

## **ESOL 0349 : Advanced Intermediate Conversation for Foreign Speakers | Lecture | #10121**

Summer 2020 | 5 Weeks

**We will meet online**

### **Instructor Contact Information**

Instructor: Lucy Castillo	Office Phone:	713-501-1002
HCC Email: lucy.castillo@hccs.edu	Office Location:	Online

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**

Email: lucy.castillo@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 is designed to further develop conversational skills by incorporating more complicated vocabulary and grammatical structures. Students are also required to present oral reports at various times during the semester.

### **My Personal Welcome**

Welcome to ESOL 0349 - Advanced Conversation 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 to help you develop your speaking and listening communication skills in different contexts, including academic, workforce and social situations. So please visit me or contact me by email whenever you have a question.

### **Prerequisites and/or Co-Requisites**

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

### **Canvas Learning Management System**

This section of ESOL 0349 will use Canvas (<https://eagleonline.hccs.edu>) to supplement in- class assignments, exams, and activities.

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

### **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.

*"Pathways 3 (2nd edition)* Cengage

NGL.Cengage.com/ELT

The book is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](#). You may either use a hard copy of the book, or rent the e-book from Cambridge. Order your book here: [HCC Bookstore \(Links to an external site.\)](#)

### **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 TutoringLinks to an external site.](#) [Services Links to an external site.](#) 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>[Links to an external site.](#).

### **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/>[Links to an external site.](#).

### **Course Overview**

This course is designed to further develop conversational skills by incorporating more complicated vocabulary and grammatical structures. Students are also required to present oral reports at various times during the semester.

### **Core Curriculum Objectives (CCOs)**

After taking ESOL 0349, the student should:

1. Be able to understand main ideas and supporting ideas, and make inferences from conversations and talks dealing with academic, workforce and social topics.
2. Exhibit working knowledge of the most common academic, workforce and social vocabulary.
3. Understand how to produce clear English pronunciation, including stress and intonation patterns.
4. Be able to be generally understood by native speakers when speaking on common topics.
5. Be able to clearly present individual, pair, and group presentations on researched topics using introduction, conclusion, and well-organized points with support.
6. Be able to understand and take notes on short presentations representative of a college lecture.
7. Be able to use current technologies, including computer programs and pertinent websites as well as audio CDs, to develop listening and speaking skills.

## **Program Student Learning Outcomes (PSLOs)**

After completing the Intensive English program, the student will:

1. Produce an oral presentation exhibiting level-appropriate pronunciation and fluency
2. Demonstrate comprehension of a level-appropriate listening passage.
3. Transform simple sentences into complex ones using a variety of grammatical structures appropriate to the level
4. Compose a composition that is appropriate to the level in terms of fluency, organization, and grammatical accuracy;
5. Read and summarize a level-appropriate text.

## **Course Student Learning Outcomes (CSLOs)**

After completing this course, students should be able to:

1. Demonstrate comprehension of a spoken passage of English at the level of a middle-school speaker on topics ranging from social to workforce to academic.
2. Demonstrate facility comprehending and using level-appropriate vocabulary.
3. Produce comprehensible speech which is accurate enough to be comprehended with effort by those unaccustomed to interacting with non-native English speakers.
4. Make a presentation on a researched topic.
5. Identify key points of a spoken lecture appropriate to native-speaking middle-school students, using notes taken.

## **Learning Objectives**

Students will:

- 1.1 Summarize the main idea of a conversation or presentation about an academic or workplace topic;
- 1.2 Demonstrate understanding of the specific details of this discourse.
- 2.1 Define significant academic or workforce-related vocabulary;
- 2.2 Use this vocabulary to produce appropriate responses in conversations related to academic or workforce-related topics.
  
- 3.1 Produce spoken discourse with relatively few errors in pronouncing the English sounds;
- 3.2 Produce sentences with accurate stress and intonation patterns.
- 4.1 Select a topic that is of interest both to the student and to the class;
- 4.2 Carry out basic research on this topic;
- 4.3 Prepare audio-visual support for the presentation, as appropriate;
- 4.4 Deliver the presentation, of 4-6 minutes, before the class, and answer questions as needed.
- 5.1 Outline the content of an oral academic presentation;
- 5.2 Explain the main ideas and important details of the presentation, using notes taken as the source of information.

