



**Intensive English Program
ESL/Intensive English Department**

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

ESOL 0352: Advanced-Intermediate Grammar for Foreign Speakers | Lecture | #14605

Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)
In-Person | Stafford Scar W116 | MW 10:30-12:50 3
Hours Lecture/2 Hours Lab | 48 hours per semester

Instructor Contact Information

Instructor:	Gisele Medina	Office Phone:	713-718-7750
Office:	Stafford LH 303	Office Hours:	M-R 1:00-2:00
HCC Email:	gisele.medina@hccs.edu	Office Location:	Stafford LH Faculty Area

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.

Instructor's Preferred Method of Contact

Contact me via email at gisele.medina@hccs.edu. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

What's Exciting About This Course

This course provides a review of essential grammatical and structural features while introducing their finer points. Emphasis is placed on introducing complex sentence structures and is designed to lead students toward active mastery of the patterns and principles of formal communicative English.

My Personal Welcome

Welcome to ESOL 0352 – Advanced-Intermediate Grammar for Foreign Speakers. The best way to really discuss issues is in person and I'm available during posted office hours to tackle the questions. My goal is for you to walk out of this course with a better understanding of how to make simple sentences into more complex ones using a variety of grammatical structures appropriate for the level. So please visit me or contact me by email whenever you have a question.

Click or tap here to enter text.

Prerequisites and/or Co-Requisites

A passing grade in the COMG sequence or, for incoming students, placement exam cut-offs

Canvas Learning Management System

This section of ESOL 0352 will use Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. [Click or tap here to enter text.](#)

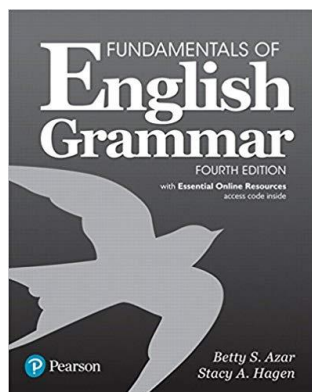
HCCS Open Lab locations may be used to access the Internet and Canvas. **USE [FIREFOX](#) OR [CHROME](#) AS THE INTERNET BROWSER.**

Scoring Rubrics, Sample Assignments, etc.

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

Instructional Materials

Textbook Information



The textbook listed below is **required** for this course.

"Fundamentals of English Grammar" (4th edition) by Betty Azar & Stacey Hagen (Pearson). ISBN: 9780134656571

The book is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](#). You may either use a hard copy of the book, or rent the e-book from Pearson. Order your book here: [HCC Bookstore](#)

Other Instructional Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

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

Course Overview

In ESOL 0352, students will review the syntactic knowledge gained in previous study of English grammar, while being introduced to more advanced structures as well as the finer nuances involving tense and aspect of English verbs. Students will strengthen their abilities to produce the new grammatical structures in a variety of communicative contexts.

Core Curriculum Objectives (CCOs)

After taking ESOL 0352, the student should:

1. Discriminate between the use of simple present, present progressive, present perfect, present perfect progressive, and simple past.
2. Discriminate and use future-time verbs
3. Use modal auxiliaries in present and future.
4. Identify and use present and past participles.
5. Identify and use gerunds and infinitives.
6. Identify and use count and non-count nouns.
7. Construct sentences using simple and complex sentences.
8. Identify and use phrasal verbs.
9. Identify and use active and passive voice.
10. Create complex sentences by using quoted and reported speech.

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)

After completing ESOL 0352, Advanced Intermediate Grammar, students should be able to:

1. Use major verb tenses in appropriate contexts;
2. Use all major modal auxiliaries in appropriate contexts;
3. Use all forms of nouns, pronouns and modifiers in appropriate contexts;
4. Combine simple sentences into compound and complex sentences;
5. Use specialized verb forms to accurately communicate meaning in English.

Learning Objectives

Students will:

- 1.1 Demonstrate the ability to use simple present and simple past tenses in appropriate contexts;
- 1.2 Demonstrate the ability to use present and past perfect tenses and their corresponding progressive forms in appropriate contexts;
- 1.3 Demonstrate the ability to use both major forms of future-time verbs (*will* and *be going to*) in appropriate contexts;
- 2.1 Demonstrate the ability to appropriately use modal auxiliaries in context of present time;
- 2.2 Demonstrate the ability to appropriately use modal auxiliaries in context of future time.

- 3.1 Demonstrate the ability to appropriately use count and non-count nouns and their corresponding modifiers;
- 3.2 Demonstrate the ability to appropriately use all subjective, objective, reflexive and possessive pronouns, including the closely related possessive adjectives and the various forms of *other*.
- 4.1 Appropriately combine simple sentences into compound sentences using coordinating conjunctions;
- 4.2 Appropriately combine simple sentences into complex sentences using combination rules for relative clauses;
- 4.3 Appropriately combine simple sentences into complex sentences using contextually appropriate subordinating conjunctions;
- 4.4 Appropriately combine simple sentences into complex sentences using combination rules for noun clauses;
- 4.5 Appropriately create complex sentences by using quoted and reported speech.
- 5.1 Correctly identify the structure of gerunds and infinitives;
- 5.2 Appropriately use a gerund or infinitive to complete a sentence, based on the grammatical context of the sentence;
- 5.3 Appropriately use a phrasal verb to complete a sentence, based on the discourse context.
- 5.4 Demonstrate comprehension and appropriate use of the distinction between active and passive verbs.

