  
**Intensive English Program**

**ESL/Intensive English Department**

**ESOL 0351 – Advanced Intermediate Writing for Foreign Speakers**

CRN 37249 -- Fall 2017

Gulfton Center – Room 221 | 9:00 – 11:20 a.m.Tues/Thurs.

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

**Class Dates**: 08/28/2017 – 12/17/2017

**Instructor: Kathleen Kirby-Turner**

**Instructor Contact Information: e-mail:** kathleen.kirbyturner@hccs.edu

**phone**: 713-718-7750

Learning Website http://learning.hccs.edu/faculty/kathleen.kirbyturner

**Office location and hours: Gulfton Center, by appointment**

Please come to see me if you have any questions or concerns. It is better to ask questions before you have problems with tests or homework. Contact me if you have been absent to arrange a time to hand in the homework and to discuss what you missed.

**Prerequisites**

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

**Course Description**

ESOL 0351 briefly reviews the paragraph and its essential elements and concentrates on developing writing skills for the production of the multi-paragraph essay.

**Course Statement of Purpose**

ESOL 0351, Advanced Intermediate Composition, 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 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.

**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
* Activities on revising an essay 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

**Student Assignments**

Journals or other weekly writing assignments (optional)

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.

Homework is due on the next class day unless otherwise stated by the instructor. Homework one day late will receive a grade of 50%. If you are absent, you are still responsible for the homework: work missed while absent has to be completed on 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.

**Missed essays, tests, quizzes:** Do not be absent on in-class essay days. Missedexaminations or in-class essays can be made up only if you can provide what your instructor considers an acceptable reason for having a second chance. You will only be able to make up **one** missed in-class essay or test. No make-up quizzes will be given: your lowest quiz gradewill be dropped.

**Late homework:** Students will receive half credit for homework that is one day late. Latehomework will not be accepted after the second day. If you miss classwork, you cannot receive full credit for making it up. **This includes Eagle Online assignments.** If you are absent, you are still responsible for the homework: work missed while absent has to be completed on 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.

**Assessments**

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

Homework/Practice compositions, homework exercises, other writing assignments

Quizzes and tests on work covered in class (optional) ***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***

**Instructional Materials**

* *Ready to Write: From Paragraph to Essay*, 3rd edition, Blanchard & Root, Pearson/Longman
* Optional: *Longman Dictionary of American English*

**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.

**HCC Policy Statement: Academic Dishonesty**

Any form of copying, cheating, or plagiarism will result in a grade of 0 for the assignment. The instructor will decide whether to permit you to make up the work, and under what circumstances it might be made up. If you are charged with academic dishonesty, pleading ignorance of the rules will not help you. Penalties and/or disciplinary proceedings may be initiated by HCC officials against a student who is accused of scholastic dishonesty. “Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

* Copying from another students’ test paper;
* Using materials not authorized by the person giving the test;
* 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 that has not been administered;
* Bribing another person to obtain a test that is to be administered.

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. 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 College System.

See the HCCS Student Handbook for further information.

**HCC Policy Statement: Attendance**

All students who have not attended by the Official Day of Record (**Sept. 26**) will be dropped or withdrawn from the class for non-attendance. According to the HCC Student Handbook, you can be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lab as well as lecture). For Intensive English if you exceed a total of 10 hours (12.5%) of absence in any class (= 4 full days of any class, including labs), you can be dropped from that class. If you are an F1 student, this can make you out of status and will cause you visa problems, possibly requiring you to petition for reinstatement. If you are absent, it is your responsibility to contact your instructor to find out what you have missed and whether it is possible to make up the work. If you do not take this responsibility, you risk receiving grades of zero and not being allowed to make up the work. No absences are excused. Class attendance leads to class success.

**Tardiness and in-class time absence**

Classes and tests begin on time. Lateness of five minutes or more counts as class absence. You can enter the classroom, but you will be counted absent for that hour. Lateness after break times, leaving early or disappearing for more than five minutes during class are also counted as one-hour absences. The assignments for the lab portion of this class will be submitted to Eagle Online. Logging on at least one time per week to Eagle Online and completing the lab assignments is required. Not logging on to Eagle Online at least one time per week will be considered a lab absence. Texting, using social networking sites, or other improper use of technology during class time are also counted towards your absences (1 warning = 1 tardy, 3 tardies = 1 absence).

**HCC Withdrawal Deadline**

To drop a class, you must speak with a counselor or an advisor. The nearest place to see one is in Gulfton Room 117. The last day students may withdraw or be dropped from a class with a grade of W is Thursday November 3rd 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. Speak with a counselor or an advisor before dropping classes to make sure you understand the procedures.***

**HCC Policy on Students Repeating a Course for the Third Time**

**Repeating students**:

**HCC Policy on Students Repeating a Course for the Third Time Repeating students**:

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. Students who repeat a course for three or more times will have to pay a higher tuition fee at HCC and other Texas *help from a tutor.* Get other assistance from a counselor before withdrawing or for advice ifyour grades are not passing. Students should get help so that they will not fail. Tutoring is available at Gulfton Center and West Loop Center.

