

## ***Writing in English – High Beginning+***

For nonnative writers of English, problems with grammar and syntax can cause communication problems in written communication like email. ***Writing in English - High Beginning+***, the electronic textbook for this course, focuses on common grammar/syntax errors for nonnative writers of English. Rules targeting those errors are presented in a series of interactive presentations followed by interactive, scored practices to reinforce the concepts. Text translations are available in multiple languages.

The co-author of this electronic textbook taught writing for nonnative writers of English at Stanford University. The program was first released in 2005 and co-branded by ETS®, maker of the TOEFL® and GRE® tests in 2007. It has been used by nonnative writers of English internationally and in the United States in workplace settings like the IBM research labs in Almaden, California and Watson in New York. Schools like Cal Poly Pomona and the University of South Carolina use it in their language labs. It was expanded to 2 levels and updated in 2010.

Both levels of this program have been reviewed & approved by ETS®, maker of the TOEFL® and GRE® tests.

This is a self-paced course. Students should review the course syllabus before enrolling. Each student will have up to 12 months to complete the course and meet the course objectives as outlined below.

### **Each course includes:**

- ✓ 24/7 access to the interactive, electronic textbook
- ✓ Weekly “Tips from the Author” emails with links to narrated movie files

## ***Syllabus for***

### ***Writing in English - High Beginning+ (2 CEUs)***

#### **Chapter One: Verbs**

##### **Objectives**

- Students will learn to identify verbs in sentences
- Students will learn to identify modal auxiliaries in sentences
- Students will learn to identify active and passive voice in sentences

##### **Outcomes**

- Students will be able to identify verbs, modals and active & passive voice, which is a required step before tackling correct usage, which is covered in chapter three.

#### **Chapter Two: Parts of a Sentence**

##### **Objectives**

- Students will learn to identify the subject, verb and object/complement in a sentence
- Students will learn to identify the verb and complement in commands

##### **Outcomes**

- Students will be able to identify subject, verbs & object/complements, which is a required step before tackling correct usage which is covered in chapter three.

#### **Chapter Three: Using Verbs in Sentences**

##### **Objectives**

- Students will learn to make the subject and verb agree
- Students will learn to use the correct verb tense
- Students will learn to use modal auxiliaries correctly
- Students will learn to use *do* correctly to form negative sentences and questions

- Students will learn to use active and passive voice appropriately

### **Outcomes**

- Students will be able to use verbs and modals correctly, which will reduce errors in email communication and in spoken English.

For example, using the incorrect modal in the following sentence can cause confusion and waste time required in clarifications:

**Before**

"I **would** get this done by Friday."

**After**

"I **will** get this done by Friday."

## **Chapter Four: Problems with Gerunds and Infinitives**

### **Objectives**

- Students will learn to identify gerunds and infinitives
- Students will learn to use gerunds or infinitives after verbs that require them
- Students will learn to use gerunds after prepositions
- Students will learn to use infinitives in other ways
- Students will learn to use the verb+ing correctly

### **Outcomes**

- Students will be able to use gerunds and infinitives correctly, which will reduce errors and in email communication and in spoken English.

For example, not using a gerund in the following sentence can be confusing and also undermine trust in competency:

**Before**

"I apologize for **forgot** your information."

**After**

"I apologize for **forgetting** your information."

**Successful Completion of the course will be demonstrated by satisfying the required 20 hours working in the online program & Weekly Tips from the author and completing the Final review with a minimum score of 75% (tracked by the UMS - User Management System).**

