



**Intensive English Program  
ESL/Intensive English Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/intensive-english-esl/>

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**ESOL 0354: Advanced Composition for Foreign Speakers | Lecture | #12486**

Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)

In-Person | Katy Campus | TuTh 10:30 a.m.-12:50 p.m.

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

**Instructor Contact Information**

Instructor:	Kathy Najafi	Office Phone:	713-718-7435
Office:	Katy Campus, Room 112C	Office Hours:	M & W 1:00-2:00 p.m.
HCC Email:	<a href="mailto:kathy.najafi@hccs.edu">kathy.najafi@hccs.edu</a>	Office Location:	Katy Campus

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**

Please contact me by email at [Kathy.najafi@hccs.edu](mailto:Kathy.najafi@hccs.edu). 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 concentrates on elements of organization, rhetoric, and sophisticated language use. Students are required to produce well-organized, well-substantiated, multi-paragraphed essays containing thesis statements and topic sentences.

**My Personal Welcome**

Welcome to ESOL 0354 - Advanced Composition for Foreign Speakers. 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 academic writing and how to apply the writing skills taught in. So please visit me or contact me by email whenever you have a question.

## Prerequisites and/or Co-Requisites

A passing grade in ESOL 0350 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. In addition, you will be able to find this syllabus uploaded onto Canvas.

HCCS Open Lab locations may be used to access the Internet and Canvas. **USE [FIREFOX](#) OR [CHROME](#) AS THE INTERNET BROWSER.**

## HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

## 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.

**"Final Draft 4 "** by Wendy Asplin, Monica F. Jacobe, Alan S. Kennedy (Cambridge).

ISBN13: 9781107495579

The book is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](#). Order your book here: [HCC Bookstore](#)



### Temporary Free Access to E-Book

N/A

### 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 Services](#) 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>.

#### 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

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

### Core Curriculum Objectives (CCOs)

After taking ESOL 0354, Advanced Writing the student should:

1. Be able to write a multi-paragraph, thesis-driven essay (up to 1500 words).
2. Develop an essay in which a variety of rhetorical modes are used to support the thesis (as opposed to a single rhetorical mode).
3. Appropriately address a topic in terms of audience, purpose, and style.
4. Understand the effect of diction on the formal vs. informal style of a writer.
5. Use college-level vocabulary to express ideas.
6. Read and comprehend different kinds of text: academic, journalistic, personal compositions.
7. Be able to provide textual support by quoting, summarizing, and paraphrasing an outside source.

### Program Student Learning Outcomes (PSLOs)

After taking ESOL 0354, Advanced Reading the student will display the ability to read and summarize a level-appropriate text.

### Course Student Learning Outcomes (CSLOs)

After completing ESOL 0353, Advanced Writing, 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 revising for content and organization and edit for vocabulary, grammar, sentence structure, mechanics, and essay format.
3. Develop a thesis statement with sufficient support appropriate to the topic.
4. Compose connected discourse using logical devices and coherence markers of academic English.

### Learning Objectives

- 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 a 2-3 page essay 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.

- 2.4 Detect and correct errors in grammar, sentence structure, and mechanics.
- 2.5 Compose a variety of sentence types, ranging from simple to compound to complex.
- 2.6 Apply punctuation rules applicable to multi-clause sentences.
- 2.7 Apply rules of capitalization and use of quotation marks as appropriate.
- 2.8 Apply rules for proper MLA essay formatting (e.g. double spacing, margins, indentation, etc.)
- 3.1 Recognize the difference between a direct and indirect thesis
- 3.3 Develop a clear, strong thesis statement with the topic and focus.
- 3.3 Develop a variety of supporting details for the thesis including: reasons, details, explanations, examples, etc.
- 3.4 Organize details into coherent, unified paragraphs with strong, clear topic sentences
- 4.1 Appropriately use a variety of devices providing logic, coherence, and transition.

## **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 and completing the in-class assignments
- Attending class in person
- 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
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

## Assignments, Exams, and Activities

### Written Assignment

During this course, you will be writing and submitting 3 multiple draft essays; in addition you will be completing timed in-class essay(s). Your final exam will be in the form of one essay completed in class.

### Exams

Your final exam is worth 30% of your total grade. You will be asked to write a multiple-draft essay from one of the writing prompts provided.

### In-Class Activities

In-class activities will for the most part include reading/writing, completing online assignments, group activities and pair work.

### Final Exam

A final exam will be given at the end of the semester. Students who are absent from the final exam without discussing their absence with the instructor in advance or within 24 hours afterward will receive a course grade of Incomplete. Any student who does not take a makeup exam by the end of the following long semester will receive a final exam grade of zero and a course grade of F.