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.

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

Assignments, Exams, and Activities

Exams

Exams may include a multiple choice, fill in the blank test, or sentence writing exercises after each chapter, several chapters, and quizzes. There will also be a final examination at the end of the semester.

In-Class Activities

In-Class activities may include written exercises in the textbook or on handouts, reading passages that contain the grammar, writing assignments that apply the grammar, or online work (MyEnglishLab online workbook).

Final Exam

All students will be required to take a comprehensive departmental final exam.

Grading Formula

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Chapter Tests	65%
Homework, Lab, Quizzes	15%
Final Exam	20%
Total	100%

Grade	Total Points
A	90+
B	80-89
C	70-79
F/IP	<69

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.

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

Week	Dates	Topic / Assignments Due
1	Aug. 26-30	Introduction Unit 1: Present Tense
2	Sept. 3-6	Mon. Sept. 2: Labor Day Unit 1: Present Tense
3	Sept. 9-13	Unit 2: Past Tense Test #1: Unit 1 & 2
4	Sept. 16-20	Unit 3: Future Tense
5	Sept. 23-27	Unit 4: Perfect Tenses
6	Sept. 30- Oct. 4	Unit 5: Questions Test #2: Unit 3 & 4
7	Oct. 7-11	Unit 7: Modals
8	Oct. 14-18	Unit 10: Passive Test #3: Unit 5 & 7
9	Oct. 21-25	Unit 13: Noun Clauses
10	Oct. 25- Nov. 1	Unit 12: Adjective Clauses Test #4: Unit 10 & 13
11	Nov. 4-8	Unit 14: Gerunds and Infinitives
12	Nov. 11-15	Unit 6: Pronouns (Others) Test #5: Unit 12 & 14
13	Nov. 18-22	Unit 11: Nouns
14	Nov. 25-29	Unit 9: Comparatives Thurs. Nov. 28: Thanksgiving Day
15	Dec. 2-6	Test #6: Unit 6 & 11 Final Review
16	Dec. 9-13	Final Exam Week

Important Dates and Holidays (Fall 2019)

Classes begin	August 26
Labor Day	September 2
Official Day of Record	September 9
Last Day for Refund (25%)	September 17
Last Day for Administrative/Student Withdrawals	November 1
Thanksgiving Day Holiday	November 28-29
Last day of Instruction	December 8
Semester ends	December 15

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.

Instructor's Practices and Procedures

Missed Assignments

Please do not be absent on testing days. If you are absent, you must ask your instructor for permission to make up what you missed. Listening quizzes cannot be made up; however, your lowest quiz grade will be dropped at the end of the semester.

Homework is to reinforce what you learned in class and should be submitted on time.

If homework is one day late without a reason that is acceptable to your instructor, you will get half credit for it. If you miss classwork, you cannot receive full credit for making it up. If you are absent, you are still responsible for the homework: work missed while absent has to be completed on your return. Please get a classmate's phone number or email me to find out what you missed so that you can be prepared for class. If you are absent on a day that homework is due, you need to show that homework to your instructor on the next day that you attend class in order to receive credit for having done it.

Academic Integrity

Any form of copying, cheating, or plagiarism will result in a grade of 0 for the assignment. The instructor will decide whether to permit you to make up the work, and under what circumstances it might be made up. If you are charged with academic dishonesty, pleading ignorance of the rules will not help you. Penalties and/or disciplinary proceedings may be initiated by HCC officials against a student who is 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 students' 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 part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be 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.

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

below for details.

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

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

All students who have not attended by the **Official Day of Record (Sep. 9)** 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 of 12.5 percent of the total hours of instruction (lab as well as lecture). For Intensive English if you exceed a total of 10 hours (12.5%) of absence in any class **(= 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.

Classes and tests begin on time. **Lateness of ten minutes or more** counts as class or lab absence. Lateness of 10 minutes or more after break times, leaving early or disappearing during class or lab are also counted as absences. **Texting, using social networking sites, sleeping in class or other improper use of technology during class time or lab time are also counted towards your absences.**

Class attendance leads to class success.

Student Conduct

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 (As Needed)

Students have access to their grades on a daily basis through the Canvas Gradebook.

Electronic Devices

Use of Camera and/or Recording 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

Electronics in the classroom: 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. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate

behavior) and the student may be asked to leave for the rest of the class period. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

1. Turn off and put away all cell phones, beepers, text-messaging devices and other electronic devices when class starts. The sounds of cell phones ringing during class are disruptive. Students should not leave the class to make a call or answer one (or worse—answer a call in class). No cell phones permitted on top of desks.
2. **No Bluetooth devices in ears allowed during class.**
3. **No MP3 players or other music devices with earphones allowed during class.**
4. You can answer your calls and make calls during your break.

HCC Policies

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

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

EGLS³

The EGLS³ (Evaluation for Greater Learning Student Survey System) 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.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

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

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

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

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

Office of Institutional Equity

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

disAbility 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 <http://www.hccs.edu/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and

parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Office of the Dean of Students

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

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

Department Chair Contact Information

Kevin Clement, kevin.clement@hccs.edu, 713.718.7201

