



Instructional Services · College Readiness · Intensive English

Adv Inter Comp-Foreign Speaker-11847

ESOL-0351

RT 2024 Section 414 3 Credits 01/16/2024 to 05/12/2024 Modified 01/13/2024

Our Vision

Houston Community College shapes the future for all students with innovative, affordable, timely, responsive, and continuously improving educational programs and services. Partnered with the communities we serve, we take a defining role in regional economic, workforce, and social development.

<https://www.hccs.edu/about-hcc/> (<https://www.hccs.edu/about-hcc/>)

Course Meetings

Course Modality

In-Person (P)

Meeting Days

Tuesdays and Thursdays

Meeting Times

1:00 pm to 3:20 pm

Meeting Location

Alief-Hayes Campus, Tuesdays, Room B123 (in class)

Tuesdays, Room B202 (at the Lab, starting on 2/2)

Thursdays, Room B 125 (in class)

Welcome and Instructor Information

Instructor: Elizabeth Coiman-Lopez

- **Email:** elizabeth.coiman-lopez@hccs.edu
- **Website:** <https://learning.hccs.edu/faculty/e.coiman-lopez/esol0351-1>

What's Exciting About This Course

This course is exciting because this course provides a review of the paragraph and its essential elements and concentrates on developing writing skills for the production of the multi-paragraph essay.

Writing is the perfect way to build your skills in a new language. You can strengthen your control of grammar and build your vocabulary. The ability to write clearly is an important life skill.

My Personal Welcome

Welcome to ESOL 0351 - Advanced-Intermediate Composition for Foreign Speakers. I look forward to our time together this semester. I look forward to helping you improve your writing skills over the next 16 weeks. Of course, if you find you are having trouble in class, the best thing to do is ask for help. I'm available after class to discuss your questions in person. So please contact me by email whenever you have a question. I am here to support your learning.

Preferred Method of Contact

HCC Email is my preferred method of contact (elizabeth.coiman-lopez@hccs.edu) or INBOX in our Canvas course. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday.

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

Course Overview

Course Description

ESOL 0351 introduces students to the basic principles of the multi-paragraph composition, focusing especially on the role of the introductory and concluding paragraphs, drafting an effective thesis statement, and organizing the composition according to a clear logical pattern.

Requisites

Prerequisite: A satisfactory score on the Accuplacer-ESL Test or successful completion Level 2 (CE Languages). Corequisite: ESOL 0349, ESOL 0350 and ESOL 0352

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ESL/Intensive English Department

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

Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

After completing the Intensive English program, the student will:

1. Produce an oral presentation exhibiting level-appropriate pronunciation and fluency
2. Demonstrate comprehension of a level-appropriate listening passage.
3. Transform simple sentences into complex ones using a variety of grammatical structures appropriate to the level
4. Compose a composition that is appropriate to the level in terms of fluency, organization, and grammatical accuracy;
5. Read and summarize a level-appropriate text.

Course Student Learning Outcomes (CSLOs)

The ESOL 0351 student will write a minimum of **2500 words** over the course of the semester.

After taking ESOL 0351, the student will:

1. Write effective paragraphs that include a guiding topic sentence, supporting sentences, and a concluding sentence.
2. Write a clear, well-organized, thesis-driven, 3-5 paragraph essays in such rhetorical modes as comparison-contrast, classification, cause and effect, problem-solution, and/or persuasion.
3. Construct complex sentences and use connecting, subordinating, and transition words appropriate to the writing genre.
4. Be able to identify and revise spelling, punctuation, and verb tense errors appropriate to the advanced-intermediate level.
5. Become accustomed to writing as an iterative process that improves through outlining, writing a rough draft, editing and proofreading, and peer review.
6. Write a response or a short essay to a text(s) that integrates the source material with correct ALA or MLA formatting.

Student Learning Objectives (SLOs)

Students will:

