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**Academic English as a Second Language**

**Central College.**

**ENGL 0349 – Advanced Composition for Non-native Speakers**

CRN:40226 - Semester: Spring 2013 \_\_\_\_\_

Central Campus – Room FAC 301 | ~~5:30~~ 8.30pm, | Mon/Wed  
3 hour lecture course and 1 lab hour / 64 hours/12 weeks

**Instructor: Ine N. Ine**

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**phone: 713-718-6678 (Dept. Office)**

**Office location: FAC 310/303**

*Please feel free to contact the instructor 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 assistance. Your performance in my class is very important. Your teacher is available to hear your concerns and just to discuss course topics. Feel free to come by during office hours.*

**Course Description**

English 0349 helps ESL students prepare for American core academic college courses. Students learn composition (comp) skills for writing in a variety of academic classes, such as in the humanities, social sciences, and business. ENGL 0349 is the exit-level comp class for non-native speakers who plan to continue their education and earn a college degree. After passing this course, students should be ready to take ENGL 1301 (freshman comp), and to successfully complete other college courses as well as any state-mandated writing assessment designed to measure college readiness, such as THEA.

**Prerequisites**

Completion of and a passing grade in ESOL0354 or a minimum score of 68 on the CELSA and departmental recommendation. However, a final decision will also be based on the first day diagnostic essay (with the exception of those coming from ENGL 0354).

## Course Goals

The primary goals of ENGL 0349 are to prepare non-native English speakers for ENGL 1301 as well as all the writing tasks they will encounter in their academic studies at HCCS, other institutions of higher learning, and ultimately in the professional world.

## Student Learning Outcomes

The student will be able to:

1. integrate, in a single essay, the rhetorical styles such as description, exemplification, process analysis, comparison/contrast, cause/effect, and argumentation, taught in previous AESL and ESOL courses
2. apply the writing process to tasks closely equivalent to those of native speaker composition courses
3. increase proficiency in paraphrasing and summarizing, focusing on material from college level academic content courses
4. demonstrate the ability to remediate their own specific English language competency problems through extensive editing practice and use of online resources

## Learning Objectives

Students will:

1. Practice the writing tasks required in college-level courses
2. Demonstrate critical thinking
3. Identify register and tone
4. Understand connotation versus denotation
5. Integrate summarizing and paraphrasing from academic course materials in support of a thesis
6. Demonstrate conventional use of attributions, quotations, and citations
7. Demonstrate knowledge of advanced vocabulary, grammar and sentence structure usage

## IMPORTANT DATES:

2/9-Classes Begin

2/18-Presidents' Day Holiday

2/19-Official Day of Record

4/9-Last day for Administrative/Student Withdrawals by 4:30 p.m

5/12-16-Final Examinations



NOTE: Instructors insert the weekly course calendar, depending on which option is chosen.

### **Instructional Materials**

- *New Directions*, Second Edition, by Peter S. Gardner (required) ISBN: 0-521-54172-7
- English collegiate dictionary (no bi-lingual dictionaries)
- An English-English dictionary (*The COBUILD Dictionary* is available in the HCC bookstore, but you may buy another American English dictionary). **Note:** Students will *not* be permitted the use of any wireless electronic devices during in class assignments. This includes electronic translation machines.
- A Thesaurus (highly recommended)

### **HCC Policy Statement – ADA: Services to Students with Disabilities**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Ability Services to make necessary arrangements at the beginning of each semester. Your instructor is authorized to provide only the accommodations requested by the office of Ability Support Services.

### **\*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 University's Policy on Academic Honesty, found in the HCC catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by HCC 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 includes:

- Copying from another students' test paper
- Using materials not authorized by the instructor
- 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 or essay
- Bribing another person to obtain a test or essay

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit. Copying phrases, sentences, and/or paragraphs from another person without giving credit to the source of the ideas AND cutting and pasting someone else's work is plagiarism. This is a serious offense in college and equal to stealing.

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 HCC System. (See the Student Handbook.)

