3

Austin Community College  
Course Description & Syllabus  
ESOL 0397-000-00000 COMX 4097-000-00000

Instructor Information:		Course Information:	
Instructor:		Semester/Year:	
Email:		Phone:	
Class Time/Day:		Office Hours:	
Class Location:		Office Hours Location:	<i>Location of office or means of accessing virtual office hours</i>
		Other Office Hours	By appointment

*Include information on how conferences outside of office hours can be arranged, such as the following.*

You do not need an appointment to meet me during office hours. Just stop by! If the scheduled hours do not work, we can set up a meeting either in person or through Zoom. To schedule a meeting outside of office hours, please speak with me after class or email me at the above address.

*Also include other avenues for contacting the professor, as appropriate (if any) (e.g., Remind)*

*As a general rule, instructors should avoid interacting with students through social media or providing personal phone numbers. One suggestion to use for texting is Remind (<https://www.remind.com/>).*

### Required Texts/Materials/Software/Accounts:

*Instructors should update this section with their own textbook choice and technology requirements. Be sure to include the ISBN for your textbook.*

- *Grammar in Context, Book 3 - With Access.* 7th edition. Sandra N. Elbaum. Cengage, 2019. ISBN 9780357140512.
- A computer or smartphone with web browser (like Chrome or Safari), for accessing our online workbook.
- ACCeID (activated) with password to log on to our class Blackboard page.
- ACC email address.

### Suggested Materials:

*Instructors can update this section with their own suggestions.*

- 3-ring binder, paper, pencils/pens
- Remind app (for Android or iPhone) -- to contact me via text message.

### Course Description and Rationale:

- Credit Hours: 3
- Classroom Contact Hours per week: 3

In Grammar 3, students will review basic and intermediate verb tenses and structures using standard English grammar. This is the third course in a series designed to give students opportunities to use grammar in both academic and nonacademic contexts. This course may be repeated for up to 6 hours of credit. Upon successful completion of ESOL 0397, students can register for ESOL 0398 / COMX 4098 / IEP 0294: Grammar 4. Grammar 3 also serves as a pre/corequisite for Writing 3. Open only to nonnative English speakers.

Traditional credit students who pass Grammar 3, Reading and Vocabulary 3, and Writing 3 with a B or higher can register for the ESOL NCBE + English 1301 corequisite pairing, bypassing Level 4 ESOL courses.

*In addition to the above, if there is a required service-learning or other activity outside of class, that should be mentioned in the course description section, as well other general information that seems appropriate.*

### **ESOL Grammar Program Curriculum:**

The ESOL Department's full curriculum across the four grammar levels is found at the link [here](#). This grammar curriculum is also posted on our Blackboard page.

*(Instructors should also post the [grammar curriculum](#) on Blackboard.)*

*Note: Because students can join Level 3 by placing in through the ESOL Assessment, instructors cannot assume students enter the class with knowledge of any grammar terms. Some students' knowledge of Grammar 2 structures might only be unconscious/intuitive. For this reason, instructors should not assume entering students are fully comfortable with Level 2 grammar. They may indeed need to "remind" students of some Grammar 2 points as they introduce Level 3 grammar.*

### **Prerequisites:**

**Required:** A grade of C or better in Grammar 2 (ESOL 0396/COMX 4096) or placement in Grammar 3 through the ESOL Assessment Test.

**Recommended:** Co-enrollment or a grade of C or better in Reading and Vocabulary 2, Writing 2, and Oral Communication 2 or placement in Level 3 or higher on the ESOL Assessment Test for those skills.

### **Student Learning Outcomes:**

Upon successful completion of this course, students will:

1. Define basic parts of speech/grammatical structures and identify them in sentences - review nouns, verbs, adjectives, adverbs, pronouns, prepositions, subjects, objects, clauses, phrases, transitive, intransitive; add coordinating and subordinating conjunctions, independent and dependent clauses;
2. Accurately conjugate and combine verb forms:  
Review
  - simple present
  - present progressive
  - simple past
  - past progressive

- future
- present perfect
- present perfect progressive
- present, past and future modals

#### Introduce

- past perfect and past perfect progressive
  - additional past modals
3. Describe the rationale for the use of each verb tense;
  4. Create sentences which include the proper verb tense for the context;
  5. Demonstrate appropriate use of the passive voice and accurately convert active sentences to passive sentences and vice-versa.
  6. Create sentences which include the proper use of gerunds and infinitives.
  7. Create sentences which include the proper use of coordinating and subordinating conjunctions;
  8. Create sentences which include the proper use of conjunctive adverbs and other transitions to connect ideas/sentences;
  9. Create sentences which include the proper structuring of restrictive and nonrestrictive adjective clauses.

#### **Program Learning Outcomes:**

Students who complete courses in the ESOL program will read, write, and speak English in academic, professional, and social contexts, allowing them to function proficiently in a multicultural, multilingual society.

