

## Intensive English Program ESL/Intensive English Department

https://[www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/intensive-](http://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/intensive-) english-esl/

# ESOL 0351: Advanced Intermediate Composition for Foreign Speakers | Lecture | #11222

Summer 2021 | 5 Weeks (7.12.2021-08.15.2021)

Hybrid | West Loop Center (C-128) | MTWTHF 12pm-3:12pm 3 Hours Lecture/2 Hours Lab | 48 hours per semester

## Instructor Contact Information

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| Instructor: Jussara De Magalhaes | Office Phone: | 832-266-2827 |
| Office: N/A | Office Hours: | M-F 9:00 a.m.-5:00 p.m. |
| Email: Jussara.demagalhaes@hccs.edu | Office Location: | N/A |

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

**My preferred method of communication is through WhatsApp. I will respond to these messages in up to 2 hours.** 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 both essential and finer points of the grammatical structural features of standard communicative English. Emphasis is placed on active production and error analysis of standard English.

## My Personal Welcome

Welcome to ESOL 0351. 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 the course with a better understanding of grammar and how to revise simple sentences into more complex ones using a variety of grammatical structures. So please visit me or contact me by email whenever you have a question.

## Prerequisites and/or Co-Requisites

A passing grade in COMG 1091 or, for incoming students, placement exam cut-offs

## Canvas Learning Management System

This section of ESOL 0351 will use Canvas ([https://eagleonline.hccs.edu](https://eagleonline.hccs.edu/)) to supplement in- class assignments, exams, and activities. Canvas is a huge part of your college classes, so becoming familiar with it will take you closer to success. There are several tutorials that will help you with Canvas, but you are still welcome to ask questions before and after class.

HCCS Open Lab locations may be used to access the Internet and Canvas. **USE** [**FIREFOX**](https://www.mozilla.org/en-US/firefox/new/) **OR** [**CHROME**](https://www.google.com/chrome/browser/desktop/index.html) **AS THE INTERNET BROWSER**.

### Scoring Rubrics, Sample Assignments, etc.

All grades will be online in Canvas Gradebook. All due dates and assignments will be listed there. Assignments that are turned in in class will be scored as well and the grades will later be added to the Gradebook as well.

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.

***"Great Writing 3: From Great Paragraphs to Great Essays"***

(5th edition) by Keith S. Folse, Elena Solomon & David Clabeaux (Pearson).

ISBN: 9780357020845

The book is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](https://hccs.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19561&amp;catalogId=10001&amp;langId=-1). You may either use a hard copy of the book, or rent the e-book from National Geographic. Order your book here: [HCC Bookstore](https://hccs.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19561&amp;catalogId=10001&amp;langId=-1)

**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](http://www.hccs.edu/resources-for/current-students/tutoring/) [Services](http://www.hccs.edu/resources-for/current-students/tutoring/) 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](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

ESOL 0351 introduces students to the basic principles of the multi-paragraph composition, focusing especially on the role of the introductory and concluding paragraphs, drafting an effective thesis statement, and organizing the composition according to a clear logical pattern.

## Core Curriculum Objectives (CCOs)

After taking ESOL 0354, the student should:

1. Use correct spelling, capitalization, and punctuation appropriate to the level

 2. Show control of forms for simple present, present progressive, simple past, past

 progressive, present perfect, and future

 3. Write simple sentences and compound sentences using all seven of the coordinating

 conjunctions and conjunctive adverbs/sentence connectors

 4. Write complex sentences with adverb clauses with a relatively high level of accuracy

 5. Write complex sentences with adjective and noun clauses and conditional clauses with

 limited accuracy

 6. Generate ideas through prewriting

 7. Organize and write a sophisticated paragraph with a clear topic sentence, supporting

 sentences, and a concluding sentence using familiar or new material

 8. Organize and write a moderately sophisticated five-paragraph essay of at least 200 – 300

 words with an introductory paragraph and thesis statement, supporting paragraphs, and a

 concluding paragraph based on familiar or new material in various rhetorical patterns using

 correct essay form

 9. Revise a paragraph or essay whose errors have been identified

## 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 taking ESOL 0351, the student should:

 1. Use correct spelling, capitalization, and punctuation appropriate to the level

 2. Show control of forms for simple present, present progressive, simple past, past

 progressive, present perfect, and future

 3. Write simple sentences and compound sentences using all seven of the coordinating

 conjunctions and conjunctive adverbs/sentence connectors

 4. Write complex sentences with adverb clauses with a relatively high level of accuracy

 5. Write complex sentences with adjective and noun clauses and conditional clauses with

 limited accuracy

 6. Generate ideas through prewriting

 7. Organize and write a sophisticated paragraph with a clear topic sentence, supporting

 sentences, and a concluding sentence using familiar or new material

 8. Organize and write a moderately sophisticated five-paragraph essay of at least 200 – 300

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 concluding paragraph based on familiar or new material in various rhetorical patterns using

 correct essay form

 9. Revise a paragraph or essay whose errors have been identified

##

## Learning Objectives

Students will:

1.1 Correctly spell level-appropriate vocabulary used in compositions;

1.2 Apply rules for capitalization;

1.3 Apply punctuation rules.

2.1 Use a variety of simple, progressive, and perfect verb tenses as well as gerunds and infinitives, based on the writing assignment.

