



**Intensive English Program
Northwest College**

ESOL 0351 – Advanced Intermediate Composition for Foreign Speakers

CRN 48915 – Spring 2015

Alief-Bissonnet Center –Room 156 – Tuesdays /Thursdays Room 148 | 8:30 – 11:00 a.m.

3 hours lecture / 2 hours lab / 80 hours per semester/16 Weeks

Class Dates: 1/20/15 to 5/17/15

Instructor: Justina Ilobi

Instructor Contact Information: e-mail: justina.ilobi@hccs.edu (preferred contact method)

Learning Website: <http://learning.hccs.edu/faculty/justina.ilobi>

Office location and hours: Alief-Bissonnet Campus, Room 156, by Appointment

Course Description

A continuation of ESOL 0347, this course briefly reviews the paragraph and its essential elements and concentrates on developing writing skills for the production of the multi-paragraph essay.

Prerequisites

A passing grade in ESOL 0347 or, for incoming students, placement exam cut-offs

Statement of Purpose

ESOL 0351, Advanced Intermediate Writing seeks to prepare students for continuation into ESOL 0354 and ultimately for college composition courses and academic writing in general by accomplishing the following objectives:

- Students strengthen their awareness of the basic notions of paragraph development, particularly the role of the topic sentence and the internal logical development of the paragraph.
- Students are introduced 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.
- Students improve their sentence-combination skills, especially in the area of the strategy and techniques of coordination within compound sentences and within simple complex sentences.
- Students increase their awareness of the nature of the writing process, especially in the area of effective topic construction and in the necessity and techniques of revision and editing.

Student Learning Outcomes

After completing this course, students should be able to:

1. Appropriately use mechanical conventions of written English in written assignments.
2. Demonstrate a working knowledge of all verb forms and tenses that are likely to be needed in writing a moderate-length written assignment suitable to the advanced-intermediate English learner.
3. Produce an appropriate variety of sentence types in a moderate-length written assignment suitable to the advanced-intermediate English learner.
4. Compose and revise a moderate-length composition of several paragraphs, using a clearly defined writing process.

Learning Objectives Leading to the Outcomes Above

- 1.1 Correctly spell vocabulary used in compositions;
- 1.2 Apply rules for capitalization of beginning of sentences, proper names and other proper nouns (e.g. cities, countries, regions, holidays, etc.);
- 1.3 Apply punctuation rules, especially including end punctuation (periods, question marks, exclamation points), commas and semicolons.
- 2.1 Appropriately use a variety of simple, progressive, and perfect verb tenses, based on the context of the discourse, in written assignments;
- 2.2 Appropriately use gerunds and infinitives as appropriate to discourse context in written assignments.
- 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 appropriate to the discourse context, with correct punctuation;
- 3.3 Produce complex sentences using well-formed adjective (relative) clauses;
- 3.4 Produce complex sentences using well-formed noun clauses.
- 4.1 Use prewriting strategies to generate a topic to write about, along with supporting ideas;
- 4.2 Write a limited and clear 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 feedback and feedback from the instructor.

| Spring 2015 | | | |
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| ESOL 0351 (48915) Advanced-Intermediate Composition Calendar (Subject to Change) | | | |
| Week # | Date | Class Topics | Due Dates & Quiz Dates: |
| 1 | 1/20 | Introduction, Orientation Diagnostic Writing Sample | |
| | 1/22 | Ch. 1 – Getting Ready to Write | |
| 2 | 1/27 | Ch. 1 – Getting Ready to Write | |
| | 1/29 | Ch. 2 – Writing Paragraphs Parts of a Paragraph | Ch. 1 Quiz |
| 3 | 2/3 | Ch. 2 – Writing Paragraphs Methods of Organization | |
| | 2/5 | Ch. 2 – Writing Paragraphs Practice | Practice Paragraphs |
| 4 | 2/10 | Ch. 3 – Revising & Editing | Ch. 2 Quiz |
| | 2/12 | Ch. 3 – Revising & Editing | |
| 5 | 2/17 | Ch. 3 – Revising & Editing Practice | |
| | 2/19 | In-Class Paragraph | |
| 6 | 2/24 | Ch. 4 – Writing Essays Parts of an Essay | Editing Quiz |
| | 2/26 | Ch. 4 – Writing Essays Parts of an Essay | |

