Instructional Services · College Readiness · Intensive English

ESL Read/Write for ENGL 1301-18575

ESOL-0370

RT 2022   Section 2009   3 Credits   08/23/2021 to 12/12/2021   Modified 08/19/2021

🕐 Course Meetings

Course Modality

Online on a Schedule for the First Four Weeks and In-Person for the Remainder of the Semester

Meeting Days

MW

Meeting Times

2 - 3:15 PM

Meeting Location

Spring Branch Room 313

👤 Welcome and Instructor Information

Welcome to ESOL 0370! The aim of this course is to support your work in English 1301, by teaching you to write effectively. As such, much of the class will be devoted to reviewing English grammatical structure, punctuation, word choice and logic. We will also analyze the relationship between writing and thinking from reading published works by different authors, as well as writing, discussing, and revising your own essays.

Instructor: Cecilia Bonnor

Email: cecilia.bonnor@hccs.edu
Office: PAC 401A
Phone: 7137185022
Website: https://learning.hccs.edu/faculty/cecilia.bonnor/esol0370 (https://learning.hccs.edu/faculty/cecilia.bonnor/esol0370)

What's Exciting About This Course

The Intensive English Program provides effective learning communities for non-native English speakers to acquire language, critical thinking, and cross-cultural skills. We provide them with the necessary tools for academic, workplace, and personal success.

My Personal Welcome

Welcome to the course!

Preferred Method of Contact

Canvas email (Inbox)—preferred method of contact

HCC Email: cecilia.bonnor@hccs.edu [please use this HCC email as an 'emergency' backup contact method--always use Canvas

email, as I need to keep all class correspondence in one location]

Please contact me with questions or concerns via email at Canvas Inbox. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday.

Office Hours

Monday, Wednesday, 11:00 AM to 12:00 PM, https://hccs.instructure.com/courses/177392/external_tools/30443

🖥️ Course Overview

Course Description

A corequisite course in support of English 1301: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Core curriculum course.

Requisites

For non-native English speakers only: must qualify to take ESOL 0370. (Note: ESOL 0370 is a corequisite course with ENGL 1301. When you enroll in ESOL 0370, you will also be co-enrolled in ENGL 1301. You must take both courses together). Please carefully read and consider the repeater policy in the HCCS Student Handbook.

ESL/Intensive English Department

https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/intensive-english-esl/

📊 Student Learning Outcomes and Objectives

Course Overview for ESOL 0370

ESOL 0370 is a corequisite course in support of ENGL 1301, which is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Core curriculum course.

Core Curriculum Objectives (CCOs) for all Courses

ESOL 0370 is a support course paired with ENGL 1301, which satisfies three (3) hours of the communication requirement in the HCCS core curriculum. The HCCS English Discipline Committee and the ESOL Discipline Committee have specified that ENGL 1301 and ESOL 0370 address the following core objectives:

- Critical Thinking: Students will demonstrate creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.
- Communication: Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication.
- Personal Responsibility: Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.
- Teamwork: Students will demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Program Student Learning Outcomes (PSLOs) for all ENGL courses

Can be found at: https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/english/

Course Student Learning Outcomes (CSLOs) for ESOL 0370

Upon successful completion of ESOL 0370, the student will be able to:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution.
- Write in a style appropriate to audience and purpose
- Read, reflect, and respond critically to a variety of texts.
- Use Edited American English in academic essays

✑ Departmental Practices and Procedures

Department Specific Instructor and Student Responsibilities

As your instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be calculated
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Provide a description of any assignments
- Inform students of policies
- Provide the course outline and class calendar that will include a description of assignments
- Arrange to meet with individual students as required

As a student, it is your responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the texts
- Complete the required assignments
- Ask for help when there is a question or problem
- Keep copies of all documents, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies, including plagiarism, in the HCCS Student Handbook

Program-Specific Student Success Information

Student Success in ESOL 0370

As with any three-hour course, expect to spend *at least six hours per week* outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for written assignments. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

📙 Instructional Materials and Resources

Instructional Materials

The HCC Online Bookstore (https://hccs.bncollege.com/shop/hccs-central/page/find-textbooks) provides searchable information on textbooks for all courses. Check with your instructor before purchasing textbooks because the book might be included in your course fees.

Add Instructional Materials Here

Instructional Resources

This section of ESOL 0370 will use freely-available OERs, all of which will be posted or linked to in Eagle Online Canvas. No textbook purchase is required for the course.

Video Conferencing Tutoring Sessions (Required for Two of Three Essay Assignments this Semester): For synchronous/videoconference tutoring, use the HCC Virtual Academic Success Centers by calling 713-718-8184.3 of 15. Tutors are available Monday & Thursday: 8am-8pm, Tuesday & Wednesday: 8am-10pm; Friday: 8am-4pm, & Saturday: 9am-3pm.

