# Noun Clauses

ESL 062.H1 (hybrid; 10 credits)

Background

**E**nglish as a **S**econd **L**anguage (ESL) 062 is the highest level of ESL offered at North Seattle College. It focuses on upper level grammar and writing.

One of the main objectives of this class is to prepare students for ENGL 097/098 and ENGL 101. It is a 10-credit hybrid course. A total of 5 credits is focused on on-line CANVAS homework and quizzes.

Below is an on-line lesson that I used when I first started to teach the class in 2016. The lesson on noun clauses was taught in the 6th week of class (out of 10 weeks). The lesson requires participation on a discussion. Students post their answers for all other students to view. They receive gentle correction and “likes” for me (instructor).

**EXAMPLE 1: LESS TRANSPARENT**

**DISCUSSION 16: Noun clauses**

Adjective clauses and noun clauses start the same way:

* *who, that, where*, etc.
* DIFFERENCE:
	+ You can remove an adjective clause, and the sentence will still make sense.
	+ Adjective clauses are often in the middle of a sentence (but not always).
	+ Noun clauses are often used to ask a question in a polite, indirect way.
	+ Noun clauses are often used to answer a question.
	+ Noun clauses are often at the end or the beginning of a sentence.
	+ ***If*** clauses can be noun clauses (but not always).
	+ Reported and quoted speech use noun clauses.
	+ Noun clauses are often in the front or back part of a sentence.
	+ Adjective clauses can be found inside noun clauses.

**EXAMPLES**

* It is where I grew up.
* I don’t think that the store is open.
* I don’t think the store is open.
* What he said is true.
* I don’t know who opened the door.
* Whomever left the door open should close it.
* Do you know what time it is?
* Could you tell me what time it is?
* She said that she watched TV every night.
* I do not know where the store is.
* I am afraid that we are all sold out.
* What she said surprised me.
* I wonder whose bike was stolen.

**UNLIKE ADJECTIVE CLAUSES:**

* *that* and *which* cannot be used interchangeably
* *that* and *who* cannot be used interchangeably

These two sentences have a different meaning:

Do you know **which** bike was stolen?

Do you know **that** bike was stolen?

Please write a sentence using a noun clause.

**EXAMPLE 2: MORE TRANSPARENT**

## **Due Date**

Draft sentences: Jan 12

Final submission: Jan 17

## **Purpose**

The purpose of this assignment is to help you understand that noun clauses are a foundation for writing in English. Noun clauses add to the variety of sentence types that you can use to write accurately and expressively. Noun clauses are essential to any form of academic or business writing, especially for presenting arguments, supporting details, and examples. Noun clauses add to the variety of sentence types that you can use to write accurately and expressively.

## **Skills**

This assignment will help you practice the following skills that are essential to your success in reading and writing in an academic environment and in professional life.

* Recognize the frequency of use of noun clauses
* Recognize the situations where noun clauses are used
* Recognize structure and placement of a noun clause
	+ Can be the subject of a sentence
	+ Can be an object of a verb
	+ Can start with *who, that,* and *which*
	+ Can also start with *if, why, how,* and *where*
	+ Placed before or after a verb (object of a verb or verb phrase)

## **Knowledge**

This assignment will also help you realize that noun clauses are a must when:

* Asking a question: Do you know who opened the door?
* Answering a question: I do not know who opened the door.
* Using reported speech: She said that she was overweight.
* Understanding modulation through reported speech: She **said** that she did not know vs She **claimed** that she did not know
* Writing argumentative essays

## **Task**

To complete this assignment, you should:

* Find a sentence using a noun clause in our current reading
* Copy that sentence into your “reply” titled submission **#1**; be sure to follow proper MLA stye
* Write a sentence using a noun clause in a question or answer and label it as submission **#2**
* Write a sentence using a noun clause in reported speech and label it as submission **#3**
	+ Use a modulating verb (as discussed in class)

## **Criteria for Success**

* You will receive five points for each sentence: **Fifteen** points total
* Submissions #2 and #3 must be of your own creation; do not copy from the internet
* Each sentence must contain proper grammar and punctuation
* Each sentence must have the noun clause underlined
* A half point will be subtracted for each grammar and punctuation error
* No credit will be given when the noun clause does not have the proper structure
* No credit will be given when a modulating verb is not used in submission #3
* After JAN 12th, you will have an opportunity to improve your score by resubmitting your sentence
* After JAN 17th, final grades will be given and correct versions of the sentences will be displayed

## **Example of a Successful Submission**

#1: “Mukhergee had always known that her sister had a different point of view of immigration policy” (Muhergee 238).

#2: Do you know what the teacher just said?

#3: Gabriella claimed that she was writing notes as the teacher talked about MLA style, but I know she was texting her boyfriend.

**KEY TAKEAWAYS**

Changes:

* Stated purpose of assignment
* Contextualized purpose of assignment
* Stated assignment and points upfront
* Too many examples were overwhelming
* Categorized of information
* Used font changes sparingly to enhances categorization of information
* Did not teach EVERYTHING—start small, expand on information later
* Contextualized examples

**MUCH MORE EXPLICIT INSTRUCTION.** With tilting, instructional text replaced examples. Especially for students learning English, bombardment with a lot of unexplained examples is off-putting.

**EXPLICIT, EXPLANATORY, AND WITH EXAMPLE.** A strong effort was made to be more explicit about the purpose of the lesson. I created objectives and real-life examples of usage.

**RUBRIC**. Expectations were spelled up upfront, along with point distribution. In the untilted example, the task requirement was last and point distribution was not clear.

**READIABILITY**. The untilted example was not easy to read. Too much text was uncategorized and bunched up. To remedy this, I sparingly used capitalization and bolding to increase readability. I eliminated most examples. It was too much. I do not have to teach every little thing about noun clauses.

**RESULT**. With tilting, almost all students submitted grade-able answers and submitted answers early. They did not wait for someone else to answer first, and I did not have to instruct them again on how to do the assignment properly.

With tilting, I could focus on correcting student output rather than on re-instruction.

The discussion ran itself with tilting. Student answers, because they were correctly input, served as tools for learning. They learned from each other.