



**Intensive English Program
ESL/Intensive English**

ESOL 0354 – Advanced Composition for Foreign Speakers

CRN 37575 – Fall 2017

West Loop – Room C225 | 9:00 a.m. – 11:20 p.m. Tue./Th.

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

wks

Class Dates: 08/28/2017 – 12/17/2017

Instructor: Kathy Najafi

Instructor Contact Information: e-mail: Kathy.najafi@hccs.edu

Learning Website <http://learning.hccs.edu/faculty/kathy.najafi>

Eagle Online Information: <https://eo2.hccs.edu/login/index.php>

Office location and hours: West Loop Center C-256.5 3 – 5 pm T - Th

Please come to speak with me if you have any questions or concerns. It's best 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 ESOL 0351 or, for incoming students, placement exam cut-offs

Course Description

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

Course Statement of Purpose

This course seeks to prepare students for college composition courses and academic writing in general by accomplishing the following objectives:

- 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 hone their sentence-combination skills, especially in the area of the strategy and techniques of subordination within complex sentences.
- Students learn to use the writing process, especially in the area of effective topic construction and in the necessity and techniques of revising and editing their own work and their peers' work.
- Students are introduced to essential academic writing skills, including paraphrasing, summarizing, and writing essay exams in content-area courses.
- Students are trained in critical thinking, especially in evaluating samples of written text, including their own writing and their peers' writing.

Student Learning Outcomes

After completing this course, students should be able to:

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

Learning Objectives leading to the Course Outcomes above

Students will:

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

Tentative 16 –Week Instructional Outline

Week Number/ Dates	Objectives	Assignments and Due Dates
Week 1 8/28 – 09/01	No Classes: Hurricane Harvey	
Week 2 09/04 – 09/08	No Classes: Hurricane Harvey	
Week 3 09/11 – 09/15	<p>Get to know each other. Review policies, syllabus, Lab, tutoring, get textbook and materials Review the writing process and editing process Diagnostic</p> <p>Language focus: connectors -Review/understand essay elements -Practice new vocabulary -Identify/create thesis statements and hooks -Brainstorm, create outline, and supporting paragraphs. -Review rubrics and requirements for multiple draft essay assignments -Practice editing</p>	Supplementary material to be completed as homework.
Week 4 09/18 – 09/22	<p>Unit 3 Comparison Essay Language focus: comparison and contrast connectors -Identify methods of organization for comparison essays -Identify points of comparison and plan accordingly -Choose topics and plan for essays *Tutoring slips to be handed in with final draft.</p>	<p>Complete Post-Reading p. 69-70. Grammar Activities 1 - 4, p. 171 - 172, Great Writing 1st draft comparison completed in class. 2nd typed draft due Th. Editing exercises</p>
Week 5 09/25 -09/29	<p>Using adverb clauses</p> <p>Learning assessment</p>	<p>Write sentences. Language Focus, p. 78 Peer edits on 2nd draft – Tue. Rewrite. 3rd draft due Th. Final due next Tue. Homework: Read Great Writing p. 90 - 92</p>

