I. **Course Description**

   English III. Functional Grammar and Composition. 3(3, 0). This course gives the students, regardless of areas of specialization, the opportunity to improve themselves in the written and oral areas of communication so that they will be able to function adequately after graduation. Attention is also given to the development of such reading skills as comprehension, vocabulary, and speech. (F, S)

II. **Course Objective and Rationale**

   English III is designed to provide assistance to students who have failed the English Proficiency Examination. The primary goal of this course is to help students to write acceptably. Students will acquire critical and practical knowledge in the areas of oral and written communication skills. Emphasis will be placed on essay development, reading comprehension, vocabulary improvement, grammar, usage and mechanics.

III. **Course Competencies**

   At the completion of English III, the students will be able to:

   1. Develop well-organized essays of multiple paragraphs.
   2. Increase vocabulary by studying roots, prefixes and suffixes.
   3. Develop thesis statements that are unified, restricted and precise.
   4. Compose effective sentences.
   5. Compose essays using different modes of development.
   6. Demonstrate mechanical correctness and accuracy in writing.
IV. Expected Measurable Outcomes

1. Given a broad topic, the students will be able to restrict the topic and thesis statement to develop a full-length essay of multiple paragraphs.

2. Given tests or exercises on grammar, usage, and mechanics, the students will perform with 70% accuracy by the end of the semester.

3. Given different modes of development, the students will write six well-developed essays.

4. Given different writing assignments, the students will be able to compose effective sentences to express their ideas.

V. Outline of Course Context

A. First Week
   1. Diagnostic essay
   2. Diagnostic grammar usage test

B. Unit One – Focus on Paragraphs
   1. Writing a Paragraph  Page 3
   2. Fine-Tuning Your Paragraph  Page 20

C. Unit two – Patterns of Paragraph Development  Page 37
   1. Exemplification  Page 39
   2. Narration  Page 45
   3. Process  Page 58
   4. Cause and Effect  Page 65
   5. Comparison and Contrast  Page 72
   6. Classification  Page 80
   7. Definition  Page 86
   8. Argument  Page 93

D. Unit 3 – Focusing on Essays  Page 101
   1. Writing an Essay  Page 103
   2. Introductions and Conclusions  Page 127
   3. Patterns of Essay Development  Page 138
      a. Exemplification  Page 138
      b. Process  Page 156
      c. Cause and Effect  Page 162
      d. Comparison and Contrast  Page 168
      e. Classification  Page 174
      f. Definition  Page 180
      g. Argument  Page 185
E. Unit 4 – Writing Effective Sentences
   1. Writing Compound Sentences Page 206
   2. Writing Complex Sentences Page 218
   3. Achieving Sentence Variety Page 229
   4. Using Parallelism Page 246
   5. Using Words Effectively Page 255

F. Unit 5 – Solving Common Sentence Problems Page 271
   1. Run-ons and Comma Splices Page 273
   2. Subject-Verb Agreement Page 297
   3. Illogical Shifts Page 311
   4. Dangling and Misplaced Modifiers Page 324

G. Unit 6 – Understanding Basic Grammar Page 337
   1. Verbs: Past Tense Page 339
   2. Verbs: Past Participles Page 350
   3. Nouns and Pronouns Page 364
   4. Adjectives and Adverbs Page 388

H. Unit 7 – Understanding Punctuation, Mechanics and Spelling Page 419
   1. Using Commas Page 421
   2. Using Apostrophes Page 435
   3. Understanding Mechanics Page 444
   4. Understanding Spelling Page 458

I. Unit 8 – Reading Essays
   1. Reading Critically Page 479
   2. Exemplification Page 481
      Ellen Goodman “The Suspected Shopper” Page 494
   3. Process
      Russell Baker, “Slice of Life” Page 508
   4. Cause and Effect
      Laurence O. Graham, “The Black Table Is Still There” Page 513
   5. Comparison and Contrast
      John Gray, “Men are from Mars, Women are from Venus” Page 523
   6. Argument
      Martin L. King “I Have a Dream” Page 544

VI. Library Assignments

The students will develop argumentative papers based upon research to support major issues.
VII. Computer Assignment

Students will use the electronic media to access Exercise Central, a collection of grammar exercises. This assignment will help students improve areas in grammar. The assignment will help students improve problem areas in grammar. The multiple exercises sets on every grammar topic, at a variety of levels, to ensure that students get as much practice as they need. Customized instant feedback turns skills practice into a learning experience, and the reporting feature allows both students and the instructor to monitor and access student progress.


VIII. Method of Evaluation

The following activities are requirements for successful completion of the course.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodic Tests and Exercises</td>
<td>25%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Compositions</td>
<td>50%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

100%

NOTE: All students must make a minimum grade of “70” in order to Pass this course; therefore, the only assigned grades will be “P.”
Bibliography


