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| **Instructor****Instructor contact information**  | HCC 5742 HCC Logos with Trademark July 29 (2)**Intensive English Program****Central College****ESOL 0354–Advanced Composition****CRN 82892:** – Spring2014 Central Campus – **(Room/Lab) (Day/Time)** 3 hours lecture / 2 hour lab / 80 hours per semester/12 weeks**Class Dates**: February 10 -May 11, 2014  **Professor Kef V. Marks** **e-mail: kef.marks@hccs.edu** **office phone**: (713) 718-6674 ESOL Front Desk  |
| **Office Location and Hours** | **By appointment***Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance*. *Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Feel free to come by my office anytime during these hours*. |
| **Course Semester Credit Hours (SCH) (lecture, lab) If applicable** |

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| Credit Hours | 3.0 |   |
| Lecture Hours | 3.0 |   |
| Laboratory Hours | 2.0 |   |

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| **Type of Instruction** | Lecture |
| **Course Description:**  | A continuation of ESOL 0351, this course concentrates on elements of organization, research methods, rhetoric, and sophisticated language use.  Students are required to produce well-ordered, well-substantiated, multi-paragraphed essays containing thesis statements and topic sentences. |
| **Course Prerequisite(s)** | A satisfactory score on Compass ESL or completion of ESOL 0351 with a "C" or better grade.  |
| **Academic Discipline/CTE Program Learning Outcomes** | **1.** serves international students on a visa after fulfilling IEP requirements **2**. serves permanent U.S. residents, undocumented residents, and citizens **3.** places students with the HCCS language assessment test, Compass-ESL **4**. offers 16-week (Fall and Spring) and 5 and 8 week (Summer) semesters **5**. prepares students for academic course work and other college classes **6.** allows students to take certain other college classes with AESL courses **7.** has a part-time schedule , 4 or 5 hours per course each week **8.** gives students non-transferable college credits **9**. prepares students for ENGL 1301, state-mandated THEA writing, and workplace writing **10. r**egisters students with Compass ESL placement test scores at all HCCS campuses  |
| **Course Student Learning Outcomes (SLO): 1 to 4** |  Apply the principles of writing as a process.  Adopt the essay structure. Differentiate among rhetorical styles. Demonstrate knowledge of advanced grammar usage and structure in sentences. |
| **Learning Objectives**  | 1.1 Apply pre-writing strategies such as brainstorming, word maps, and  outlining to create and organize ideas;1.2 Develop revision and editing skills; 1.3 Write multiple drafts.2.1.Design the essay format: margins, indentation, spacing;2.2 Produce an introduction with a clear thesis statement, clear and limited topic sentences, supporting body paragraphs, and a conclusion;3.1. Summarize and paraphrase texts 3.2 Compose an in-class comparison/contrast essay;3.3.Compose an in-class cause/effect essay;3.4 Compose an in class argument essay;3.5 Compose an in-class final exam essay.4.1 Identify and model the correction of sentence structure: run-on, fragment,  and comma splice errors; 4. 8 Identify and model the correct use of agreement: parallel structure  |
| **Instructional Materials** | * ***Engaging Writing 2***(2nd Ed.) 2011 by Mary Fitzpatrick: Pearson/Longman ISBN: 13:978-0-13-248354-4
* An English-English dictionary; recommended: *The COBUILD Dictionary* or the *Longman Dictionary of American English.*

 **Note:** Students will not be permitted the use of any electronic devices during exams. This includes electronic translation machines unless the machine is a stand alone. |
| **Student Assessments** |  Compositions 20%  In-Class Essays 30%  Quizzes 10% Short Summaries 5%  Homework 5% Practice Essays/Rough Drafts 5% Final Essay 25%  |
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| A = 100- 90: |   | 4 points per semester hour |
| B = 89 - 80: |   | 3 points per semester hour |
| C = 79 - 70: |   | 2 points per semester hour |
| F/FX=Below 70 |   | 0 point per semester hour |  |
| 69 and below  |   | 0 points per semester hour |  |
| IP (In Progress) |   | 0 points per semester hour |  |
| W(Withdrawn) |   | 0 points per semester hour |  |
| I (Incomplete) |   | 0 points per semester hour |  |
| AUD (Audit) |   | 0 points per semester hour |  |

90-100% =A 80 – 89% = B 70 – 79% = C Below 70% = IP/ F/FX (not passing due to absences after withdrawal date)IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA. **Note:** A students who attempts the course a second time, but is not successful is given an F. An **FX** is given if a student does not withdraw from the course but stops attending class. This will alert Financial Aid. |

**HCC Policy Statement: 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 Englishclasses. This will make F1 students out of status and cause visa problems. There are no acceptable excuses for absence. If you are not in class, you are absent.

**Tardiness and in-class time absence**

Classes and tests begin on time. Lateness of ten minutes or more counts as a major tardy. Two major tardies will count as 1 absence. Lateness of less than 10 minutes is a minor tardy. Three minor tardies count as 1 major tardy. Lateness after break times, leaving early or disappearing during class or lab are also counted as absences.

**Cell phones and other electronic devices**

Turn your cell phone off before entering class. If you use your cell phone in class, you may be asked to leave for the rest of that class and be marked absent for that day.

**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 professor 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.

**HCCS Policy Statemen**t- **Minors and Relatives on HCC Property**

No children and/or relative is allowed in the classrooms. Children on campus must be accompanied by an adult at all times and are allowed on campus only briefly.