### Grading Formula

Multiple Draft Essays	30%
Timed Essay(s)	30%
Online Journals, Lab	10%
Final Exam	30%

90-100% = A 80 – 89% = B 70 – 79% = C Below 70% = IP or F (not passing) FX = Failure due to excessive absence

### 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/>

## Course Calendar

Week	Dates	Topic / Assignments Due
1	Aug 26 - 30	-Identify class policies and requirements - Diagnostic <b>Unit 1: Academic Essays</b> Pgs 20 - 26
2	Sept 2-6	*Online Journal entry – 2 per week (Canvas assignment) Pgs 28 - 40 Identify/create thesis statement and hooks Brainstorm, create outline, and supporting paragraphs
3	Sept 9-13	*Online Journal entry – 2 per week (Canvas assignment) <b>Unit 2: Narrative Essays</b> Pgs 47 – 65
4	Sept 16-20	*Online Journal entry – 2 per week (Canvas assignment) 1st draft completed in class. Editing exercises pgs 66 – 70 2 <sup>nd</sup> draft – peer editing
5	Sept 23-27	*Online Journal entry – 2 per week (Canvas assignment) Editing exercises pgs 71 – 73 Drafts 3 & 4 peer editing
6	Sept 30- Oct. 4	*Online Journal entry – 2 per week (Canvas assignment) Bring all drafts 1-4 to class Submit edited draft 4 to Turnitin by Friday 11:00 pm *Tutoring slips to be handed in with final draft. <b>Unit 3: Cause &amp; Effect Essays</b> Pgs 79 – 96
7	Oct. 7-11	*Online Journal entry – 2 per week (Canvas assignment) 1st draft completed in class. Editing exercises pgs 97 – 101 2 <sup>nd</sup> draft – peer editing
8	Oct. 14-18	*Online Journal entry – 2 per week (Canvas assignment) Editing exercises pgs 102 – 105 Drafts 3 & 4 – peer editing
9	Oct. 21-25	*Online Journal entry – 2 per week (Canvas assignment) Bring all drafts 1-4 to class Submit edited draft 4 to Turnitin by Friday 11:00 pm *Tutoring slips to be handed in with final draft. <b>Unit 7: Argumentative Essays</b> pgs 213-222
10	Oct. 28- Nov. 1	*Online Journal entry – 2 per week (Canvas assignment) Pages 223 – 239 1st draft completed in class.
11	Nov. 4-8	*Online Journal entry – 2 per week (Canvas assignment) Drafts 2 & 3 – peer editing
12	Nov.11-15	*Online Journal entry – 2 per week (Canvas assignment) Draft 4 – self editing Bring all drafts 1-4 to class



Week	Dates	Topic / Assignments Due
		Submit edited draft 4 to Turnitin by Friday 11:00 pm *Tutoring slips to be handed in with final draft.
13	Nov.18-22	*Online Journal entry – 2 per week (Canvas assignment) <b>Unit 8: Test Taking/Timed Writing</b> pgs 249 – 258 Timed writing practice
14	Nov.25-29	*Online Journal entry – 2 per week (Canvas assignment) Timed writing test #1
15	Dec. 2-6	*Online Journal entry – 2 per week (Canvas assignment) Timed writing test #2
16	Dec. 9-13	<b>FINAL EXAMS</b>

### 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

Please do not be absent on testing days. If you are absent, you must ask your instructor for permission to make up what you missed. Missed tests or quizzes can be made up only if you can provide what your instructor considers an acceptable reason for having a second chance. If you do not speak with your instructor about this on the day when you return to class, you will not be allowed to make up the work.

#### Academic Integrity

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. Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

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-procedures/>

## Attendance Procedures

All students who have not attended by the Official Day of Record ( **Aug. 28** ) will be dropped or withdrawn from the class for non-attendance. According to the HCC Student Handbook, 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, including labs, you can be dropped from all Intensive English classes. This will make F1 students out of status and cause visa problems. 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. The instruction in this course is lecture and lab based.

### Student Conduct

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.

### Electronic 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. Texting, using social networking sites, or other improper use of electronic devices during class time or lab time is also counted toward your absences. 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.

### HCC Policies

Here's the link to the HCC 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

### **EGLS<sup>3</sup>**

The EGLS<sup>3</sup> ([Evaluation for Greater Learning Student Survey System](#)) 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. EGLS<sup>3</sup> 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 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-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](mailto: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-complaints/speak-with-the-dean-of-students/>

## **Department Chair Contact Information**

Kevin Clement, [kevin.clement@hccs.edu](mailto:kevin.clement@hccs.edu), 713.718.7201

