



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

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

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**ESOL 0354: Advanced Composition for Foreign Speakers |  
Lecture | # 18345**

Spring 2021 | 16 Weeks (1.19.2021-5.16.2021)

**WW** - Online Anytime | Online |

3 Hours Lecture/2 Hours Lab | 80 hours per  
semester

**Instructor Contact Information**

Instructor: Jeffrey Kamm

Office: Online

HCC Email: [jeffrey.kamm@hccs.edu](mailto:jeffrey.kamm@hccs.edu)

Office Phone: 713-718-6692

Office Hours: 1:00 p.m – 5:00 p.m.  
M-F

Office Location: Online  
(WebEx/Kaltura)

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**

Please contact me either through email at [jeffrey.kamm@hccs.edu](mailto:jeffrey.kamm@hccs.edu) or in Campus Inbox. I will answer all emails sent M-F within 24 hours; emails sent on weekends will be answered Monday morning.

**What's Exciting About This Course**

This course concentrates on elements of organization, rhetoric, and sophisticated language use. Students are required to produce well- organized, well-substantiated, multi-paragraphed essays containing thesis statements and topic sentences.

## My Personal Welcome

I am pleased that you have decided to take this course with me. I hope we will have a productive and enjoyable time together. My goal in this course is for you to improve your essay writing skills enough so that you will have success in English 1301. This section of ESOL 0354 is **WW** – *online Anytime*. What that means is that there is no scheduled class meeting time. I will post your assignments, readings, and instructional videos on Canvas under Modules along with due dates. You will be expected to read the required work and keep up with your studies. I will schedule individual meetings with you in WebEx or Kaltura to discuss your progress.

## Prerequisites and/or Co-Requisites

A passing grade in ESOL 0350 or, for incoming students, placement exam cut-offs

## Canvas Learning Management System

This section of ESOL 0351 will use Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. All essays in this course will be submitted through the turnitin feature on Canvas. I will not accept inability to use turnitin as an excuse and I will not accept any papers that have not been turned in through the turnitin feature. Please do not wait until the last minute to try to submit something through turnitin. You should submit your papers at least 10 minutes before the closing the time so that turnitin has time to run its plagiarism checks. If you wait until the last minute to submit a paper, turnitin will close and your paper will not be accepted.

This semester there are three modalities for ESOL courses: *online Anytime* (**WW**), *online on A Schedule* (**WS**), and Lab-Based (**HL**).

**HL** – This is a *Lab-Based* course.

Faculty will hold class on campus in the Laboratory/Studio as per the assigned schedule, and students will attend in person each class period.

Attendance will be taken each class period.

**WS** – The course modality of this course is *online on A Schedule*.

Faculty will hold class as per the assigned schedule, and students will attend online each class period.

Attendance will be taken each class period.

**WW** – The course modality of this class is *online Anytime*.

Faculty will instruct this class as a traditional online course utilizing Canvas Eagle Online.

Attendance will be taken through completion of online assignments.

This section of ESOL 0354 is **WW** – *online Anytime*

## **HCC Online Information and Policies**

<https://www.hccs.edu/online/>

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.

**"Final Draft 4 "** by Wendy Asplin, Monica F. Jacobe, Alan S. Kennedy (Cambridge). ISBN13: 9781107495579

The book is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](#). 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

A continuation of ESOL 0351, this course concentrates on elements of organization, rhetoric, and sophisticated language use. Students are required to produce well-ordered, well-substantiated multi-paragraph essays containing thesis statements and topic sentences.

## **Core Curriculum Objectives (CCOs)**

After taking ESOL 0354, the student should:

1. Be able to write a multi-paragraph, thesis-driven essay (up to 1500 words).
2. Develop an essay in which a variety of rhetorical modes are used to support the thesis (as opposed to a single rhetorical mode).
3. Appropriately address a topic in terms of audience, purpose, and style.
4. Understand the effect of diction on the formal vs. informal style of a writer.
5. Use college-level vocabulary to express ideas.
6. Read and comprehend different kinds of text: academic, journalistic, personal compositions.
7. Be able to provide textual support by quoting, summarizing, and paraphrasing an outside source.

## **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 this course, students should be able to:

1. Compose a well-organized multi-paragraph essay in such rhetorical modes as comparison-contrast, cause and effect, and argumentation.
2. Follow a clearly elaborated writing process that includes generation of ideas, drafting, and then revising for content and organization.
3. Continuing the writing process, edit for vocabulary, grammar, sentence structure, mechanics, and essay format.
4. Continuing the writing process, edit for vocabulary, grammar, sentence structure, mechanics, and essay format.
5. Demonstrate a rudimentary ability to paraphrase and summarize a text, and an awareness of the difference between summarizing and responding to the text.

## **Learning Objectives**

Students will:

- 1.1 Develop a substantial topic based on any of the following rhetorical modes: comparison-contrast, cause and effect, and argumentation.
- 1.2 Generate a concise, accurate outline that is appropriate to the rhetorical mode of the essay.
  
- 2.1 Use pre-writing methods to develop a variety of supporting ideas and specific details for the thesis of the essay.