#### **Instructional Methodology:**

*Faculty should modify this section to match their methodology and course mode.*

Lecture and grammar practice activities, including in-class partner/small group work and at-home online grammar activities. This class is an online synchronous class.

#### **Distance Education**

*This section is provided by ACC and should be included as is, but only for online or hybrid courses. It should be omitted for in-person courses.*

Students new to distance education are encouraged to review the ACC Distance Education General Information available at <https://online.austincc.edu/faq/>. Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration.

#### **Student Technology Support:**

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. For more information, including how to request a device, visit <http://www.austincc.edu/sts>.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using

Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit <http://www.austincc.edu/sts>.

### Grading System:

*Faculty should modify this section to match their grading criteria. Attendance/Participation can be worth no more than 10% of the course grade.*

To pass the course, students must score 70% or higher on their quiz average OR on their final exam. Students who score below 70% on their quiz average AND final exam will receive a non-passing grade (IP, D, or F, depending on attendance and coursework).

Students who have a passing score on their quiz average OR final will receive a course grade based on the categories below:

Grading:		Grading Scale:	
30%	Online Workbook/Grammar Journal/Other Homework -- lowest dropped	A =	100-90%
10%	Grammar Journal	B =	80-89%
40%	Grammar Quizzes (7) -- lowest dropped	C =	70-79%
20%	Final Exam	D =	65-59%
		F =	Below 65
		IP =	In Progress*

\* The IP (In Progress) grade is for students who come to class and do their work but do not meet the criteria to pass the course. If you receive an IP grade, you must repeat the course.

### Coursework Details:

- **Homework** will consist mostly in online workbook assignments. It will also include supplemental exercises from our textbook and elsewhere.
- In the **grammar journal**, students will write short informal compositions that use the grammar structures we are studying in class.
- **Quizzes and exams** may include multiple choice, fill in the blank, error correction, matching, and short answer questions.

### Course Policies:

#### Attendance/Class Participation

*Instructors can use the following statement or add their own policy. The attendance policy must comply with departmental guidelines: Students in 16 and 12-week courses may be dropped after 4 absences and students in 8-week courses may be dropped after 3.*

Regular and timely class participation in discussions and completion of work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. Arriving late or leaving early will be counted as partial

missed classes. The missed minutes will be totalled and can eventually equal a full missed class or more.

Students who miss the equivalent of 4 class periods will be at risk of being withdrawn.

Doctor's appointments, court dates, work for other classes, changes in work schedules, and transportation or child care issues all count as absences.

*Here is one idea about how to include attendance/participation in grading. If you choose to use it, note that you only need to include the statement below that matches your course length.*

**Instructors may add the following for 16-week and 12-week courses:**

Students who have no more than one (1) absence AND participate actively will receive a two (2)-point increase to their final grade average. Starting at the third absence, each absence will result in two (2) points being deducted from your final grade average. After the third absence you will need to meet with me to discuss your situation. Four (4) absences may result in withdrawal from the course.

**Instructors may add the following for 8-week courses:**

Students who have no more than one (1) absence AND participate actively will receive a two (2)-point increase to their final grade average. Starting at the third absence, each absence will result in three (3) points being deducted from your grade average. After the second absence you will need to meet with me to discuss your situation. Three (3) absences may result in withdrawal from the course.

**Withdrawal Policy**

*This statement is provided by ACC and should be kept as is.*

It is the responsibility of each student to ensure that his or her name is removed from the rolls should s/he decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should s/he feel it is necessary. If a student decides to withdraw, s/he should also verify that the withdrawal is recorded *before* the Final Withdrawal Date. **The Final Withdrawal Date for this semester is [insert date here].** The student is also strongly encouraged to keep any paperwork in case a problem arises.

Credit students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a "W") from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Credit students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals.

**Missed Exam and Late Work Policies**

*Instructors can modify this section to match their policies.*

For the group to work efficiently and for the individual students to make good progress, it's important for homework, quizzes, and exams to be completed and turned in on time.

- Due dates for homework, quizzes, and tests are posted on Blackboard.
- You can only make up assignments you miss if an absence is excused. To have your absence excused, you need to contact me before class, either by phone or email, and tell me why you will be absent.
- Any assignment turned in after the due date will receive a grade penalty. Late homework will be accepted ONLY the next class period and will receive a grade no higher than 70.
- **Generally, there are no makeups for missed quizzes.** Exceptions may be made at the discretion of the instructor.
- Do your best NOT to miss an exam. If I agree that your absence was unavoidable, I will give you a chance to make up a missed exam.
- All students will be allowed to drop ONE homework grade and ONE quiz grade.
- If you must be absent on a day when a major assignment is due, be sure to contact me before class begins if possible.

### Incompletes

**This statement is provided by ACC and should be kept as is.**

An incomplete (grade of "I") will only be given for extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor. This date may not be later than two weeks prior to the end of the following semester. A grade of I also requires completion and submission of the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.
3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.

4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.
5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted."

