



## **Intensive English Northwest College**

**ESOL 0356, Advanced Conversation (Level IV)**

**CRN 53067- Fall Semester 2011**

**3 hour/ 2 lab lecture course / 64 hours per semester/ 16 weeks**

\*A continuation of **ESOL 0349**. This course is designed to encourage students to improve listening comprehension of academic lectures, note-taking skills, and most importantly to enhance verbal/oral communication of complex ideas.

**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 381, Monday-Thursday, 1:15pm-2:30pm**

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 anytime, if you have any questions/concerns.

**Course Goal:** A continuation of **ESOL 349**. Advanced Conversation, is a course designed to encourage students to use high-level grammatical structures and vocabulary skills. Students are required to present four presentations, an oral career report of an off-campus interview and an oral (group) research report.

- 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 in their presentation/communication skills
- 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 0349**. Course goals (includes competencies, incorporation of **SCANS**, etc.)

**Student Learning Outcomes:****Students will be able to:**

1. Produce correct pronunciation accurate enough to be comprehended with little effort by those unaccustomed to interacting with non-native speakers.
2. Comprehend and respond to assigned readings/homework.
3. Be prepared to use their advanced conversation skills to meet academic standards.
4. Learn the importance of using their grammar language skills for real-life application.
5. Demonstrate verbal fluency while participating in class discussions on a variety of topics ranging from social to workforce to academic.
6. Produce a major researched opinion/persuasive oral (group) presentation using a variety of visual/media resources.
7. Deliver an effective oral summary of a text on an academic topic.
8. Students will present their ideas developed from a diverse, multi-cultural source and points of view with consideration of a target audience.

**Learning Objectives/Course Goals:** By semester end, the student who passes with a “C” of above will have been able to:

1. Attend class regularly, missing no more than 12.5% (8 hours) of instruction;
2. Produce spoken discourse with few errors in pronouncing the English sounds with accurate stress and intonation patterns;
3. Participate in small group discussions on topics related to recorded academic lectures;
4. Participate in classroom panel discussions or debates regarding academic topics;
5. Select a topic of interest to the student and to the class;
6. Organize a presentation of 5-10 minutes on that topic;
7. Combine a variety of audio and visual resources to supplement the presentation;
8. Deliver the presentation to the class, and answer question that may arise;
9. Outline the content of an academic presentation or reading passage;
10. Discuss the main idea and details of the passage with students in a small group;
11. Produce a summary of the main ideas and major details of the passage or text;
10. Pass the final exam with 70%+ average in the course.

**Textbook:** “*Mosaic 2, Listening/Speaking*”, by Jami Hanreddy and Elizabeth Whalley, *McGraw Hill*, 2007.

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

**Course Objectives:** The objective of the course is to prepare students to successfully manage academic 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 four graded oral presentations, at least one of which will be a group project;
3. Complete a minimum of three tests using the notes taken from taped or guest lecture;
4. A Lab program consisting of pronunciation power exercises correlated to the academic communication requirements presented in their “lecture” classes;
5. This course with a passing score on the Final Exam.

**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 0356 Course Calendar

- Week 1**      Introductions/Syllabus  
**Chapter 1-Language and Learning**  
Chapter 1-Listening/Group Activity  
Lab: Quiz #1-Chapter 1 (Vocabulary)
- Week 2**      **Chapter 2- Danger and Daring**  
Lecture Topic: Hooked on Thrills: Risks in Sports  
Choose Topic for Presentation #1 \_\_\_\_\_  
Lab: Quiz #2-Chapter 2 (Vocabulary)
- Week 3**      **Chapter 3-Gender and Relationships**  
Lecture Topic: Becoming a Man, Becoming a Woman  
In-Class Assignment/Presentations  
Lab: Quiz #3-Chapter 3 (Vocabulary)
- Week 4**      **Chapter 5-Transitions**  
Lecture Topic: The Stages of Life-A View from Shakespeare  
In-Class Academic Exercise  
Lab: Quiz #4-Chapter 5 (Vocabulary)
- Week 5**      **Chapter 6-The Mind**  
Lecture Topic: Dreams and Reality  
Learning Strategy: Understanding and Using Comparison and Contrast  
Lab: Quiz #5-Chapter 6 (Vocabulary)
- Week 6**      **Oral Presentations: Compare/Contrast**
- Week 7**      **Chapter 7-Working**  
Lecture Topic: Japanese and American Business Management  
Lab: Quiz #6-Chapter 7 (Vocabulary)
- Week 8**      **Chapter 8-Breakthroughs**  
Lecture Topic: Discovering the Laws of Nature  
Listening and Speaking Assignment  
Lab: Quiz #7-Chapter 8 (Vocabulary)
- Week 9**      **Chapter 9- Art and Entertainment**  
Lecture Topic: The Rise of Rock 'n' Roll  
Learning Strategy: How to Distinguish Between Fact and Opinion  
Lab: Quiz #8-Chapter 9 (Vocabulary)

- Week 10**      **Chapter 10- Conflict and Resolution**  
Lecture Topic: Dealing with Conflicts  
Learning Strategy: Predicting Exam Questions  
Lab: Quiz #9-Chapter 10 (Vocabulary)
- Week 11**      PowerPoint: Controversial  
Oral Group Presentations/Opinion-Persuasive
- Week 12**      **Oral Group Presentations/Opinion-Persuasive**
- Week 13**      Class Project/Career Panel/Book Report Due
- Week 14**      **Oral Presentations**
- Week 15**      Review
- Week 16**      Final Exam

**\*Table Topics will be presented in class every Monday**



## HCC Grading System

Students in ESOL classes may receive a letter grade of an A, B, C, IP or F. IP means “in progress.” This is not a failing grade, but it is given to students who complete the course but **who are not yet prepared to advance to the next level. Anyone who receives an IP must take ESOL 0356 again.** However, if a student has already received an IP for this course during a previous semester, that student will receive a letter grade of an A, B, C, or F this semester.

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:

Oral Presentations (4)	*50%
Unit Quizzes	10%
Attendance/Participation	20%
<u>Final Exam</u>	<u>20%</u>
	<b>100%</b>

### Grading Scale:

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