



Intensive English Northwest College

ESOL 0352, Advanced Intermediate Grammar CRN 69992- Semester Spring 2011 3 hour/ 2 lab lecture course / 64 hours per semester/ 16 weeks

*A continuation of **ESOL 0348**. This course provides a review of essential grammatical and structural features while introducing their finer points.

Instructor's name: Gabrielle De La Cruz-Penfield

Instructor Contact Information: Phone Number: 713.718.5624 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 3:45pm-5:00pm.**

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 come by my office anytime during these hours.

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

- Building on the syntactic knowledge that students have gained in previous study of English grammar while introducing more advanced structures as well as the finer points.
- Strengthening students' abilities to produce the new grammatical structures in a variety of communicative contexts.

Prerequisites: Students must have a satisfactory score on the **CELSA** or successful completion of **ESOL 0348**. Course goals (includes competencies, incorporation of **SCANS**, etc.)

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. Be able to use all verb tenses except for the past perfect progressive and the future perfect tenses;
3. Be able to use present and future modal auxiliaries and related expressions;
4. Be able to use subjective, objective and possessive personal pronouns;
5. Show familiarity with the structure and use of adjective and noun clauses;
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 the comparative and superlative forms of adjectives and adverbs;
9. Show familiarity with quoted/reported speech and conditionals;
10. Pass the final exam with 70%+ average in the course.

Student Learning Outcomes:

1. Students will have learned the use of the following verb tenses (Simple, Perfect, Perfect Progressive), pronouns, modals, passive voice, gerunds and infinitives, clauses (nouns, adjectives, etc.)
2. Comprehend and respond to assigned readings/homework.
3. Students will be prepared to use their advanced grammar skills to meet academic standards.
4. Students will have learned the importance of using their grammar language skills for real-life application.
5. Students will enhance their grammar knowledge and self-esteem to exceed their expectations.
6. Students will present their ideas developed from a diverse, multi-cultural source and points of view with consideration of a target audience.

Textbook: “*Fundamentals of English Grammar*”, *Third Edition*, Azar. (Prentice Hall Regents)

Other Materials: Students need to bring a lined notebook, a college-level English/English dictionary, a highlighter marker and a ball-point pen.

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:

Students in ESOL 0352 will complete:

1. This course with at least a “C” average;
2. A minimum of three Chapter tests + a midterm exam, or four Chapter tests, all of which must test for both recognition and production of grammatical structures within a communicative context;
3. A Lab program consisting of grammar exercises correlated to the grammar presented in their “lecture” classes;
4. This course with a passing score on the Final Exam.

16 WEEK CALENDAR

I reserve the right to make changes or additions to this syllabus. Assignments have been taken from your required textbook, **Fundamentals of English Grammar, 3rd edition, Azar.**

Week	Date	Class Activities	Homework Assignments
Week 1	January 18-20	Introductions/Syllabus Warm up: Human Bingo Presentation on: “Being-Multilingual” Learning English	Workbook: Simple Present and Present Progressive on Pages 1-6 “My Daily Routine”
			Workbook: Frequency Adverbs on Pages 7-10
		Chapter 1, Present Tense. PowerPoint: Present	Workbook: 11-15, Non-action verbs Review: Pages 16 &17
Week 2	January 24-27	Chapter 2, Past Tense	Write about a <i>real story</i> about yourself in Past Tense.
		PowerPoint: Past Tense	Workbook: Pages 18-22
			Workbook: Pages 23-27 Workbook: Pages 27-end
Week 3	January 31 st	Chapter 3, Future Tense	In class, poster project with Present, Past and Future Tenses. Book: Pgs. 43-47
	February 1 st , 2 nd & 3 rd	PowerPoint: Future Tenses	Workbook: Pages 48-54
		Review for Test	Students will review for their test, scheduled for Monday.
Week 4	February 7,8,9 February 10	FEBRUARY 7th: TEST	Test #1 Administered to students.
		Test #1 Chapters 1, 2, 3	Student activity: In class.
		Chapter 5, Asking Questions.	Workbook: 85-92 In class activity
Week 5	February 14-17	Chapter 6, Nouns and Pronouns	Workbook: 108-111 Workbook: 112-120
	<i>Happy Valentine’s Day!</i>	Chapter 6, Nouns and Pronouns	Workbook: 108-111 Workbook: 112-120

Week	Date	Class Activities	Homework Assignments
Week 6	February 21-24	Chapter 7, Modal Auxiliaries.	Workbook: 132-137 Workbook: 137-145
		PowerPoint: Modal Auxiliaries.	Cumulative review on: pgs. 148-150
Week 7	Feb. 28	Test #2 (Chapters 5,6, 7)	*<u>Students will take Test #2</u>
	March 1-3		
Week 8	March 7-10	Chapter 4, Present Perfect and Past. PowerPoint	Workbook: 64-71 Workbook: 73-78 Review on pages 79-84
Week 9	March 14- 20 <i>Happy St. Patrick's Day</i>	MID-BOOK EXAM	Students are to complete their take home Exam & are assigned to review Chapter 4 in the workbook.
		No Classes: <i>Spring Break</i>	
Week 10	March 21-24	Chapter 8, Connecting Ideas.	Workbook: 152-157 Workbook: 158-161
Week 11	March 28-31	Chapter 9, Comparisons	Workbook: 169-183
Week 12	April 4-7	Test #3 (Chapters 4, 8 & 9)	*<u>Students will take Test #3</u>
Week 13	April 11-14	Chapter 11, Count and Non-Count. Nouns and Articles	*Bring household food items to class and compare the item that can be counted.
Week 14	April 18-21	Chapter 12, Adjective Clauses	Workbook: 240-245
		Chapter 13, Gerunds and Infinitives.	Workbook: 256-262 Workbook: 263-267 Review on pages 273-276
Week 15	April 25-28	Test #4 (Chapters 11, 12 & 13)	*<u>Students will take Test #4</u>
		REVIEW	Students will review for Final
Week 16	May 9-15	FINAL EXAM WEEK	

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 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

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.

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

Grade Percentages:

Chapter Tests (4)	*50%
Homework/Lab	10%
Midterm Exam	20%
Final Exam	20%
	100%

Grading Scale:

90-100	A
80-89	B
70-79	C
Below 70	IP(In Progress)