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| 7 | 3/3 | Ch. 4 – Writing Essays Parts of an Essay (Continued) Essay Formatting Guidelines | Ch. 4 Quiz |
| | 3/5 | Ch. 6 – Division & Classification Essays Introduction & Examples | |
| 8 | 3/10 | Ch. 6 – Division & Classification Essays Pre-Writing | Division & Classification Homework Assignment |
| | 3/12 | Ch. 6 – Division & Classification Essays Writing | Ch. 6 Quiz |
| 3/16-3/20 | | SPRING BREAK – NO CLASSES | |
| 9 | 3/24 | Ch. 6 – Division & Classification Essays Writing & Peer Editing | |
| | 3/26 | Ch. 6 – Division & Classification Essays Revising & Editing | Division & Classification Draft |
| 10 | 3/31 | Ch. 8 – Comparison & Contrast Essays Introduction & Examples | |
| | 4/2 | Ch. 8 – Comparison & Contrast Essays Pre-Writing | Division & Classification Final Essay Comparison & Contrast Homework Assignment |
| 11 | 4/7 | Ch. 8 – Comparison & Contrast Essays Writing | Ch. 8 Quiz |
| | 4/9 | Ch. 8 – Comparison & Contrast Essays Writing & Peer Editing | |
| 12 | 4/14 | Ch 8 – Comparison & Contrast Essays Revising & Editing | Comparison & Contrast Draft |
| | 4/16 | Ch. 9 – Problem-Solution Essays Introduction & Examples | |
| 13 | 4/21 | Ch. 9 – Problem-Solution Essays Pre-Writing | Problem-Solution Homework Assignment Ch. 9 Quiz |
| | 4/23 | Ch. 9 – Problem-Solution Essays Writing | Comparison & Contrast Final Essay |
| 14 | 4/28 | Ch. 9 – Problem-Solution Essays Writing & Peer-Editing | Problem-Solution Draft |
| | 4/30 | Preparing for Final Exam | |
| 15 | 5/5 | Preparing for Final Exam | Problem-Solution Final Essay |
| | 5/7 | Preparing for Final Exam | |
| 16 | 5/14 | FINAL EXAM – Thursday, May 14th 8:00 – 10:00 a.m. Final MUST be taken during scheduled time. Please make any travel arrangements after your last scheduled final exam. | |

(The instructor may change this calendar if needed)

Instructional Methods

Student writing of different kinds such as essays, summaries, timed writing for fluency, and dictations

Class or group writing of outlines and essays

Individual writing of essays

Reading and analyzing paragraphs and essays to see how they are constructed

Exercises on pre-writing skills such as generating, developing and organizing ideas

Activities on grammar and vocabulary needed for a particular kind of essay

Activities on sentence types

Activities on revising an essay for content and other errors and ways to correct them

Revising and rewriting teacher-corrected compositions

Peer editing of outlines and essays

Individual conferences for essays

Lecture and discussion (whole-class, groups, or pairs)

Activities in the textbook, on handouts, or online

Basic Requirements for ESOL 0351

Students in 0351 will fulfill the following requirements:

- A minimum of 5 graded compositions done in class. A maximum of one can be a graded single paragraph (75-100 words). The rest, or all, will be multi-paragraph essays (200-300 words) including the final examination.
- The following rhetorical organizations are to be covered, including in the final examination:
 - Process
 - Division and classification
 - Comparison/contrast
 - Causes and effects
 - Problem/solution
- Students are required to revise and rewrite their in-class compositions (excluding the midterm and final compositions). Students are encouraged to take the revision process seriously.
- Students should do regular and frequent alternative free writing activities which will be inspected regularly by the instructor. This may take various forms such as a journal, summaries, etc.

Student Assignments

Weekly writing assignments

Writing or completing work covered in class such as revising essays, writing outlines, or writing essays in whole or in part

Students will rewrite in-class essays using teacher feedback.

Assessment Methods

Five in-class compositions (and revisions) and the final composition

Homework/Practice compositions, homework exercises, other writing assignments

Quizzes on work covered in class. There will be regular quizzes (some unannounced) over homework or topics we have been studying.

Electronic devices are not allowed in writing tests and quizzes.

Automatic failure on final exam: Fewer than 150 words, off topic, no thesis statement or topic sentences, or all simple sentences

INSTRUCTOR'S REQUIREMENTS

The teacher needs to:

- Create a rich learning environment for writing and student interaction.
- Give students extra reading in class and in lab on topics connected to the course
- Make classes, projects, tests, assignments, policies, dates, and regulations clear.
- Tell students about important HCC policies such as attendance and academic honesty (no cheating).
- Make arrangements to be available to students when they need help or have questions.