### **HCC Policy Statement: Class Attendance**

*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 lectures 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. Because 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 12.5% hours (8 hours) of instruction (F-1 students should particularly take note of this so as not to affect your visa status). The eight hours of class time would include any total classes missed or for excessive tardiness. Remember: Class attendance equals class success.

### **HCC Course Withdrawal Policy**

If you feel that you cannot complete this course, you will need to withdraw from it prior to the final date of withdrawal (See your course calendar).

*Note* To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor can "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 an 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. If you do not withdraw before the deadline, you will receive an F, FX or an IP (see below) as your final grade.

### **College Grading System:**

Students who have completed English 0349 and show that they are ready for the next level (ENGL 1301) with a final average of 70% or higher will receive a letter grade of A, B, or C. Students who are not ready for English 1301 may receive a grade of IP. The IP grade is not a good or bad grade; however, it means "IN PROGRESS" and requires the student to take English 0349 again because the student will benefit from another semester in 0349 to learn all of the skills that are taught in this course. However, if a student repeats 0349 after receiving one IP, a letter grade must be given (A, B, C, or F upon completing the course for the second time).

### **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.

### **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.



## **Classroom Policies**

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 to achieve this critical goal.

To this end All cell phones, pagers, Ipods, or any other electronic devices that may cause a distraction in class must be turned off. *No laptops are permitted to be used during class.* You may sometimes use an electronic dictionary (hand-held) with the sound turned off. You are not permitted to leave class to answer or return calls unless it is an absolute emergency; doing so will be counted as a tardy. If a student is using a cell phone at any time during the class period, I will remind the student about the policy once. After that, I will ask the student to leave class and mark him or her absent.

In addition, students are expected to arrive to class on time with ALL THEIR MATERIALS INCLUDING THE TEXTBOOK. (You will not be permitted to share after the first week of class. You will be asked to leave class after the first week if you do not have a textbook.) In addition, students will be marked tardy if they arrive late. Returning late from a break or leaving class early counts as being tardy. Being tardy twice will equal one absence (whether ten minutes or one hour). If you miss five classes (5 absences) you can be dropped without notification and will therefore be out of compliance if you are an F-1 student. If a student misses a class, it is his or her responsibility to see the instructor about the work that was missed.

## **COURSE WORK**

### **Homework**

The course calendar lists many of the reading and writing assignments that will be done for homework. While doing all the homework and attending class is not a complete guarantee of success, it is certainly true that *not* doing it is a guarantee of failure. Students are expected to complete the reading assignments before coming to class and to participate in the discussion of the author's purpose, tone, and style.

### **In-Class Writing Workshops**

ENGL 0349 is a writing class, but some class time is used to discuss the reading assignments on the course calendar. The readings serve as models of rhetorical and grammatical patterns that are common in academic writing. In addition, students tremendously improve vocabulary acquisition through exposure to authentic (non-abridged) text. Students also write all or part of each draft for an essay assignment in the classroom with the assistance of the instructor and peers. While working on an essay, students will produce multiple drafts. Sometimes in-



class writing assignments are timed. This is done to prepare you for other courses where you may have to write essays or answer test questions. While there is no specific grammar text for this course, the instructor will address grammar and punctuation deficiencies through supplemental resources, including the Internet.

### **Essay Format Requirements**

All final drafts of essays must be typed. You must use 12 pt. standard Times New Roman font and have one inch margins. The paper must be double spaced, and it must be stapled. When possible, drafts of the essays will be written or at least begun in the classroom or computer lab on our assigned day.

### **Essays**

Students write six (6) major essays, including the midterm and final essays. The writing topics parallel those found in college Core Curriculum classes, such as psychology, English, and business. The teacher will give feedback to students during the writing process, but only the final draft receives a grade.

No grades are recorded until you have typed the essay and corrected your errors. In other words, you are responsible for editing and proofreading your work carefully. Tutoring face-to-face and online via [www.askonline.net](http://www.askonline.net) are available to all HCC students, but a tutor is not your editor and will not write papers for you.

