



## Intensive English Northwest College

### ESOL 0351, Advanced Intermediate Composition CRN 53062- Fall Semester 2011 3 hour/ 2 lab lecture course / 64 hours per semester/ 16 weeks

\*A continuation of **ESOL 0347**. This course concentrates on the development of writing skills and organized principles for the production of a multi-paragraph essay for advanced-intermediate students.

**Instructor's name:** Gabrielle De La Cruz-Penfield

**Instructor Contact Information: Phone Number:** 713.718.5624 [gabrielle.delacruz@hccs.edu](mailto:gabrielle.delacruz@hccs.edu)

**Office location and hours:** Spring Branch Campus, Room 601G. Monday/Wednesday 1:00-4:30p.m. Tuesday/Thursday 12:00-2:00 p.m.

**Classroom and hours:** Katy Campus, **Room 320, Monday-Thursday, 12:00pm-1:15pm**

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. **Your performance in my class is very important to me.** I am available to hear your concerns and just to discuss course topics. Feel free to e-mail me if you have any questions/concerns.

**Textbook:** *“Ready to Write 3,” 3<sup>rd</sup> Edition*, Blanchard and Root. Printed instructional material

**Other Materials:** Students need to bring a lined notebook, a journal, a college-level English/English dictionary, a highlighter marker, 2 (#2) pencils, a ball-point pen, and a flash drive

**Prerequisites:** Students must have a **passing score** on the **CELSA** or successful completion of **ESOL 0347**. Course goals (includes competencies, incorporation of **SCANS**, etc.)

**Course Description:** Advanced Intermediate Composition, seeks to prepare students for college- level academic or workforce study by accomplishing the following objectives:

- To strengthen students' awareness of the basic rules of paragraph development, particularly in the role of the topic sentence and the internal logical development of a paragraph.
- Introduction to students the basic principles of a 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.
- Improving student' ability sentence combination skills, especially in the area of the strategy and techniques of coordination within compound sentences and within simple complex sentences.
- Increasing students' awareness of the nature and creativity of the writing process, especially in the area of effective topic construction and in the necessity and techniques of revision and editing.
- Strengthening students' abilities to produce the new grammatical structures in a variety of communicative contexts.

**Course Goals:** By semester end, the student who passes with a "C" or above will have been able to:

1. Attend class regularly, missing no more than 12.5% (8 hours) of instruction;
2. Use mechanical conventions of the English language in written assignments;
3. Review all verb forms/tenses that are likely to be encountered in writing a moderate-length written assignment suitable to produce:
4. An appropriate variety of sentence types in an appropriate-length written assignment suitable to the advanced-intermediate English learner;
5. Compose and revise a moderate-length composition/essay of several paragraphs, using a clearly-defined writing process.
6. Be able to use coordinating and subordinating conjunctions to connect ideas, including the use of punctuation;
7. Be able to recognize and to use gerunds and infinitives;
8. Be able to use correct spelling of vocabulary used in the compositions/essays.
9. Apply punctuations rules, especially including end punctuation (periods, questions marks, exclamation points, commas and semi-colons.)
10. Apply capitalization of beginning sentences, proper names and other proper nouns (i.e. cities, countries, regions, holidays, etc.)
11. Use prewriting strategies to generate a topic to write about, along with supporting ideas.
12. Pass the final exam with **70%+ average** in the course.

## **Student Learning Outcomes:**

1. Students will have learned how to use a variety of simple, progressive and perfect verb tenses, bases on the context of the discourse, in written assignments;
2. Students will be able to comprehend and respond to assigned readings/homework;
3. Students will be prepared to use their advanced grammar skills to meet academic written standards.
4. Students will have learned the importance of using their written skills for academic real-life application;
5. Students will know how to write different types of compositions/essays.
6. Students will produce compound sentences, using the seven coordinating conjunctions as well as conjunctive adverb sentence connectors;
7. Students will produce complex sentences using a variety of subordinating conjunctions appropriate to the discourse context, and correct punctuation;
8. Students will enhance their grammar knowledge and self-esteem to exceed their expectations.
9. Students will produce complex sentences using well-formed adjective (relative) clauses and by using well-formed noun clauses;
10. Students will organize a draft by preparing a well-formatted outline;
11. Students will write a draft/final copy of a moderately sophisticated five-paragraph essay of at least 200-300 words, with a clear thesis in the introductory paragraph and a concluding paragraph in correct essay form;
12. Students will learn to revise their compositions/essays after receiving both peer feedback and feedback from the instructor;
13. Students will present their ideas developed from a diverse, multi-cultural source and points of view with consideration of a target audience.

**Course Objectives:** The objective of the course is to prepare students to successfully manage academic grammar assignments in the standard curriculum courses. To exit this course, the student must have the following:

**Instructor's Requirements:** All essays, with the exception of in-class essays, **must be typed**. Students **must use** 12 point standard font and must have one-inch margins. The essay **must be double-spaced** and it **must be stapled**. If possible, these essays must be written or at least begun in the computer lab on our assigned day. Additional computers are available on the first floor in the student computer lab or in the computer area of the Library on the third floor. Open labs require that you use a **"printer card"** to pay for anything that you desire to print out. These can be obtained in the library or the lab. The cost of printing is 10 cents per page.

**Program/Discipline Requirements:** Students in ESOL 0351 will write a minimum of 5 graded compositions in class. A maximum of one can be a graded single paragraph (75-100 words). Additional multi-paragraph (200-300 word) essays (4 are required). Each essay is graded at 25% each. Journal paragraphs will be graded as well. A final written examination will be given at the end of the semester.