**HCC Policy Statement: ADA**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including 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/district/students/disability-services/](http://www.hccs.edu/district/students/disability-services/" \t "_blank)

**Campus Carry:**

“At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at [http://www.hccs.edu/district/departments/police/campus-carry/](http://www.hccs.edu/district/departments/police/campus-carry/" \t "_blank).”

**HCC Policy Statement: Sexual Misconduct**

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" \t "_blank)

**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. Turn off your cell phone during class. If you are expecting an emergency call, ask your instructor’s permission to leave your cell phone on vibrate.

**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. (Please see the Attendance Policy for this class.)

**Disruptive Behavior:** Students who conduct themselves in a manner that significantly interferes with college teaching, research, administration, disciplinary procedures or other authorized college activities (including its public service functions) on the college premises will be subject to disciplinary action. Any student who behaves in this way may be required by the instructor to leave the classroom and be counted absent for the rest of that class period.

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

**Late homework:** If homework is one day late without a reason that is acceptable to your instructor, the grade will go down 15 points. Two days late = 30 points down. Late homework will not be accepted after the second day. If you miss classwork, you cannot receive full credit for making it up.

**INSTRUCTOR’S REQUIREMENTS**

***The teacher needs to:***

* Create a rich environment for learning and student interaction.
* Give students extra learning resources 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 online in English learning sites.

**PROGRAM AND ESL DISCIPLINE REQUIREMENTS**

**Basic Requirements for ESOL 0351**

Students in ESOL 0351 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.

**HCC Grading Scale**

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

**ESOL 0351 Grading Formula (*Instructors choose one of the following grading formula*)**

|  |  |
| --- | --- |
| **Writing W**  In-Class Essays 55%  Quizzes 5%  Journals 10%  HW, Dictations 5%  Computer Lab 5%  Final Composition 20%  100% | **Writing X**  In-Class Essays 40%  Daily wk & HW 10%  Jrnls & lab 10%  Midterm Essay 20%  Final Exam Essay 20%  100% |
| **Writing Y**  In-Class Essays 55%  Quizzes 5%  HW, CW, Lab 10%  Alt. Wrtng Activities 10%  Final Exam 20%  100% | **Writing Z**  In-Class Essays &  Paragraphs 45%  Dly Wk (incl. HW, Jrnls) 20%  Midterm Exam Essay 15%  Final Exam Essay 20%  100% |