See www.hccs.edu/tutoring for more information.

✔ Course Requirements

Assignments, Exams, and Activities

Type	Weight	Topic	Notes
Start Here Module Assignments	15%	Syllabus Quiz, Introductory Discussion and Syllabus Acknowledgement	The activities in this module are intended to familiarize you with the course expectations, offer opportunities to showcase your writing style, and enable you to interact with fellow classmates.
Unit One	25%	Using Writing Processes to Compose an Autobiographical Literacy Narrative	You will write about your development as a literate person. In order to do so, you will engage in small-group activities as well as an out-of-class brainstorming exercise and a more formal writing assignment where you discuss your writing process and provide an excerpt (a paragraph) from your essay. You will also practice using terms such as purpose and audience, as part of your analysis. SLOs 1, 3 and 5
Unit Two	25%	Using Writing Processes to Compose a Critical Response Essay	You will read, annotate and write about an expository text focusing on a current debate. Your essay will include a summary of the text and a thorough response that reading from your own critical thinking, personal experience, or values. This essay assignment will require incorporation of evidence from your source article and an extended response. SLOs 2, 4 and 5
Unit Three	35%	Using Writing Processes to Compose an Analysis/ Synthesis Essay	For this assignment, you will build on the response work you did in the second essay. In addition to the article you responded to in the previous assignment, you will add a second text to the conversation. Specifically, this assignment asks you to create connections between the two texts, and then synthesize them into a new perspective of your own. SLOs 1, 2, 3, 4 and 5

Grading Formula

Grade	Range	Notes
A	90 to 100	Excellent (4)
B	80 to 89	Good (3)
C	70 to 79	Fair (2)
D	60 to 69	Passing (1), except in Developmental courses
F	59 and below	Failing (0)

✳ Instructor's Practices and Procedures

Incomplete Policy

In order to receive a grade of Incomplete ("I"), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

Missed Assignments/Make-Up Policy

When you miss class, you are still responsible for the assignments due that day, announcements I made in Canvas, and information from lectures and class activities. You should read discussions and announcements to catch up, and contact another student in the course to confirm what you missed. Contact this student before you contact me; I will fill in gaps if you have questions after you have made the initial effort to catch up but can't re-teach the whole class via email to every student who has been absent

All absences "count," and you need to find a way to get assignments turned in whether you are present or not. However, if you have a serious, documented emergency, such as having an immediate family member hospitalized or being hospitalized yourself, I will work with you on making up missed work. The opportunity to make up missed work is available on a case-by-case basis and only at my discretion.

Note that students who fail to submit one or more of their essay assignments rarely pass the class.

Academic Integrity

Academic dishonesty will not be tolerated. A student who is academically dishonest is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles.

Pleading ignorance of the rules, including improper documentation (MLA, APA, etc.…) is no justification for academic dishonesty.

For the purposes of this course, plagiarism includes using another person's words or ideas as your own and/or incorporating them into your own work without quotation marks (if using exact phrasing) or appropriate acknowledgment. Collusion includes any "unauthorized collaboration with your classmates or any other students—present or past—in the completion of work that you claim as your own.

Students who plagiarize, collude, or cheat will not have an opportunity to resubmit their work and they will receive a grade of 0 for the first assignment, an F in the course for a second assignment, and a report in our Maxient system, which could lead to dismissal from the college.

NOTE: Plagiarism can also include the use of a student's prior work in another course and/or school to qualify as an assignment in part for this course. In order to use any pre-existing work, a student MUST receive permission from the instructor in order to resubmit the assignment for this course. Failure to do so will be the equivalent of plagiarism. In other words, all assignments

should be original; do not use a paper written in another class for this one. All students are responsible for following the rules and guidelines related to student conduct as outlined in the HCC Student Handbook.

Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/ (https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/)

Attendance Procedures

As this is a class with set meeting times, you are expected to attend and log into Canvas regularly. I am not going to assign an attendance grade; there are no points available simply for showing up or logging in, and likewise, I assume that if you miss a class or a login, you have a good reason. I will tell you that students who do not regularly attend or log in rarely pass the course. This is not because I penalize them, but rather because the information in the class is necessary for success in the class.

Please also note that part of your daily grades come from participating in class activities and discussion, so you cannot earn those points if you are not regularly present in class or on Canvas.

When you miss class or logins, you are still responsible for assignments due that day, announcements I made in Canvas, and information from lectures and class activities. You should read discussions and announcements to catch up, and contact another student in the course to confirm what you missed. Contact this student before you contact me; I will fill in gaps if you have

questions after you have made the initial effort to catch up, but can't re-teach the whole class via email to every student who has been absent.

Please be aware that lack of active participation in a class before the Official Day of Record will result in the PeopleSoft student system automatically dropping you from the course. I don't have any control over this system, and your only recourse is to see your advisor.