- Give help when needed
- Provide grading scales and assessment.
- Make a class calendar available.

To succeed in college the students need to:

- Work hard, attend all classes, and be on time. Good attendance + hard work = SUCCESS
- If you are absent for all or part of a class, you are responsible for contacting the instructor as soon as possible to find out what you missed and to find out if the work can be made up.
- Pay attention, listen carefully and ask questions. Listen and be respectful to other students' contributions.
- Create a good learning environment. *Turn off cell phones or use vibrate mode for emergencies.* No Texting in class.
- Concentrate. Use English only in class time and sit next to someone who doesn't speak your language.
- Eat well for energy. The brain needs good food. Eat breakfast at home and lunch in break times.
- Do homework. The brain learns by seeing new words and ideas many times in different ways.
- Do your own work and learn. Copying from the Internet and other sources is not learning.
- Have fun with English.
- Read, write, listen and speak English in daily life through TV, neighbors, students and coworkers, and volunteering in the community.
- Use technology for learning on-line in English learning sites.

INSTRUCTOR-SPECIFIC POLICY

Tardiness and in-class time absence: Lateness of ten minutes or more counts as class or lab absence. Three tardies = 1 absence. Lateness after break times, leaving early or disappearing during class or lab are also counted as absences. Texting, using social networking sites, or other improper use of technology during class time or lab time are also counted towards your absences (1 warning = 1 tardy).

Homework: Due on the next class day unless otherwise stated by the instructor. Homework one day late will receive a grade of 50%. Homework turned in more than one day late will not be graded. If you are absent, you are still responsible for the homework: work missed while absent has to be completed upon 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. Assignments completed during class time cannot be made up. Essay assignments are submitted online; therefore essays are expected to be turned in on time regardless of absence in class on the due date unless prior arrangements are made with the instructor.

Missed examinations or quizzes: Please do not be absent on testing days. Missed examinations or quizzes can be made up only if you can provide what your instructor considers an acceptable reason for having a second chance in advance of your absence.

HCC Grading Scale

90-100% =A 80 – 89% = B 70 – 79% = C Below 70% = IP (In Progress) or F (not passing)

Grading Percentages

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|---------------------------|---------------------------------|
| In-Class Writing | 45% (Final Exam = 20%) |
| Quizzes | 15% |
| Homework/Practice Writing | 20% |
| Final Exam Essay | 20% |
| Total | 100% (80% Assessment/20% Other) |

Instructional Materials

Ready to Write 3, 3rd edition, Blanchard and Root; Pearson Longman Publishers **(Required)**
The Newbury House Dictionary of American English (w/CD), 4th ed. **(Optional)**

HCC Policy Statements *(A complete version of the Student Handbook is available online)*

HCC Policy: Scholastic Dishonesty (Dishonesty = Cheating)

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/ or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism and collusion. Possible punishments for academic dishonesty may include a grade of "0" or "F" on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision.

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.

HCC Policy: Attendance

You are expected to attend all lecture classes and labs regularly. You are also responsible for materials covered during your absences. Instructors may be willing to consult with you for make-up assignments, but it is your responsibility to contact the instructor. Class attendance is monitored daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences. You may be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). For Intensive English if you exceed a total of 10 hours (12.5%) of absence in any class, you can be dropped from **all** Intensive English classes. This will make F1 students out of status and cause visa problems. Administrative drops are at the discretion of the instructor. Failure to withdraw officially can result in a grade of "F" in the course.

HCC Policy: Withdrawal Deadline

Students must withdraw by the withdrawal deadline in order to receive a "W" on a transcript. Be certain you understand HCC policies about dropping a course and consult with a counselor/advisor to determine if withdrawing is in your best interest. It is your responsibility to withdraw officially from a class and prevent an "F" from appearing on your transcript. In addition, withdrawing from a course may impact your financial aid award or eligibility. Contact the Financial Aid Office or website to learn more about the impact of withdrawing on financial aid. To drop a class, you must speak with a counselor or an advisor. The last day students may withdraw or be dropped from a class with a grade of W is **Tuesday, March 24th, 2015 before 4:30 p.m.** Students who have excessive absences after that date will receive the grades they earn. **Note: International students will be out of status if they drop or are dropped from their classes and may have to return to their countries.**