- 1.1 Identify the features of a good topic sentence.
- 1.2 Write a strong topic sentence with a controlling idea.
- 1.3 Use descriptive language to support a main idea.
- 1.4 Write a structured paragraph clearly signaling main points and supporting details.
- 1.5 Write paragraphs that use different kinds of strategies for supporting an idea, including details, examples, facts, and research data.
- 1.6 Formulate an idea in different words to emphasize or explain a point.
- 1.7 Explain a term in a text using synonyms, definitions, or examples.
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- 2.1 Write a minimum of 2,500 words over the course of several essays. Initial essays may be 200-300 words, but the length should increase to 500-600 words per essay by the end of the semester.
- 2.2 Read examples and evaluate the effectiveness of a simple descriptive essay, argumentative, compare-contrast essay, and other types of essays.
- 2.3 Compose a thesis statement informed by a clear purpose.
- 2.4 Write an introduction to a multi-paragraph essay.
- 2.5 Write a structured text clearly signaling main points and supporting details.
- 2.6 Write a conclusion to a multi-paragraph essay.
- 2.7 Develop an introductory understanding of unity and coherence.
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- 3.1 Read paragraphs or short essays to identify and discuss transition, connecting, and subordinating words used to connect and/or signal relationships between ideas.
- 3.2 Produce compound sentences, using the seven coordinating conjunctions as well as conjunctive adverb sentence connectors.
- 3.3 Produce complex sentences using a variety of subordinating conjunctions based on the writing assignment.
- 3.4 Produce complex sentences using adjective (relative) and noun clauses.
- 3.5 Produce complex sentences using adverb clauses.
- 3.6 Clearly signal cause and effect relationships in a structured text.
- 3.7 Contrast two ideas by using discourse markers.
- 3.8 Correctly spell level-appropriate vocabulary used in compositions.
- 3.9 Apply rules for capitalization and punctuation.
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- 4.1 Be guided through the process of identifying and correcting errors at the start of the course.
- 4.2 Be able to identify and more effectively revise spelling, punctuation, and verb tense errors as the semester progresses.
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- 5.1 Learn the techniques and the importance of pre-writing activities to generate ideas.
- 5.2 Organize a draft by preparing a well-formatted outline.
- 5.3 Be guided through a process to edit, proofread, and revise.
- 5.4 Write multiple drafts of an essay by the end of the semester.
- 5.5 Be guided through the peer review process and be able to give and receive peer feedback.
- 5.6 Become familiar with the use of rubrics, which the instructor will use to grade writing assignments.
- 6.1 Paraphrase short samples of text.

- 6.2 Summarize an essay or article on a familiar topic.
- 6.3 Write a simple essay that uses one or two instructor-provided sources, which will be read and discussed.
- 6.4 Write a response to an academic text giving opinions.
- 6.5 Be guided through and then appropriately use the basic, introductory components of MLA or APA, e.g., correctly formatting an academic paper, a bibliography, and very basic in-text citations

Departmental Practices and Procedures

Department Specific Instructor and Student Responsibilities

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 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
- Attain a raw score of at least 50% on the departmental final exam

Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

Program-Specific Student Success Information

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

Instructional Materials and Resources

Instructional Materials

The [HCC Online Bookstore \(https://hccs.bncollege.com/shop/hccs-central/page/find-textbooks\)](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.

Great Writing 3: From Great Paragraphs to Great Essays AND Online Workbook

- **Author:** Keith S. Folse; Elena Vestri; David Clabeaux
- **Publisher:** National Geographic
- **Edition:** 5th
- **ISBN:** 9780357021071

This ISBN is for a package--the book and access to an online workbook. Be sure that you purchase the correct ISBN.

Course Requirements

Assignments, Exams, and Activities

Type	Weight	Topic	Notes
In-Class Written Assignment	60%		<p>Students will have at least five graded writing exams and a final writing exam. A mid-term essay is optional. Some writing exams will require revisions.</p> <p>We will write 1 paragraph and 4 essays throughout the semester. These writing will consist of many assignments (pre-writing, outlining, rough drafts, peer editing, and final drafts) and will be graded holistically.</p> <p>Students might use Respondus Lockdown Browser software to take some of their exams.</p>

Type	Weight	Topic	Notes
Homework/ Online Book / Canvas Quizzes	20%		In-class activities may include weekly writing assignments, writing or completing work covered in class such as revising essays, writing outlines, or writing essays in whole or in part. Students will also do exercises in their online workbook from the publisher. Students will complete exercises in Canvas. In addition to the more formal essays, you will be doing a great deal of more informal or practice writing activities. These writing activities will include discussion posts, journaling, and timed writing. The practice writing activities will help you become a stronger writer. This category also includes chapter quizzes and online workbook activities.
Final Exam	20%		Timed in-class Essay Writing.

Grading Formula

Grade	Range	Notes
A	90-100	Excellent
B	80-89	Good
C	70-79	Fair
IP/F	0-69	Failing. Needs to retake the course.