Also note that I will not withdraw you from the course if you stop attending/logging in. Because the state of Texas assigns penalties to students for course withdrawals, I expect you to make your own decision about when it makes sense to you for you to withdraw from a course.

Student Conduct

Your course grade is based on the degree to which you model professional behavior in my course. What does that mean? The following factors affect your grade:

Class discussion: participating with relevant contributions in all or most classroom discussions helps your professionalism grade. Your participations should be on topic and show your familiarity with the readings/lecture material, and your responses to other students should show that you paid close attention to what they wrote.

Respect for others: respect for people of all identities and all reasonable viewpoints will help your professionalism grade. Specifically, please be sure to use respectful language that is not perceived as racist, sexist, ableist, homophobic, transphobic, or disparaging toward the appearance, bodies, body size/shape, gender, gender identity/presentation, or sexual orientation of any person, whether or not they are in the classroom.

Avoiding disruptions: making sure that you avoid personal arguments with me or other classmates in face-to-face and online discussions and any other facet of the class. Remember to keep interactions respectful to everyone, and to focus on course materials. Private concerns about personality conflicts with others should be addressed away from official class discussions so they do not disrupt everyone's learning.

Respectfulness beyond in-class and online discussions: Please remember your professionalism is still being assessed in email, exams, and in office hours. If we are engaged in class-related communications, the expectations for professional behavior and language apply.

Instructor's Course-Specific Information

Basic Assignment Requirements: All assignments should be typed and spellchecked, at a minimum, and come to me in a readable format (no JPGs or other image files for text).

Email Policy: HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so here: https://myeagle.hccs.edu/

Note Concerning E-mail Etiquette: I will not reply to e-mail messages that do not contain the following elements: a salutation; a description of your request or concern; and signature.

Unless otherwise announced in class, two weeks is the standard length of turnover for grading major assignments.

Devices

This is an in-person course with an online component, so you need Internet access to complete course materials. If your Internet access goes down at home, remember that you have access to the HCC Libraries.

Faculty-Specific Information Regarding Canvas

This course section will use Canvas ([https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)](https://eagleonline.hccs.edu)) to supplement in-class assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Faculty Statement about Student Success

Please feel free to contact me concerning any problems that you are experiencing in this course. Your success n my class is very important to me. I am available to hear your concerns or just to discuss course topics.

Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271.

🏛 HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

Grade	Grade Interpretation	Grade Points
A	Excellent (90-100)	4
B	Good (80-89)	3
C	Fair (70-79)	2
D	Passing (60-69), except in developmental courses.	1
F	Failing (59 and below)	0
FX	Failing due to non-attendance	0
W	Withdrawn	0
I	Incomplete	0
AUD	Audit	0
IP	In Progress. Given only in certain developmental courses. A student must re-enroll to receive credit.	0
COM	Completed. Given in non-credit and continuing education courses.	0

Link to Policies in Student Handbook

Here's the link to the HCC Student Handbook https://www.hccs.edu/resources-for/current-students/student-handbook/ (https://www.hccs.edu/resources-for/current-students/student-handbook/)   In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

Link to HCC Academic Integrity Statement

https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/ (https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/)

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

https://www.hccs.edu/departments/police/campus-carry/ (https://www.hccs.edu/departments/police/campus-carry/)

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID (https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (https://www.hccs.edu/departments/institutional-equity/ (https://www.hccs.edu/departments/institutional-equity/))

Ability Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to https://www.hccs.edu/support-services/ability-services/ (https://www.hccs.edu/support-services/ability-services/)

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu (mailto:Institutional.Equity@hccs.edu)](mailto:Institutional.Equity@hccs.edu)

[http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/ (http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/)](http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/)

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

[https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/ (https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/)](https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/)

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

[https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)](https://eagleonline.hccs.edu)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: [https://www.hccs.edu/online/ (https://www.hccs.edu/online/)](https://www.hccs.edu/online/)

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course. https://eagleonline.hccs.edu/login/ldap (https://eagleonline.hccs.edu/login/ldap)

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students during office hours, and before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook (https://www.hccs.edu/resources-for/current-students/student-handbook/)

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

EGLS3

The EGLS[3] (Evaluation for Greater Learning Student Survey System (https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS[3] surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/ (https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Student Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services (https://www.hccs.edu/resources-for/current-students/tutoring/) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at https://library.hccs.edu (https://library.hccs.edu/).

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at https://www.hccs.edu/resources-for/current-students/supplemental-instruction/ (https://www.hccs.edu/resources-for/current-students/supplemental-instruction/).