Week Number/ Dates	Objectives	Assignments and Due Dates
Week 6 10/02- 10/06	<p>Unit 4 Cause Essay</p> <p>Language focus noun and adjective clauses</p> <p>*Tutoring slips to be handed in with final draft.</p>	<p>Complete Post-Reading p. 92-92 Great Writing Practice 15 Unit 4, p. 202 1st draft cause essay due end of class. 2nd typed draft due Th. Editing exercises</p>
Week 7 10/09-10/13	<p>Practice Timed Writing</p> <ul style="list-style-type: none"> -Practice writing in timed situation -Review sample timed writing essays -Discuss strategies for timed writing tests 	<p>Grammar Activities 5 - 8, p. 174-193, Great Writing Peer edits on 2nd draft. Rewrite. 3rd draft due, Peer edits on 3rd draft.</p> <p>Practice Timed Writing</p>
Week 8 10/16– 10/20	<p>Editing</p> <p>Learning assessment</p>	<p>Final due on Th.</p> <p>Review Steps 1 through Step 3, p. 164 - 168, Great Writing</p>
Week 9 10/23-10/27	<p>Unit 5 Argumentative essays</p> <p>Learn new vocabulary, counterargument and refutation</p> <ul style="list-style-type: none"> - Prepare for argumentative essays - Expressing opinions on various topics - Understand the purpose and major elements of an argumentative essay <p>*Tutoring slips to be handed in with final draft.</p>	<p>Complete exercises. Brainstorm on topic. Use modals Develop pro/con thesis statements</p>
Week 10 10/30- 11/03	<p>Avoid faulty logic</p> <p>Language focus: using “if clauses</p> <p>Understanding and avoiding plagiarism</p>	<p>Activity 7, p. 128, Great Writing</p> <p>Grammar activities 9 - 12, p. 175 - 176, Great Writing</p> <p>Add facts to argumentative essay by doing research, paraphrasing, and quoting.</p>
Week 11 11/06 – 11/10	<p>Cont. of Argumentative Essay</p> <p>Peer Editing</p>	<p>Peer edits on 2nd draft. Rewrite. 3rd draft due Th. Peer edits on 3rd draft. Final due Tue.</p>
Week 12 11/013- 11/17	<ul style="list-style-type: none"> -Review timed writing -Practice editing; sentence clarity 	<p>Activities 13 - 18, p. 177 - 179, Great Writing</p>

Week Number/ Dates	Objectives	Assignments and Due Dates
	-Assess learning	Build better sentences using practices in Appendix I, Great Writing
Week 13 11/20 - 11/24	-Assess learning -Review grammar; practice editing	Practice for 1st timed writing.
Week 14 11/27 - 12/01	Learning assessment -Reflect on learning --Assess learning Sentence structure revision	Timed writing #1
Week 15 12/04- 12/09	Sentence structure revision *Tutoring slips due.	Practice for timed writing #2 Timed writing #2
Week 16 12/12- 12/17	Final Exams	Final Exam

Journals: The first 20 min. of every class will be spent writing in your journals. You will be writing from a list of topics. Journals will be collected on a regular basis.

Tutoring: You will be required to see a tutor twice a month. You must submit a form with the tutor's signature on it.

ESOL 0354 Grading Formula

Multiple Draft Essays	30%
Timed Essays (2)	30%
HW, Journals, Tutor/lab	10%
Final Exam	<u>30%</u>
	100%

Instructional Methods

Student writing of various kinds such as essays, revising, editing, paraphrasing, summarizing, timed writing for fluency

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

Activities on grammar and vocabulary needed for a particular kind of essay Instruction and practice with punctuation

Discussion (whole-class, groups, pairs) Activities in the textbook, on handouts, online

Instruction on recognizing and correcting individual problems with grammar and

punctuation Instruction on understanding and being guided by rubrics to improve student writing

PROGRAM AND ESL DISCIPLINE REQUIREMENTS

Basic Requirements for ESOL 0354

Three to four in-class essays, plus . . .

Two timed essays on a "cold" topic, one given at or following mid-semester, and the other

given as the final examination (see Suggested Grading Percentages)

Homework

Quizzes or tests

Dictionaries and electronic devices are not allowed in writing tests and quizzes.

Missed essays, tests, quizzes: Please do not be absent on in-class essay days. Missed examinations 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 grade will be dropped.

Late homework: Students will receive half credit for homework that is one day late. Late homework 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.

Instructional Materials

Great Essays 4 (3rd Ed.) 2010 by Keith S. Folse, April Muchmore-Vokoun & Elena Vestri Solomon: Heinle Cengage Learning

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 online near the end of the term for continual improvement of instruction.

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 student's 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 **Friday Nov. 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:

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 if your grades are not passing. Students should get help so that they will not fail. Tutoring is available at Gulfton Center and West Loop Center. Tutoring days and times will be posted outside your classroom.

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/>

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/>.”

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

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.

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

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.