## ESL 80: Grammar and Writing

**Course Description:** Students in ESL 080 will develop their grammar and writing skills. Students will write on a wide range of subjects, ranging from personal and popular topics of interest to more academic topics.

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<tr>
<th>LEVEL</th>
<th>COURSE GOALS</th>
<th>COURSE OBJECTIVES</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Students successfully completing the A1 course level can:</td>
<td>The specific elements taught through content and activities. Students will:</td>
<td>Student’s ability will be determined through assessments of learning outcomes from each of the following areas. Students can:</td>
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|       | write about everyday aspects of his/her environment, e.g. people, places, a job or study experience using a series of simple phrases and sentences linked with simple connectors like ‘and’, ‘but’ and ‘because.’ | apply knowledge of basic rules of punctuation and capitalization. | Writing - Creative Writing (CW)  
CW1. write simple sentences about themselves, their families, living conditions, background, present or most recent jobs.  
CW2. write about everyday aspects of their environment (e.g. people, places, a job or study experience) in linked sentences.  
CW3. write very short, basic descriptions of events, past activities, and personal experiences. |
|       | write with overall grammatical competence at the A1 level. | apply knowledge of simple tenses (past, present and future) and the present continuous tense. |  
|       | describe events or situations using appropriate verb tense structures for this level. | develop vocabulary in order to write about familiar topics. | Students will demonstrate control of each of the following in their writing: |
|       | | increase awareness of grammatical structures and how they are used. | Grammar Constructions In Context (GCIC)  
GCIC1. use the following constructions accurately in writing:  
- Simple present and present continuous  
- Be and Have  
- Subject and object pronouns  
- Prepositions of place, time  
- Nouns: singular/plural/possessives  
- Frequency adverbs  
GCIC2. demonstrate control of the following:  
- Correct word order  
- Descriptive adjectives  
- Can copy words with correct spelling  
- Punctuation needed for this level. |
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| A2    | write coherent and cohesive sentences on a range of familiar subjects | develop ability to write a variety of simple and compound sentence structures. | **Writing – Creative Writing (CW)**  
  CW1. write about everyday aspects of their environment, (e.g. people, places, a job or study experience) in linked sentences.  
  CW2. write short, basic descriptions of events, personal experiences, and past activities.  
  CW3. write about experiences, describing feelings and reactions in simple connected text. |
|       | write with overall grammatical competence at the A2 level. | develop an organized paragraph that describes a familiar subject. | **Writing – Reports and Essays (WRE)**  
  WRE1. write brief accounts in a standard conventionalized format. |
|       | describe events or situations using appropriate verb tense structures for this level. | increase awareness of grammatical structures and how they are used. | Students will demonstrate control of each of the following in their writing:  
  **Grammar Constructions In Context (GCIC)**  
  GCIC1. use the following constructions accurately in writing:  
  • Simple present, past, and future verb tenses  
  • Questions: wh- and yes/no  
  • Modals: can, should, must  
  • Count/non-count nouns, articles  
  • Gerunds and infinitives (simple)  
  GCIC2. demonstrate control of the following:  
  • Compound and basic complex sentence structures  
  • Word order in WH- and Yes/No questions  
  • Subject/verb agreement  
  • Punctuation needed for this level |
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<td><strong>B1</strong></td>
<td>Students successfully completing the B1 course level can:</td>
<td>The specific elements taught through content and activities. Students will:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
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|       | **write** straightforward connected texts on a range of familiar subjects within their fields of interest, by linking a series of shorter discrete elements into a linear sequence. | **deliver** written work that is descriptive, argumentative, and informative. | **Writing – Creative Writing (CW)**  
**CW1.** narrate accounts of experiences and events, real or imagined, in connected text. |
|       | **write** with overall grammatical competence at the B1 level. | **gain** awareness of a basic academic essay structure (introduction, body, conclusion). | **Writing – Reports and Essays (WRE)**  
**WRE1.** write short, simple essays on topics of interest.  
**WRE2.** summarize factual information and respond accordingly. |
|       | **describe** events or situations using appropriate verb tense structures for this level. | **develop** self-editing and peer-editing skills. | Students will demonstrate control of each of the following in their writing: |
|       |                                                       | **increase** their awareness of grammatical structures including subject-verb agreement, verb tenses, syntax, sentence types, and sentence boundaries. | **Grammar Constructions In Context (GCIC)**  
**GCIC1.** use the following constructions accurately in writing:  
• Simple, continuous, and perfect forms of present, past, future verb tenses  
• Gerunds and infinitives  
• Conditional forms: real (future) and unreal (present)  
• Modals  
• Adjective clauses  
**GCIC2.** demonstrate control of the following:  
• Simple, compound, and complex sentence structures  
• Word order in affirmative and interrogative sentences  
• Subject/verb agreement  
• Sentence boundaries (including run-ons and sentence fragments) |
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<tr>
<td><strong>B2</strong></td>
<td>Students successfully completing the B2 course level can:</td>
<td>The specific elements taught through content and activities Students will:</td>
<td>Student’s ability will be determined through assessments of at least one learning outcome from each of the following areas. Students can:</td>
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|       | write clear, detailed texts on a variety of subjects related to their fields of interest, synthesizing and evaluating information from a number of sources. | structure a well-developed essay or report of at least 2 pages. | Writing – Creative Writing (CW)  
**CW1.** write clear, detailed descriptions of real or imaginary events and experiences, which follow established conventions of the genre. |
|       | describe events or situations using appropriate verb tense structures for this level. | develop self-editing and peer-editing skills. | Writing – Reports and Essays (WRE)  
**WRE1.** write a well-developed essay or report with details that support the controlling idea.  
**WRE2.** support an opinion with at least one outside source. |
|       | write with overall grammatical competence at the B2 level. | synthesize, paraphrase, and summarize information to support the controlling idea (thesis) in an academic essay. | Students will demonstrate control of each of the following in their writing: |
|       |       | increase their awareness of grammatical structures including subject-verb agreement, verb tenses, syntax, complex sentence types, and sentence boundaries. | **Grammar Constructions In Context (GCIC)**  
**GCIC1.** use the following constructions accurately in writing:  
- Gerunds and infinitives (advanced)  
- All conditional forms (real and unreal)  
- Noun clauses, including reported and quoted speech  
- Active and passive constructions  
- All verb tenses |
|       |       | recognize  
- Prepositions  
- Article usage  
- Phrasal verbs  
- Word forms | **GCIC2.** demonstrate control of the following:  
- Compound and complex sentences  
- Subject/verb agreement  
- Punctuation as needed  
- Parallel structure  
- Sentence boundaries (with no run-ons, comma splices, or sentence fragments) |
|       |       | analyze subject/verb agreement, verb tenses, word order in phrasal verbs, sentence boundaries. | |