### **Evaluation of Written Work**

Grades for written work will take into account: content, logical sequencing, use of transitions, topic sentences and support, range and sophistication of vocabulary, complexity of sentences, grammar, spelling, and punctuation and length. Grammar errors result in the loss of points. More points are taken off for other problems such as the lack of a thesis statement, problems with topic sentences, or problems with content and length. Your instructor is required to use a departmental "rubric" to evaluate your essays, but he/she may use other criteria for different kinds of writing assignments.

### **The Final Exam**

The final exam consists of an essay that is similar to one of the compositions that is written during the semester. *If a student has a passing average for the course but fails the midterm and the final exam, the instructor will meet and review that student's work with the Assistant Chair for Academic ESL to determine if that student needs to repeat this course.*

### **Achieving the Course Goals**

Your instructor will use a variety of assignments which 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.

### **Grading Scale**

90 - 100 = A

80 - 89 = B

70 - 79 = C

69 and Below = IP or F

### **Grading Percentages for the Standard Course Calendar**

Comps 1 & 2	20%	Comps 3 & 4	30%
Mid-term Essay	15%		
Final Exam	15%	Homework and Journals	20%

### **Supplemental Syllabus:**

The instructor reserves the right to supplement this syllabus at any time during the semester with additional guidelines, rules of conduct, and changes to the course calendar to meet the needs of the class.



**ENGLISH 0349 Course Calendar (Standard Option)**

(The schedule is intended to be a **sample**; it should be revised according to the instructor's policies and reading preferences.)

**Week 1** Diagnostic assessment; introduction to the course; intro. to academic writing  
Begin Chp. 1: Read "American Values and Assumptions," by Althen, pp. 5-17

*Journal # 1: Establish e-mail contact; introduce yourself*

Finish Althen

Review "Essentials of Writing" pp. 102-123

**Week 2** Continue Chp. 1: Read "Polite but Thirsty," by Tang, pp. 36-39

*Journal # 2: Read the "Stages of Cultural Adjustment," p. 38 and identify the stage that you are in now. Which previous stage was hard for you? Explain.*

Begin C1D1; instructor's assignment-Personal Experience Essay

**Week 3**

Begin Chp. 2: Read "How the Web Destroys the Quality of Students' Research Papers," by Rothenberg, pp. 68-75

Complete C1; final draft due

**Week 4**

Read "The Teacher Who Changed My Life," by Gage, pp. 88-92

Begin C2; instructor's assignment

*Journal # 3: Who will be the subject of your C2? Why have you chosen this person?*

**Week 5**

Begin Chp. 4: Read "Sex Roles," by McCubbin and Dahl, pp. 189-19

Complete C2; final draft due

*Journal # 4: Respond to topic # 1 under "Reading Journal," p. 195*

**Week 6** Continue Chp. 4: Read "Sex, Sighs, and Conversation..." by Tannen, pp. 211-21

Begin C3

*Journal # 5: Respond to question # 1 under "Reflecting on Content," p. 214*

In-class **Midterm Essay** – Instructor's Assignment

**Week 7** C3 - In Class Summarizing

**Week 8** Begin Chp. 5: Read "Our Schedules, Our Selves," by Walljasper, pp. 260-26

Begin C4; Instructor's assignment

*Journal # 6: Respond to one topic from "Reading Journal," p. 263*

**Week 9** Continue Chp. 5: Read "Los Pobres," by Rodriguez, pp. 274-277

**Week 10** Complete C4; final draft due

*Journal # 7: choose one sentence (1--10) from "Agreeing and Disagreeing," p. 259 and respond to it*

**Week 11** Begin Chp. 3: Read "Propaganda Techniques in Today's Advertising," by McClintock, pp. 158-168

*Journal # 8: Describe one advertisement (from any kind of media) that EITHER attracts you OR offends you. Explain your reaction.*

Review and practice writing strategies for the Departmental Final Exam

**Week 12** Final Exam – Departmental / A reading will be provided.