

## 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 | #11256

Summer 2020 | 5 Weeks (6.8.2020 -7.12.2020

Online | Click or tap here to enter text.

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

## Instructor Contact Information

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| Instructor: Jussara De Magalhaes | Phone: | 832-266-2827 Text  |
| Office: N/A |  |  |
|  Email: Jussara.demagalhaes@hccs.edu |  |  |

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

E-mail or text messages are welcome.
I will create a WhatsApp group for the class so we can have swift communication.

I do not respond to messages after 9:00 pm.

I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. If your e-mail is urgent, please message me about it.

## 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 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. **<< Insert here more** specific information about how you expect students to use Canvas. Include information about scoring rubrics for assignments, samples of class assignments, and other information to assist students in the course. >>

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.

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)

**Students may also purchase the books online:**2. Link to Great Writing ebook. Instant Access:

<https://www.cengage.com/webapp/wcs/stores/servlet/en/micrositesus/NGLELT-GWGICGREX?catalogId=10551&langId=-1&storeId=10151>

Scroll down and you will see the link to Great Writing 3 in the bottom of the page.

**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 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

 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:

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##

## 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

**<< Modify Section & Delete Placeholder Text >>** Students will have at least four graded writing assignments and a final writing exam. A mid-term essay is optional. Optional writing assignments may include the following: journals and alternative writing assignments.

## In-Class Activities

Online 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.

## Grading Formula

Start Here Module 5%

Writing Journals 10%
Assignments 20%
Discussions 10%
Writing 30%
(Paragraphs &Essays)
Quizzes 10%
EGLS3 5%

Final Essay 10%

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

**Course Calendar**

|  |  |  |
| --- | --- | --- |
| **Week** | **Dates** | **Topic / Assignments Due** |
| 1 | June 8-14 | Start Here Module &Module 1: Paragraph ReviewCompound Sentences and Fragments.  |
| 2 | June 15-21 | Module 2: From Paragraph to Essay – Unit 4Adjective Clauses |
| 3 | June 22-28 | Module 3: Cause and Effect EssayUnit 5Transitional words & Past Events |
| 4 | June 29-July 5 | Module 4: Comparison Essay – Unit 6Comparative and SuperlativeComplex Sentences |
| 5 | July 6-10 | Module 5: FinalsReview, Quiz and Final Essay |

# Important Dates and Holidays (Summer 1 2020)

|  |  |
| --- | --- |
| Classes begin  | June 8 |
| Official Day of Record  | June 11 |
| Last Day for Administrative/Student Withdrawals | June 29 |
| Independence Day: Last day of instruction Summer I term ends  | July 4July 7July 12 |

 **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

Assignments are expected to be turned in on the **due date**. Follow up the due dates on your calendar. Assignments that are turned in late will be worth 20% less than the original grade.

All assignments are available for AT LEAST 7 days, allowing you do them at your best convenience.

After 4 days, late assignments will not be accepted anymore.

## 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, 3rd offense: Student 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 who don’t do any work for more than 7 days will be dropped from the class.** Teachers are able to verify when students accessed canvas and how much time they spend doing assignments. Students who are not doing the work, will be dropped.

## 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 (As Needed)

**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, then you will be graded the next week.

## Electronic Devices

**N/A**

# 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

## GLS3

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 <https://www.hccs.edu/support-services/ability-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