#### **Cell Phones (for in-person classes)**

Instructors can modify or omit this section to match their policy. The statement here applies to in-person classes.

These devices can be disruptive in class. As a courtesy to your classmates and your teacher, please have them on SILENT during class. *They must not be on the desk or in your pocket.* Please have them in a bag where they are out of sight.

#### **Camera/Microphone (for online classes)**

Instructors can modify this section to match their policy. This statement should be omitted for in-person courses.

- *Keep your camera on and your face visible during class.* These practices help with class participation. If you need to briefly turn your camera off, that's fine, but plan to have it on during class.
- *Keep your microphone on mute when you are not speaking.* Background noise can be distracting to other students.

#### **Important Dates**

This section is optional. Dates can be found on ACC's [Important Dates page](#).

- First Day of Class: [Tuesday, August 22, 2023](#)
- [Spring Break/Thanksgiving/etc:](#)
- Last day of Class: [Thursday, December 7, 2023](#)
- Last day for 70% refund: [Monday, September 11, 2023](#)
- Last day for 25% refund: [Monday, September 18, 2023](#)
- Last day for withdrawals: [Thursday, November 16, 2023](#)

#### **Course Outline/Calendar**

Instructors should modify this section to match their course length, textbook choice and course plan. A statement like the one after the chart, indicating that changes are possible, is highly recommended. Edit that after-chart statement to conform with your communication methods.

Week	Dates	Topics	Chapters in Textbook	Major Assignments
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1		Introductions, diagnostics, syllabus & calendar; Review of tenses	Unit 1	
2		Simple Present, Present Continuous, Future, and Simple Past tenses	Unit 1	Quiz 1
3		Present Perfect and Present Perfect Continuous tenses	Unit 2	
4		Active and Passive	Units 2, 3	Quiz 2
5		Active and Passive cont.	Unit 3	
6		Past Continuous, Past Perfect, and Past Perf Cont. tenses	Unit 4	Quiz 3
7		Modals and Related Expressions	Units 4, 5	
8		Modals and Related Expressions	Unit 5	Quiz 4
9		Past modals	Unit 6	
10		Adjective Clauses	Units 6, 7	Quiz 5
11		Adjective Clauses cont.	Units 7	
12		Adverb Clauses and Sentence Connectors	Unit 9	Quiz 6
13		Noun Clauses and Direct/Indirect Speech	Units 9, 10	
14		Noun Clauses and Direct/Indirect Speech cont.	Unit 10	Quiz 7
15		Review/Catch up		
16		Review and Final Exam		Final Exam

Please note that schedule changes may occur during the semester. **Any changes will be announced in class and posted as a Blackboard Announcement.**

### ESOL Tutoring

You are not alone! Tutoring with ESOL tutors is available in person and online. You can get more information at the link [here](#) and on our Blackboard page.

### Suggestions for Being a Successful ESOL Student

**This section is optional and can be edited to suit course and instructor style.**

- 1) **Attend every class from start to finish.** Don't miss any important activities or information.
- 2) **Meet your fellow students and study in groups.** You'll learn best from teaching and learning from each other.
- 3) **Plan to give class all your energy** for the entire period. Don't be distracted by your phone or anything outside of class.



- 4) **Ask questions.** Students enter the ESOL program from a wide range of backgrounds, and you are not expected to know anything.
- 5) **Have an opinion.** Learn how to support your opinions with logic and evidence. Be ready to respectfully hear and consider opinions you may disagree with. We are a diverse group, and you can learn a lot by hearing from others with different perspectives.
- 6) **Turn in all homework on time and completed.** This will ensure you pass the class and help you avoid the anxiety of getting behind in your work.
- 7) **Organize your coursework** so you know what you need to do and can find handouts and reading material easily.
- 8) **Plan when and where to study.** Choose a place without distractions, where you are comfortable and have all the supplies you need.
- 9) **Once you've made your plan, just do it.** Don't rethink your plan. Don't procrastinate.
- 10) **Take care of yourself physically and mentally.** Eat healthy food. Get enough sleep and exercise. Spend time with people who support you and want you to succeed.
- 11) **Dress in layers so you won't be cold or hot.** Sometimes the classroom is warmer or colder than you would expect it to be.

### College Policies

The most recent college policies must be provided, either as text or a with a hyperlink.

ACC has college policies related to the following areas. A link to these is available on our Blackboard page and [here](#).

Health & Safety Protocols	Safety Statement
Statement on Academic Integrity	Campus Carry
Student Rights & Responsibilities	Discrimination Prohibited
Student Complaints	Use of ACC email
Statement on Privacy	Use of the Testing Center
Recording Policy	Student Support Service

*Faculty may consider adding a student sign-off page at the end of the syllabus to be removed and handed back to the instructor providing evidence that the student received a copy of the syllabus and had an opportunity to ask questions, but such a page is optional. Alternatively, instructors may set up a Google Form to collect such acknowledgments.*