- 2.2 Draft an essay of 300-500 words on the chosen topic, following the outline that has been developed.
- 2.3 Using both self- and peer-review processes, revise the draft, improving unity within paragraphs, rearranging order of sentences, strengthening support, and tightening organization.
  - 3.1 Detect and correct errors in grammar, sentence structure and mechanics.
  - 3.2 Compose a variety of sentence types, ranging from simple to compound to complex.
  - 3.3 Apply punctuation rules applicable to multi-clause sentences.
  - 3.4 Apply rules of capitalization and use of quotation marks as appropriate.
  - 3.5 Apply rules for proper essay formatting (e.g. double spacing, margins, indentation, etc.)
- 4.1 Appropriately use a variety of devices providing logic, coherence, and transition, without overusing them.
  - 5.1 Follow more effective strategies for paraphrasing than simply substituting synonyms or lexical items of similar meaning.
  - 5.2 Identify the most important information within a paragraph.
  - 5.3 Compose a paraphrased sentence summarizing a paragraph; or compose a paraphrased paragraph summarizing a multi-paragraph text.
  - 5.4 Compose a response to a given text

## 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**

### **Written Assignment**

We will write at least five essays in this class in addition to the final exam. Some essays may be written in class (lab); others will be written at home. Wherever they are written, they will all be submitted using the turnitin feature on **Canvas**.

### **Exams**

Your grade will be calculated based on the essays you write. There will be no other kinds of exams in this class

### **Grading Formula**

**See your Canvas course shell for the grade breakdown for this class.**

Essays	80%
Quizzes (including discussions)	10%
<u>Final Exam</u>	<u>10%</u>
Total	100%

<b>Grade</b>	<b>Total Points</b>
A	90+
B	80-89
C	70-79
F/IP	60-69



**Incomplete Policy:**

Incompletes are rarely given. Permission must be obtained from Kevin Clement, ESOL Department Chair, before an incomplete may be given.

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

**Course Calendar****Important Dates and Holidays (Spring 2021)**

Jan. 15	Last day for 100% refund
Jan. 19	Classes begin
Feb. 1	Official Day of Record
Feb. 4	Last day for 70% refund
Feb. 10	Last day for 25% refund
Feb. 15	Presidents' Day
Mar. 15-21	Spring Break
April 6	Last day for administrative and student withdrawals
May 9	Last day of instruction
May 10	Final Exam
May 16	Semester ends

<b>Week</b>	<b>Dates</b>	<b>Topic / Assignments Due</b>
1	1/19-1/24	Course introduction and diagnostic essay Chapter 1: essay organization; types of essays; the writing process; plagiarism
2	1/25-1/31	Paraphrasing, summarizing, outlining Chapter 2: Narrative Essays
3	2/1-2/7	Lab Essay #1 Chapter 2: Narrative Essays
4	2/8-2/14	Grammar and vocabulary
5	2/15-2/21	Essay 1 Cause and Effect
6	2/22-2/28	Essay 1 Cause and Effect (Rough Draft) Grammar and vocabulary
7	3/1-3/7	Essay 1 Cause and Effect (Final Draft) Grammar and vocabulary Essay 2: Problem/Solution Essay
8	3/8-3/14	Lab Essay 2 Essay 2 Problem/Solution Essay (Rough Draft) Grammar and vocabulary
9	3/22-3/28	Essay 2 Problem/Solution Essay (Final Draft) Grammar and vocabulary

		Essay 3: Summary-Response Essay
10	3/29-4/4	Essay 3: Summary-Response Essay (Rough Draft) Grammar and vocabulary
11	4/5-4/11	Summary Response Essay (Final Draft) Grammar and vocabulary Essay 4: Argumentative Essay
12	4/12-4/18	Argumentative Essay Grammar and vocabulary
13	4/19-4/25	Argumentative Essay (First Draft) Grammar and Vocabulary
14	4/26-5/2	Argumentative Essay (Rough Draft)
15	5/3-5/9	Argumentative Essay Final Draft Due
16	5/10	Final Exam (You will have 24 hours to complete the final)

### **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**

### **Academic Integrity**

HCC takes academic dishonesty very seriously. Copying another student's paper, copying from the Internet without proper attribution, buying a paper, or using a paper you have written for another class are all examples of academic dishonesty. Turnitin will catch plagiarism in its many forms. I will give you the opportunity to see the plagiarism reports and to correct any plagiarism that is found. If you fail to correct the plagiarism, you will receive a zero on the paper. Repeated plagiarism will be reported to the Dean of Student Services.

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**

HCC policy states that if you miss more than 12/5% of the class (about 10 hours) you

may be dropped. Before I drop you from this class, I will do an Early Alert on you and an adviser will contact you to see what assistance HCC may offer you. If your life or work situation changes and you are unable to continue with the class, I suggest you withdraw from it. If you stop coming after the last day to drop (**April 6, 2021**), you will receive an FX in the class, which may affect your financial aid or visa status if you are an F-1 student. Failure to come to any classes before the Official Day of Record (**Feb. 1, 2021**) will result in you being automatically withdrawn from the class.

## **Student Conduct**

HCC classes are comprised of students from many different ethnic, social, economic, racial, and cultural backgrounds. While it is not necessary to agree with another student's opinions, you must at least respect them. Violence, offensive language, or threats will not be tolerated. If you exhibit any of these behaviors, you will be asked to leave the room. Should you refuse, you will be reported to the Dean of Student Services for disciplinary action. Repeated violations may result in expulsion from the college.

## **Instructor's Course-Specific Information (As Needed)**

Having a textbook is essential for success in this class. I will give you one week to get your book. After that, I will do Early Alerts on you, and an adviser will be notified to contact you. While having a book is not a guarantee of success in this class, not having a book is guarantee of failure.

## **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 Service

## **EGLS<sup>3</sup>**

The EGLS<sup>3</sup> ([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. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. EGLS<sup>3</sup> 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](mailto: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](mailto:kevin.clement@hccs.edu), 713.718.7201