3.1 Produce compound sentences, using the seven coordinating conjunctions as well as conjunctive adverb sentence connectors;

3.2 Produce complex sentences using a variety of subordinating conjunctions based on the writing assignment;

3.3 Produce complex sentences using adjective (relative) clauses;

3.4 Produce complex sentences using noun clauses.

4.1 Use prewriting strategies to generate a topic;

4.2 Write a clear, concise thesis statement;

4.3 Organize a draft by preparing a well-formatted outline;

4.4 Write a draft of a multi-paragraph essay of 200-300 words, with a clear thesis in the introductory paragraph and a concluding paragraph;

4.5 Revise the composition after receiving both peer and instructor feedback.

# 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 & Exams

There will be 3 timed writing assignments. These will be done in class.

There are also 4 essays that will be written at home. Outlines, first draft, peer editing and final draft are required for full scores.

There will be 4 Unit exams with multiple-choice answers and written answers. These will be done online.

Students will also write several writing journals in class and online.

## In-Class Activities

In – class activities may include journals or other weekly writing assignments, writing or completing work covered in class such as revising essays, writing outlines, or writing essays in whole or in part, grammar assignments and quizzes.

## Final Exam

All students will be required to take a comprehensive departmental final exam. In this course it is an Essay that will be written in class.

## Grading Formula

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

Essays 30%

Daily Work (Journals) 10%
Quizzes 10%
Assignments 20%
Timed Writings 15%

Final Exam 15%

Total 100%

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/**](http://www.hccs.edu/resources-for/current-students/student-handbook/)

**Course Calendar**

# Summer II 2021 Course Calendar

|  |  |  |
| --- | --- | --- |
| **Week**  | **Dates**  | **Topic / Assignments Due**  |
| 1  | July 12 - 18 | * Class introduction
* Unit 1: paragraph review
* Paragraph: First Draft due online 07/14
* Paragraph: Final Draft due online 07/16
* Unit 1 Quiz: Online by 07/16
 |
| 2  | July 19 – 25 | * Unit 4: Essay Introduction
* Essay 1: First Draft due online 07/21
* Essay 1: Final Draft due online 07/23
* Unit 4 Quiz: Online by 07/23
 |
| 3  | July 26 – Aug. 1 | * Timed Writing 1 (Midterm): In class
* Unit 5: Cause and Effect Essay
* Essay 2: First Draft due online 07/28
* Essay 2: Final Draft due online 07/30
* Unit 5 Quiz: Online by 07/30
 |
| 4  | Aug. 2 – 8 | * Timed Writing 2: In class
* Unit 5: Comparison Essay
* Essay 3: First Draft due online 08/04
* Essay 3: Final Draft due online 08/06
* Unit 6 Quiz: Online by 08/06
 |
| 5  | Aug. 9 – 15 | * Final Timed Writing: August 11: in class
 |

# Important Dates and Holidays (Summer II 2021)

|  |  |
| --- | --- |
| Classes begin  | July 12 |
| Official Day of Record  | July 15 |
| Last Day for Administrative/Student Withdrawals | August 2 |
| Last Day of Instruction | August 10 |
| Sumer II Term ends | August 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

Students may turn in assignments for full mark up to the due date. After that, they may turn the assignments in for 15% lower score for up to 2 days late. There will be no make-up assignments unless students present documentation of an emergency. There will be no make-up for low scores.

## Academic Integrity

All students are expected to do their work by themselves. All paragraphs and essays will have Turn It In, so if students copy form the internet, this will become clear. As there is not research required, students should have ZERO similarities with any passages online. If there are similarities, there will be consequences: 1st offense: Students will receive a zero for the assignments and will not be allowed to re-do it. 2nd offense: Student counseling will be notified and will be dropped form the class with an F.

Peer-editing is the only exception where classmates will work in pair to read and edit each other’s work.

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-](http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/) [procedures/](http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/)

##  Attendance Procedures

Students are expected to be in class on time. Students have writing assignments to fill out daily, and they are worth 10% of the overall grade. Students who arrive late aren’t allowed to fill out their writing journals. Regarding online classes, the attendance will be counted according to assignments completion. Students who don’t complete their online assignments will be considered absent for the online class.

## Student Conduct

Students are expected to do ALL assignments and participate in class discussions. When participating in class discussions, or when addressing other classmates or teacher, students are expected to be cordial and polite. Inappropriate and rude behavior will be addressed immediately in order to clarify what are the cultural expectations in the United States. Students who persist in using rude behavior after being alerted will be referred to counseling.

## Instructor’s Course-Specific Information

**Behavior: I** personally believe in an informal and cheerful learning environment. Summer sessions are very stressful and have a lot of assignments, so it is easy to get boring. I am here to help in whatever you need. Cheerfulness and healthy sense of humor (without singling anyone out) is welcome!

**Grading:** All grading will be completed 2 days after the due date. If you turned the assignment in late your grading may take longer.

## Electronic Devices

Students are expected to participate in class discussions and do their assignments in a timely matter. Students have the responsibility to focus on it and not allow their phones to distract them. Students who are unable to focus on class will politely be asked to leave.

# HCC Policies

Here’s the link to the HCC Student Handbook [http://www.hccs.edu/resources-for/current-](http://www.hccs.edu/resources-for/current-students/student-handbook/) [students/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](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) 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](http://www.hccs.edu/resources-for/current-students/student-e-maileagle-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-](http://www.hccs.edu/support-services/disability-services/) [services/disability-services/](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-](https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/) [complaints/speak-with-the-dean-of-students/](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