HCC Policy: Students Repeating a Course for the Third Time

Please be advised that HCC is charging additional tuition for students who enroll in the same class three or more times at HCC. While it is the hope of HCC that students will be successful in their first attempt at classes, we realize that life demands, academic struggles, and other issues may result in students needing to take the same class more than once. Speaking with an advisor will help you develop student success skills, improving your overall academic performance. If a student repeats a course in which a grade (A-F) has been received, the highest grade received at HCC is the permanent grade for the course and will be used in computing the GPA. All grades earned in a given course will be reflected on the transcript. Grades of IP or F are failing grades; the student will have to repeat the course. A student who fails a class for the second time must receive a grade of F for that class. *If you are having trouble in class, talk to your teacher and get help from a tutor.*

HCC Policy – ADA -- Disability Support Services

Houston Community College is committed to providing an accessible and supportive environment for students with disabilities. The Disability Support Service Office (DSSO) at each college of the Houston Community College is responsible for arranging reasonable accommodations for all qualified students with documented disabilities to ensure equal access to all programs and activities at HCC. DSSO assists students with physical, learning or emotional disabilities in developing independence and self reliance.

Services include adaptive equipment and reasonable accommodations for admissions assistance, testing, academic advising, registration and classroom instruction. Interpreting services are available for students who are deaf/hard-of-hearing and assistive technology devices are available for students who are blind. In order to serve you better, ADA counselors recommend that you meet with them at least 60 days prior to the beginning of the term. Students attending Northwest College are encouraged to contact **Mohnaz Kolaini** at 713-718-5422 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office. Please see this website for more information: *For more information visit <http://www.hccs.edu/hccs/future-students/disability-services>*

HCC Policy on Sexual Harassment

HCC will provide an educational, employment and business environment free of sexual harassment. Sexual harassment is a form of sex discrimination and is not tolerated by HCC. Any student who feels that he or she is the victim of sexual harassment has the right to file a grievance. Substantiated accusations may result in disciplinary action against the offender, up to and including termination of the employee or suspension of the student. In addition, complainants who make accusations of sexual harassment in bad faith may be subject to appropriate disciplinary action.

CLASSROOM BEHAVIOR

Treat your classmates and teacher with respect. Use English. Make the most of your class time by actively participating in discussions and activities. Do not use your cell phone to text during class. Turn your cell phone to vibrate and keep it in your pocket if you are expecting an emergency call.

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

The use of electronic devices by students in the classroom is up to the discretion of the instructor. Any use of such devices for purposes other than student learning is strictly prohibited. If an instructor perceives such use as disruptive and/or inappropriate, the instructor has the right to terminate such use. If the behavior continues, the student may be subject to disciplinary action to include removal from the classroom or referral to the Dean of Student Services.

Student Code of Conduct

Houston Community College views college-level students as adults who subscribe to a basic standard of conduct, which requires that they not violate any municipal, state or federal laws. Furthermore, no student may disrupt or otherwise interfere with any educational activity or fellow students' right to pursue academic goals to the fullest in an atmosphere appropriate to a community of scholars. Any student failing to abide by appropriate standards of conduct during scheduled college activities may result in disciplinary action. Students suspected of violating the student code of conduct will be subject to the disciplinary process. Students have the right to due process. For detailed information regarding violations of the student code of conduct and the disciplinary and appeal process, visit www.hccs.edu/hccs/current-students/student-rights-policies-procedures

General Instructional Complaints

When a student wishes to file a complaint related to instructional matters not covered under the Grade Appeal or EEO Process, the student is to follow the chain of command. A student should first discuss the issue with the faculty member. If after having discussed the matter with the faculty member a resolution is not reached to the student's satisfaction, the student may then present the issue to the division/department chair. If the student is still dissatisfied with the outcome after having spoken to the division/department chair, he/she may direct the complaint to the appropriate dean. The dean's decision is final. Complaints must be made within the semester in which the issue arose.

EGLS3: Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Important Dates and Holidays**Regular Start**

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| IEP classes begin | January 20 |
| Official Date of Record | February 2 |
| President's Day Holiday | February 16 |
| Spring Break | March 16 - 20 |
| Last Day for Administrative/Student Withdrawals | March 24 |
| Spring Holiday | April 3 |
| Final Examinations | May 11-17 |
| Semester Ends | May 17 |