## **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
- Attending class in person and/or online
- 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
- Attain a raw score of at least 50% on the departmental final exam

Be aware of and comply with academic honesty policies in the HCCS Student Handbook

## Assignments, Exams, and Activities

### Exams

Assessments Include oral presentations, listening tests, quizzes and notes taken from lectures and recorded material. Other Level 3 Conversation exams may consist of listening quizzes in which students will listen to a brief lecture or dialog and the student will choose the correct answer. Student presentations are yet another form of assessment and often constitutes a high percentage of your final grade. As in most conversation classes, participation is also evaluated. A final exam will also be included at the end of the semester.

### In-Class Activities

- Lectures and note-taking
- Listening and summarizing
- Discussions (pairs, small groups, whole class)
- Presentations
- Problem solving and reporting
- Pronunciation practice
- Vocabulary building, oral presentations, group activities and pair work.

### Final Exam

All students will be required to take a comprehensive departmental final exam. All students will be required to take a comprehensive departmental final exam.

### Grading Formula

Oral Presentations	40%
Unit Quizzes	20%
Participation/Assignments	20%
<u>Final Exam</u>	<u>20%</u>
Total	100%

<b>Grade</b>	<b>Total Points</b>
A	90+
B	80-89
C	70-79
F/IP	<69

### **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/Links to an external site.](http://www.hccs.edu/resources-for/current-students/student-handbook/Links%20to%20an%20external%20site)

### **Course Calendar**

<b>Week</b>	<b>Topic / Assignments Due</b>
1	Introduction and chapter 1 Start chapter 2 Chapter 2 contd Speeches
2	Chapter 3 Chapter 4 Speeches
3	Paraphrasing skills



- 4 Summarizing skills  
Speeches
- 5 Chapter 5  
Chapter 6  
Speeches  
Chapter 7  
Chapter 8  
Review  
Final Exam Week

### **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**

#### **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.

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 mean 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 Student Handbook)

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-Links to an external site. procedures/Links to an external site.>

## **Attendance Procedures**

It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences. If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours (10 hours) of instruction (F-1 students should particularly take note of this so as not to affect your visa status). The ten hours of class time would include any total classes missed or for excessive tardiness (being late twice or, leaving early is counted as an absence). Remember: Class attendance equals class success. Students may be dropped from a course after accumulating absences in excess of 12.5% hours.

## **Student Conduct**

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility

very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal. Students are expected to arrive to class on time with ALL THEIR MATERIALS INCLUDING THE TEXT BOOKS. Returning late from a break or leaving class early counts as being tardy. Being tardy twice will equal one absence (whether ten minutes or one hour). If you miss 10 hours of class, you can be dropped without notification and will, therefore, be out of compliance if you are an F-1 student. If a student misses a class, it is his or her responsibility to see the instructor about the work that was missed.

### **Instructor's Course-Specific Information (As Needed)**

Please follow all instructions and due dates for oral presentations.

### **Electronic Devices**

Please be sure to turn off ALL electronic devices and put your phones and computers away.

### **HCC Policies**

Here's the link to the HCC Student Handbook [http://www.hccs.edu/resources-for/current-Links-to-an-external-site\\_students/student-handbook/Links-to-an-external-site](http://www.hccs.edu/resources-for/current-Links-to-an-external-site_students/student-handbook/Links-to-an-external-site). 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

## **EGLS3**

The EGLS3 ([Evaluation for Greater Learning Student Survey System](#)[Links to an external site.](#)) 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. EGLS3 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/Links to an external site.](http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/Links%20to%20an%20external%20site.)

**Campus Carry Link** Here's the link to the HCC information about Campus Carry:  
[http://www.hccs.edu/departments/police/campus-carry/Links to an external site.](http://www.hccs.edu/departments/police/campus-carry/Links%20to%20an%20external%20site.)

## **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](#) [Links to an external site.](#) 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/Links to an external site.](http://www.hccs.edu/departments/institutional-equity/Links%20to%20an%20external%20site.))

### **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 [https://www.hccs.edu/support-services/ability-services/Links to an external site.](https://www.hccs.edu/support-services/ability-services/Links%20to%20an%20external%20site.)

### **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/Links to an external site.](http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/Links%20to%20an%20external%20site.)

### **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-Links to an external site. complaints/speak-with-the-dean-of-students/Links to an external site.](https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-Links%20to%20an%20external%20site.%20complaints/speak-with-the-dean-of-students/Links%20to%20an%20external%20site.)

### **Department Chair Contact Information**

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