**Course Calendar**

**ESOL 0354, Advanced Composition**

**Spring 2014**

*(This calendar may change to meet the needs of the class)*

 **IMPORTANT DATES**

February 10th Classes begin

**February 17th** (Monday) **Holiday** (President’s Day)

**March 10th-16th Spring Break**

March 31st Last Day for Student/Administrative Withdrawals

**April 18th-20th (Friday-Sunday) Spring Holiday**

**May 5th-11th Final Exams**

May16th Grades Available

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| **Week &****Chapter** | **Writing Assignments** |  **In-Class Instruction & Writing Homework** | **Grammar/Mechanics** **Homework** |
| **Week 1** **Chapter One** | ***Composition 1: An Expository Paragraph p. 11*** | Intro to the ESOL 0354 course; Diagnostic assessment (this assessment will not be graded nor returned)**Chapter 1: “Role Models”** (pp. 3-42)Continue with the Writing Process: pp. 20-25; Revising pp. 26-34Coordinating Conjunctions | **HW:** p. 34-36 Ex. 14 & 15 & Ex.15 pp. 268-269Coordinating Conjunctions Ex. 18 P. 39; Ex. 10 p. 253-254 Ex. 19 & 20 pp. 40-41 |
| **Week 2** | ***Due Tuesday-******Final Draft: An Expository Para. (typed and double spaced)*** | **Chapter 2**: **“Culture, Identity and Homeland”** (pp.43-72)Parallel Structure: p.254 7b.The Writing Process: pp. 59-64Language Focus: pp. 66-71 : Noun Phrases & Adjective Clauses  | **HW:** Ex. 1 p. 233 &Ex. 11 p. 255  |
| **Week 3****Chapter Two** | ***Composition 2: A Logical Division Essay p. 49******Final Draft Due Thursday*** | **Writing Skills: Quoting, Paraphrasing, Citing Sources & Summarizing****Quoting:** pp. 190-196, pp. 294-295 & p.219 Reporting Verbs**HW**: Ex. 1 p. 194, Ex. 2 p. 195, Ex. 3 p. 196 (to be handed in) | **HW:** Run-on sentences & fragmentsEx**.** 276-277 & Ex. 20 p. 278 |
| **Week** **4** | ***Summary 1****: Ex. 13 p. 224* | **Paraphrasing**: pp. 198-213**HW & in class**: Ex. 6 p. 201-202 , Ex. 7 p. 203-206 (2-6 in class), Ex. 8 p. 205; Ex. 9 p. 208-209 (2-4 in class)**Citing Sources:** pp.214-215 (in class Ex. 12 p. 217)**Summarizing:** pp: 220-227 | **HW:** Reported Speech Ex. 12 p. 261**HW:** Review of verb tensesEx. 21 p. 280 |
| **Week 5****Chapter 3** | ***Composition 3- Essay: Cause & Effect Essay” (p. 81)******Final Draft Thurs.*** | **Chapter 3: “Full Pockets, Empty Pockets”** (pp. 73-112)**Quiz 1-**Vocabulary Chapters Units 1 & 3 **&** Grammar/Mechanics from weeks 1-5 |  |
| **Week** **6****Chapter Three** | ***Summary 2 (in-class)******In-Class Essay 1: Cause & Effect*** | **Chapter 3 continued:** pp. 91-96,100,104**HW:** ex 10 -11 pp.97-102, **Chapter 3 continued:** pp. 104-110 | Review |
| **Week 7** | ***Composition 4- Comparison & Contrast Essay (p. 121)*** ***Final Draft Thurs.*** | **Chapter 4:** **“Marriage and Family”: Comparison/Contrast Essay**(pp. 113-150) |  |
| **Week 8****Chapter****Four** | **In-Class Essay 2: Comparison/****Contrast** | **Chapter 4 continued:** Revising pp. 129-134**Conjunctions** pp. 134-140**HW**: Ex. 4-5 p. 130-133 | **HW:** Noun Clauses Ex. 5 p. 132-133 |
|  **Week 9** | ***Summary 3 due*** | **Continue Chapter 4:** pp. 144-150Controlling Ideas, Cohesion & Correlative**HW:** Ex. 7-9 pp. 136-143**Adverb Clauses:** pp. 239-242**Quiz 2-** Vocabulary Chapter 4 (from reading)  **&** Grammar/Mechanics from **weeks 7-9** | **(Adverb Clauses & Reduced Adverb Clauses)** |
| **Week 10****Chapter Five** | ***Composition 5- Argument Essay******Final Draft Thurs.******Summary 4 (in-class)*** | **Chapter 5: “From School to Work”: Chapter 5: “From School to Work”: Argument Essay** (pp. 151-188)**Articles:** pp. 248-250  | **HW:** Ex. 9 p. 249Ex. 18 p. 275Ex. 22 p. 284-285 |
| **Week 11** | ***In-Class Essay 3 Argument*** | **HW:** Revising Ex. 11 p. 174-176Organizing Arguments pp. 176-180**Modal Verbs:** p 180 & pp 281-284Conditionals pp. 182-187 & P. 243 3C | **HW:** Ex. 16 p. 181Ex. 17 & Ex. 7 p. 244 |
| **Week 12** | **Final Essay Exam** | **Review****Quiz 3** (Vocabulary from the reading Chapter 5 & review of all grammar/mechanics) | Ex. 18 p. 275Ex. 22 p. 284-285 |