* 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

Please follow the course schedule. All graded activities have clear deadlines available on Canvas. It is very important for you to dedicate enough time each week to study, write, and complete the activities. If you face a challenge or an emergency, please contact me and we will work together to find a solution.

MISSED EXAMS: Exams may only be made up only if the student provides third-party documentation of an emergency that took place on the test date (i.e. doctor's note, police report, etc.) within three (3) calendar days of the exam date.. It is the student's responsibility to provide this documentation to the

teacher and to set up a make-up date outside of class time on the first day they are back in class. If they do not, no make-up will be allowed. A make-up is only for a MISSED exam, it is NOT a retake of an exam because a student was unhappy with their grade.

MISSED HOMEWORK: Remember, your assignments for this class are all available starting on the first day of class and they are all turned in through Canvas, so you can work ahead if you need to, and even if you are absent on the day an assignment is due, you can still turn it in on time. MAKE SURE YOU KEEP UP WITH THE DUE DATES ON THE ASSIGNMENTS.

Academic Integrity

All work submitted in this course must be your own. Intellectual honesty is vital to an academic community and for me to evaluate your work and give feedback to strengthen your academic communication skills.

I have two important policies:

1. I encourage you to discuss your learning and course assignments with peers, me, and HCC tutors. However, I expect that all work is your own.
2. You MUST HAVE PERMISSION to use translation tools and ChatGPT or other Artificial Intelligence (AI) composition software, including Grammarly Premium, Quill Bot, Bing AI, Chat GPT, and other similar editing options.

The Intensive English Program considers unauthorized use of AI TO BE CHEATING because you are relying on something else to do your thinking and writing for you. You are in my class to develop your communication and critical thinking skills. You cannot do that when you rely on Artificial Intelligence.

Any form of cheating (including plagiarism and collusion) in this course is not tolerated. Any form of cheating (including plagiarism) on an assignment or exam will result in a grade of zero (0). Please note: using your textbook, notes, or any

website other than Canvas, or consulting with another individual during a test is considered cheating. More than one instance of scholastic dishonesty (cheating, plagiarism, collusion) will result in a final grade of F for the course. Instances of scholastic dishonesty will also result in a referral to the Dean of Student Services. See the link below for more details.

As your instructor, I reserve the right to submit your work to plagiarism checking software. In this class, your writing assignments will be submitted online and will be checked by TURNITIN.com for plagiarism. Any copying found will cause your paper and test to fail (zero points) and a Maxient report to be filed for the first offense. You will have to meet with the dean. A second offense will be grounds for getting withdrawn from the class or an "F" as your final grade for the total class.

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/studentprocedures> (<https://www.hccs.edu/studentprocedures>)

Attendance Procedures

Our in-person class sessions on Tuesdays & Thursdays are **MANDATORY** for this course. **Attendance will be taken.** Students are expected to attend every class sessions, be on time for the start of class, and not leave early. Students are allowed 10 hours (4 days) of absence throughout the semester. If a student is absent for more than 10 hours FOR ANY REASON throughout the semester, they may be dropped from the class for non-attendance. If the student is dropped before the final withdrawal date, their grade will be a W (withdrawn). If dropped after the final withdrawal date, their grade will be an IP. Students on an F1 visa who are dropped for non-attendance will be out of status on their visa because they will no longer be enrolled in 12 credit hours of classes; therefore, it is extremely important you do not miss class.

America is a very punctual country - we start and end things on time. You are expected to show up for each class session on time and stay until the end of class. If you are **more than 10 minutes late** or **if you leave early**, you **will be marked absent for class that day**. Absences due to tardiness or leaving early will count as one of the two days you are allowed to be absent. As a result, a bad habit of continually being late or leaving early or not participating may result in you being dropped from the class.

All students who have not attended by the Official Day of Record will be dropped or withdrawn from the class for non-attendance. According to the HCC Student Handbook, you can be dropped from a course after accumulating absences in **excess a total of 10 hours or 12.5 percent** of the total hours of instruction (4 full days of any class, including labs), you can be dropped from that class. If you are an **F1** student, this can make you out of status and will cause you visa problems, possibly requiring you to petition for reinstatement.

If you are absent, it is your responsibility to contact your instructor to find out what you have missed and whether it is possible to make up the work. If you do not take this responsibility, you risk receiving grades of zero and not being allowed to make up the work. **No absences are excused.** Class attendance leads to class success.

Tardiness and in-class time absence

Classes and tests begin on time. Always leave yourself enough time to find parking and do any check-in procedures for entering the building.