**Advisory 16-WEEK COURSE CALENDAR (*Great Writing 3: From Great Paragraphs to Great Essays, 3rd ed*)**

|  |  |  |
| --- | --- | --- |
| **Dates** | **Lesson & Curriculum Content** | **Materials (*Great Writing 3*)** |
| **Week 1**  **8/28 – 09/01** | **Closed due to flooding from Hurricane Harvey** | |
| **Week 2**  **09/04 – 09/08** |
| **Week 3**  **09/11 – 09/15** | Introduction; orientation; diagnostics  Introduction to Paragraphs: Unit 1  SLO #2: Verbs & fragments  SLO #4: Topic sentences | ***GW3****: Pgs. 2-37* |
| **Week 4**  **09/18 – 09/22** | Elements of Good Writing (Unit 2)  &  Types of Paragraphs (Unit 3)  SLO #3: Descriptive language  SLO #4: Well-constructed paragraphs | ***GW3****:*Pgs. 38-89 |
| **Week** **5**  **09/25 -09/29** | **In-Class Composition #1** (Paragraph)  Moving from the Paragraph to the Essay: The Descriptive Essay (Unit Four)  SLO #4: Writing the paragraph – In-class composing:  SLO #4:The writing process – seven steps | ***GW3****:*Pgs. 90-113 |
| **Week 6**  **10/02- 10/06** | Revision of Composition #1  The Descriptive Essay (Unit 4), ctd.  SLO #1:Review o mechanics (via revision of draft of Comp #1)  SLO #3: Use of descriptive language  SLO #4:: Introduction to 7-step writing process  SLO #4: Essay revision | ***GW3****:*Pgs. 90-113 (ctd.) |
| **Week 7**  **10/09-10/13** | **In-Class Composition #2** (Descriptive Essay)  The Comparison Essay (Unit #5)  SLO #3:Parallel structure  SLO #4: In-class compositing (descriptive essay) | ***GW3****:*Pgs. 114-137 |
| **Week 8**  **10/16– 10/20** | Revision of Composition #2 (Descriptive essay)  The Comparison Essay (Unit 5), ctd.  SLO #1:Review of mechanics, via revision of draft of composition #2  SLO #4:Writing about comparisons: conceptual strategies  SLO #4: Essay revision | ***GW3****:*pgs. 114-137, ctd. |
| **Week 9**  **10/23-10/27** | **Online Composition #3** (Comparison Essay)  The Cause & Effect Essay (Unit 6)  SLO #2: Expressing past action  SLO #3:Cause & effect sentence structures  SLO #4: Online composing: Cause & effect | ***GW3****:*pgs. 138-164 |
| **Week** **10**  **10/30- 11/03** | Revision of Composition #4  The Cause & Effect Essay (Unit 6), ctd.  SLO #1:Review of mechanics (via draft revision)  SLO #2:Verb forms expressing past action  SLO #3:Cause & effect sentence structures  SLO #4: Essay revision | ***GW3****:*pgs. 138-164, ctd. |
| **Week 11**  **11/06 – 11/10** | **In-Class Composition #4** (Cause/Effect Essay)  The Classification Essay (Unit 7)  SLO #2: The passive voice, forms and use  SLO #3:Connectors & transitions for classification  SLO #4: In-class composing (Composition #4) | ***GW3****:*Pgs. 164-189 |
| **Week 12**  **11/013- 11/17** | The classification essay (Unit 7), ctd.  Revision of Composition #4 (Cause & effect essay)  SLO #1:Review of mechanics, via draft revision  SLO #2:Passive voice, ctd.  SLO #3:Sentence connectors & transitions, ctd.  SLO #4: Essay revision | ***GW3****:*Pgs. 164-189, ctd. |
| **Week 13**  **11/20 - 11/24** | **Online Composition #5** (Classification Essay)  Preparation for ESOL 0354 & college writing   * Mechanics * Sentence structure * Writing process   SLO #1:Mechanics Review  SLO #3:Sentence structure review  SLO #4:Online composing (Classification essay) | ***GW3****:*Pgs 190-246 |
| **Week 14**  **11/27 - 12/01** | Revision of Composition #5 (lassification essay)  Preparation for ESOL 0354 & college writing, ctd.   * Mechanics * Sentence structure * Writing process   SLO #1:Mechanics Review, via draft revision  SLO #3:Sentence structure review  **SLO #4: Draft revision** | ***GW3****:*Pgs190-246 |
| **Week 15**  **12/04- 11/09** | **Review** |  |
| **Week 16**  **12/12- 11/17** | **Final Examinations** |  |

**Or**

**Advisory 16-WEEK COURSE CALENDAR (Ready to Write)**

|  |  |  |
| --- | --- | --- |
| **Dates** | **Lesson** | **Materials** |
| **Week 1**  **8/28 – 09/01** | School closed due to flooding from Hurricane Harvey | |
| **Week 2**  **09/04 – 09/08** |
| **Week 3**  **09/11 – 09/15** | Introduction to course/ Diagnostic/  Chapter 1: Elements of Good Writing |  |
| **Week 4**  **09/18 – 09/22** | Finish Chapter 1 / Begin Chapter 2  **In-class Paragraph** |  |
| **Week 5**  **09/11 – 09/15** | **Test on Chapters 1 and 2**  Begin Chapter 3 |  |
| **Week 6**  **10/02- 10/06** | Finish Chapter 3 / Begin Chapter 4 |  |
| **Week 7**  **10/09-10/13** | Finish Chapter 4  **In-class Essay #1** |  |
| **Week 8**  **10/16– 10/20** | Begin Chapter 6  **In-class Essay #2**  **(Midterm Reports to students (printed or digital))** |  |
| **Week 9**  **10/23-10/27** | Finish Chapter 6 / Begin Chapter 7 |  |
| **Week** **10**  **10/30- 11/03** | **In-class Essay #3**  Continue Chapter 7 |  |
| **Week 11**  **11/06 – 11/10** | Finish Chapter 7 / Begin Chapter 8  **In-class Essay #4** |  |
| **Week 12**  **11/013- 11/17** | Finish Chapter 8  Begin Chapter 11 |  |
| **Week 13**  **11/20 - 11/24** | **In-class Essay #5**  Continue Chapter 11 |  |
| **Week 14**  **11/27 - 12/01** | Finish Chapter 11 |  |
| **Week 15**  **12/04- 11/09** | **In-class Essay #6**  **Review** |  |
| **Week 16**  **12/12- 11/17** | **Final Exam** |  |

**Important Dates and Holidays (Fall 2017)**

Labor Day (Holiday) September 4

Official Day of Record September 26

Last Day for Refund Oct. 3

Last Day for Administrative/Student Withdrawals November 3

Thanksgiving November 23

Last day of Instruction (for ESOL) December 7

Semester ends December 17