Resources for Students:

https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/ (https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/)

Basic Needs Resources:

https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/ (https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/)

Student Basic Needs Application:

https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH (https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH)

COVID-19

Here's the link to the HCC information about COVID-19:

https://www.hccs.edu/resources-for/current-students/communicable-diseases/ (https://www.hccs.edu/resources-for/current-students/communicable-diseases/)

Instructional Modalities

In-Person (P)

Safe, face-to-face course with scheduled dates and times

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Online Anytime (WW)

Traditional online course without scheduled meetings

Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually

Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually

📅 Course Calendar

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Description	Deadline/ Due Date
Introduction to each other and to the course; begin discussing syllabus; familiarize yourself with Canvas	August 23, 2021
Continue discussing syllabus and course requirements; discuss critical reading strategies; preview Carol Dweck's "Brainology" article.	August 25, 2021
Work with vocabulary terms in "Brainology" article; Preview ESOL Module #1; Work with "My Five-Paragraph Theme" article **Finish the Start Here Unit by 11:59 PM**	August 30, 2021
Preview the first unit, including writing processes to compose an Autobiographical Literacy Narrative	September 1, 2021
HCC Closed in Observance of Labor Day Holiday	September 6, 2021
Official Date of Record for Regular Sixteen-Week Classes	**September 7, 2021**
Unit 1: Using Writing Processes to Compose an Autobiographical Literacy Narrative	
Continue discussing essay assignment #1; set aside time for individual writing (outlining your first essay). Complete an optional assignment on the first essay, for feedback by 11:59 PM.	September 8, 2021
Preview Flowers's article, "Revising Writer-Based Prose"; Review grammar as needed; set aside time for individual conferences. **Practice drafting a body paragraph for essay assignment #1. Note: this assignment will be due by 11:59 PM, on Thursday (TBD)**	September 13, 2021
Continue working with thesis statements, paragraph development, and works cited entry in preparation for essay #1.	September 15, 2021
Begin drafting your essay; small-group and individual conferences with the instructor; preview Ann Lamott's essay	September 20, 2021
Work with Essay #1 Rough Draft in a virtual tutoring session; submit the self-editing checklist by 11:59 PM.	September 22, 2021
Discuss handout on Reading Critically; preview the second unit on critically responding to an expository text.	September 27, 2021
Unit 2: Using Writing Processes to Compose a Critical Response Essay	

Continue discussing handout on Reading Critically; submit a practice assignment on reading for the main elements of the text, by 11:59 PM.	September 29, 2021
Work with vocabulary terms in the article for essay #2; set aside time for small-group assignment or individual writing.	October 4, 2021
Preview different types of critical responses; set aside time for individual writing.	October 6, 2021
By 11:59 PM, draft a discussion posts based on your working thesis and outline of your major points for essay #2. By doing this assignment, you will have an opportunity to check your understanding as well as to receive feedback from your classmates and me.	October 11, 2021
Set aside time for individual work on the discussion post for essay #2; complete breakout group activity on the article you are writing for essay #2.	October 13, 2021
By 11:59 PM, draft a body paragraph in connection with essay #2. By doing this assignment, you will have an opportunity to check your understanding as well as to receive feedback from me.	October 18, 2021
Discuss strategies for integrating sources and avoiding types of plagiarism; set aside time for individual work	October 25, 2021
Continue discussing strategies for integrating sources and avoiding types of plagiarism; Work on your rough draft of essay #2; set aside time for individual conferences.	October 27, 2021
Last Day to Withdraw from Regular Sixteen-Week Classes	**October 29, 2021**
Unit 3: Using Writing Processes to Compose a Synthesis Essay	
Begin discussing Essay Assignment #3; set aside time for small-group work assignment.	November 1, 2021
Continue discussing the Analysis/ Synthesis Essay Assignment in the third unit; set aside time for breakout group assignments.	November 3, 2021
Work with the Analysis/ Synthesis Essay Assignment; review grammar concepts; set aside time for individual conferences	November 8, 2021
Work on "Reading for the Main Elements in the Second Text"; review grammar as needed	November 10, 2021
Continue working on "Reading for the Main Elements in the Second Text"; set aside time for small-group discussion	November 15, 2021
Review strategies for integrating sources and ways to avoid plagiarism.	November 17, 2021

Continue reviewing strategies for integrating sources and ways to avoid plagiarism. **Draft one of your synthesis paragraphs, and upload it to Canvas by 11:59 PM (TBD)**	November 22, 2021
Discuss sample essays; and set aside time to work on your analysis/synthesis essay.	November 24, 2021
Set aside time for individual conference on essay #3; attend a virtual tutoring session on your rough draft of the synthesis essay.	November 29, 2021
Last day of Instruction for ESOL; set aside time for small-group conferences on essay assignment #3.	December 1, 2021
Set aside time for individual questions and conferences regarding the third essay.	December 8, 2021
Regular Sixteen-Week Semester Ends	December 12, 2021

☰ Additional Information

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is not able to assist you, then you may wish to contact the Department Chair.

Richard Rice, Chair

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