**Students in ESOL 0351 will complete:**

1. This course with at least a “C” average;
2. At a minimum, 4 of the following rhetorical writing compositions/essays, including the final essay:
  - Narrative \*
  - Process or Descriptive\*
  - Division and classification
  - Comparison/Contrast\*
  - Causes and Effects
  - Problem/Solution
  - Opinion/Persuasive\*
3. A Lab program consisting of written exercises/journals correlated to the compositions presented in their “**lecture**” classes;
4. This course with a passing score on the Final Exam.

Students are required to revise and rewrite their in-class compositions (excluding the midterm and final compositions). It is up to the instructor whether to use the original draft or rewrite as the basis for the grade of each composition, but instructors should offer a sufficient incentive to encourage students to take the revision process seriously.

Students should also be required to do regular and frequent alternative freewriting, (Daily Journals) which are to be inspected regularly/daily by instructors.

**Lab Requirements:** Two of the five instructional hours per week are computer lab hours in which students work on grammar instructional modules, or on-line grammar programs.

**HCC Policy Statement – ADA**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

For questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, please visit [www.hccs.edu](http://www.hccs.edu) then click Future student, scroll down the page and click on the words Disability Information.

District ADA Counselor Donna Price 713.718.5165  
Central ADA Counselors Jaime Torres 713.718.6164  
Martha Scribner 713.719.6164  
Northeast ADA Counselor Kim Ingram 713.718.6164  
Northwest ADA Counselor Mahnaz Kilaini 713.718.5422  
Southeast ADA Counselor Jette Lott 713.718.7218  
Southwest ADA Counselor Dr. Becky Hauri 713.718.7910  
Coleman ADA Counselor Dr. Raj Gupta 713.718.7631

## **HCC Policy Statement – Academic Honesty**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student 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 enforcement roles. You are expected to be familiar with the Houston Community College Policy on Academic Honesty, found in your student handbook. Meaning, if you are charged with an offense, pleading ignorance, the rules will not help you. Students are responsible for and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

### **Cheating on a test includes:**

- Copying from another student's test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of a test that has not been administered.

**Plagiarism** means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.

## **HCC Policy Statements**

*Class Attendance—It is important that you come to class!* Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. **You are responsible for materials covered during your absences.** Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance; the instructor has the authority to drop you for excessive absences. \*If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in **excess of six (6) hours of instruction.** The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early. You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have "lost" the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in a paper if you unavoidably miss a class.

**Class attendance equals class success!**

### **HCC Course Withdrawal Policy**

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. **\*\*Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. *Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.*** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

**Repeat Course Fee:** The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available

**Classroom Behavior:** As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

**Use of Camera and/or Recording Devices:** As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

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

**Instructor Requirements:**

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 class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

**To be successful in this class, it is the student's responsibility to:**

- Attend class and participate in class discussions and activities
- 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.

**EGLS<sub>3</sub> -- Evaluation for Greater Learning Student Survey System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

## ESOL 0351 Course Calendar:

- Week 1: Course Introduction and Writing Sample  
**Chapter 1:** Getting Ready to Write, p.2-24  
**Homework:** Daily Routine/Journals
- Week 2: **Chapter 2:** Writing Paragraph P.25-46  
Homework: Journals/In-Class paragraphs  
Homework Paragraph #1 See p.45
- Week 3: Chapter 3: Revising and Editing p. 47-66  
**Homework:** Peer Revising/Editing, Get Library Card/Check out book.  
**Wed:** Lab, Start to Write Narrative Essay
- Week 4: **Chapter 3:** Revising and Editing, p.47-66  
**Lab:** Peer Revising and Editing, Narrative Essay  
**Chapter 4:** Writing Essay p. 67-84  
Homework Paragraph see p.80
- Week 5: **\*Narrative Essay Due.**  
Finish Chapter 4  
Students will describe another student in a paragraph.  
**Chapter 5:** Process Essay p.86-98  
In-class Essay #1: Lab, Topic, Write a Process/Descriptive Essay.
- Week 6: **Chapter 6:** Division and Classification Essays  
Homework Essay Assignment, page 108  
Chapter 7: Cause and Effect p.111-124
- Week 7: **\*Process/Descriptive Essay Due.**  
**Chapter 7 continued**  
Homework Essay #3A See p.122
- Week 8: In-class Essay #2  
**Chapter 7:** Cause and Effect



- Week 9:                   **Chapter 8:** Comparison/Contrast p.125-137
- Week 10:                 **Topic Selected:** Compare/Contrast Essay  
Homework Essay #3B See p.135/137  
**Finish Chapter 8:** Comparison/Contrast p.121-128
- Week 11:                 **\*Compare/Contrast Essay Due.**  
Chapter 9: Problem/Solution p.138-150
- Week 12:                 **Chapter 9**  
Homework Essay #4, p. 148
- Week 13:                 **Chapter 9**  
In-class Essay #4
- Week 14:                 **Chapter 11:** Expressing Your Opinions p.163-179  
Homework: see p.172.  
Lab: Start 5 Paragraph, **Opinion/Persuasive Essay**
- Week 15:                 **Chapter 11:** Expressing Your Opinions  
**\*Opinion/Persuasive Essay Due.**  
Review
- Week 16:                 Final Exam

**\*Every Wednesday, students will report to computer lab. in room #221.**

### **Grading:**

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

*\*Final Grades are determined by averaging the total of each area listed below:*

### **Grade Percentages:**

Essays (4)	*50%
In-Class Journals	10%
Homework/Compositions	15%
Final Exam	25%
	<b>100%</b>