You are considered tardy if you enter the class after the class has started. **Lateness of ten minutes or more** counts as class absence. You can enter the classroom, but you will be counted absent for that hour. Lateness after break times, leaving early or disappearing for more than ten minutes during class are also counted as one-hour absences. Texting, using social networking sites, or other improper use of technology during class time are also counted towards your absences (1 warning = 1 tardy, 3 tardies = 1 absence).

Student Conduct

Treat your classmates and teacher with respect. Use English. Make the most of your class time by actively participating in discussions and activities. **Turn off your cell phone during class.** If you are expecting an emergency call, ask your instructor's permission to leave your cell phone on vibrate.

Disruptive Behavior: Students who conduct themselves in a manner that significantly interferes with college teaching, research, administration, disciplinary procedures or other authorized college activities (including its public service functions) on the college premises will be subject to disciplinary action. **Any student who behaves in this way may be required by the instructor to leave the classroom and be counted absent for the rest of that class period.**

Instructor's Course-Specific Information

Students can expect to get feedback on their recorded and written work within a week of submitting it. Grades will be posted regularly in Eagle Online Canvas. Observing deadlines for submitting work is very important. Ask for help BEFORE the deadline. Help is always available before work is due.

Please note that your final grade in class is earned. It is mathematically based on all of the graded work done throughout the semester. As a result, your final grade at the end of the semester is not up for discussion or debate. Asking your teacher to change your final grade is not acceptable behavior in American schools, and any repeated attempts to get your teacher to change your final grade will be considered harassment and reported to campus security and program administration.

Devices

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.

Misuse of Electronic Devices in the Classroom

The use of electronic devices by students in the classroom is up to the discretion of the instructor. Any use of such devices for purposes other than student learning is strictly prohibited. If an instructor perceives such use as disruptive and/or inappropriate, the instructor has the right to terminate such use. If the behavior continues, the student may be subject to disciplinary action to include removal from the classroom or referral to the Dean of Student Services. (Please see the Attendance Policy for this class.)

Faculty Statement about Student Success

Set yourself up for success:

1. Ask for help before due dates. I am always available to help you before an assignment comes due.
2. Use the tutoring center on campus or the online tutoring.
3. Do some studying or homework every day. Learning writing is a complex and complicated task. Studying at the very last moment never gives good results.
4. Do your own work. Copying is not learning. **Copying without making a citation is considered stealing!**
5. Use English only and practice with your classmates.

6. Take care of yourself by eating well, getting regular sleep, and taking regular breaks for physical activity. Your brain will thank you!

Faculty-Specific Information Regarding Canvas

This course section will use Canvas (<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.

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

Grade	Grade Interpretation	Grade Points
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 Catalog and Student Handbook

Here's the link to the HCC Catalog and Student Handbook: <https://catalog.hccs.edu/>
(<https://catalog.hccs.edu/>)

In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- Ability 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/student-conduct> (<https://www.hccs.edu/student-conduct>) (scroll down to subsections)

Campus Carry Link

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

<https://www.hccs.edu/campuscarry> (<https://www.hccs.edu/campuscarry>).

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 \(https://www.hccs.edu/email\)](https://www.hccs.edu/email) and activate it now. You may also use Canvas Inbox to communicate.

Office of Equal Opportunity and Title IX

Use the following link to access the HCC Office of Institutional Equity, Inclusion, and Engagement:

<https://www.hccs.edu/eoo> (<https://www.hccs.edu/eoo>).

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/accommodations> (<https://www.hccs.edu/accommodations>).

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:

Osvaldo Gomez, MSW
Director of EEO and Compliance/Title IX Coordinator
Office of Equal Opportunity and Title IX
3100 Main, 7th Floor
Houston, TX 77002

(713) 718-8271

hcc.oeotix@hccs.edu (<mailto:hcc.oeotix@hccs.edu>)

<https://www.hccs.edu/oeotix/> (<https://www.hccs.edu/oeotix/>)

Mandatory Reporters

Under Texas Education Code 51.252 (formerly known as Senate Bill 212), HCC Instructors are mandatory reporters of sexual harassment, dating violence (domestic violence), sexual assault, and stalking. All instructors are required by law to report to the College's Title IX coordinator or Deputy Title IX coordinator all reports disclosed to them relating to sexual harassment, dating violence (domestic violence), sexual assault, and stalking alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident. Instructors are required by law to include all the information they know about the incident, including the name of the student(s), in the report to the College's Title IX coordinator or deputy Title IX coordinator.

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/>)

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>)

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/>)

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/> (<https://eagleonline.hccs.edu/>)

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
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- 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/studenthandbook) (<https://www.hccs.edu/studenthandbook>).

Copyright Statement

In order to uphold the integrity of the academic environment and protect and foster a cohesive learning environment for all, HCC prohibits the unauthorized use of course materials. Materials shared in this course are based on my professional knowledge and experience as an instructor and are presented in an educational context for the students in the course. Authorized use of course materials is limited to personal study or educational uses. Material should not be shared, distributed, or sold outside the course without permission. Students are also explicitly forbidden in all circumstances from plagiarizing or appropriating course materials. This includes but is not limited to publicly posting quizzes, essays, or other materials. This prohibition extends not only during this course, but after. Sharing of the materials in any context will be a violation of the HCC Student Code of Conduct and may subject the student to discipline, as well as any applicable civil or criminal liability. Consequences for unauthorized sharing, plagiarizing, or other methods of academic dishonesty may range from a 0 on the specified assignment and/or up to expulsion from Houston Community College. Questions about this policy may be directed to me, your instructor, or to the Manager of Student Conduct and Academic Integrity.

Unauthorized Disclosure

"Unauthorized disclosure" occurs when any student provides instructional materials and/or assessments to other students in violation of a clear prohibition by the instructor. Examples include: posting assessment items to online sites such as Chegg or CourseHero; asking exam questions in forums like Reddit or Yahoo Answers; discussions of confidential question using Wechat or GroupMe, etc.

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 EGLS³ ([Evaluation for Greater Learning Student Survey System](https://www.hccs.edu/egls3) (<https://www.hccs.edu/egls3>)) 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. EGLS³ 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/egls3> (<https://www.hccs.edu/egls3>)

Housing and Food Assistance for Students

If you are experiencing any hardship related to food, shelter, mental health, or other basic needs areas, please visit the Basic Needs page for resources (<https://www.hccs.edu/cares> (<https://www.hccs.edu/cares>)). You have the option to take the Basic Needs Questionnaire and ask to be contacted by a counselor for additional assistance or support (<https://www.hccs.edu/basicneeds> (<https://www.hccs.edu/basicneeds>)). Furthermore, please notify the professor if you are comfortable doing so.

Student Resources

Tutoring

HCC provides free and convenient academic support, in a large variety of subjects, to HCC students in both an online environment and in-person on campus. Tutoring is provided by HCC personnel in order to ensure that it is appropriate. Visit the HCC Tutoring Services website for more information at <https://hccs.edu/tutoring> (<https://hccs.edu/tutoring>).

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/supplemental-instruction> (<https://www.hccs.edu/supplemental-instruction>).

Resources for Students:

<https://www.hccs.edu/covid19students> (<https://www.hccs.edu/covid19students>)

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://www.hccs.edu/basicneeds> (<https://www.hccs.edu/basicneeds>)

COVID-19

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

<https://www.hccs.edu/covid-19> (<https://www.hccs.edu/covid-19>)

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.

When	Topic	Notes
Week 1 Jan 16th & 18th	Unit 1 Paragraphs	Welcome Course Introduction Unit 1 Paragraphs
Week 2 Jan 23rd & 25th	Unit 1 Paragraphs	

When	Topic	Notes
Week 3 Jan 3th & Feb 1st	Unit 1 Paragraphs	
Week 4 Feb 6th & 8th	Unit 2 Features of Good Writing	
Week 5 Feb 13th & 15th	Unit 2 Features of Good Writing	
Week 6 Feb 20th & 22nd	Unit 3 Types of Paragraphs	
Week 7 Feb 27th & 29th	Unit 4 Classification Essays: Moving from Paragraph to Essay	
Week 8 March 5th & 7th	Unit 4 Classification Essays: Moving from Paragraph to Essay	Mid-Term
Week 9 March 19th & 21st	Unit 5 Cause-Effect Essays	
Week 10 March 26th & 28th	Unit 5 Cause-Effect Essays	
Week 11 April 2nd & 4th	Unit 6 Comparison Essays	
Week 12 April 9th & 11th	Unit 6 Comparison Essays	
Week 13 April 16th & 18th	Unit 7 Problem-Solution Essays	
Week 14 April 23rd & 25th	Unit 7 Problem-Solution Essays	
Week 15 April 30th & May 2nd	Final Week Review	
Wee 16 May 7th 1:00pm - 3:00pm	Final Exam	

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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