



**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 | #19665**

Fall 2020 | 16 Weeks (1.21.2020-5.17.2020)

Online

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

**Instructor Contact Information**

Instructor: Lucy Castillo.

Office: Southeast campus #105

HCC Email: [lucy.castillo@hccs.edu](mailto:lucy.castillo@hccs.edu)

Office Phone: 713-718-7161

Office Hours: M-R 9:30-10:45 a.m.

Office Location: Northline Faculty Area

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 me: [lucy.castillo@hccs.edu](mailto: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 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 this course. So please visit me or contact me by email whenever you have a question.

Click or tap here to enter text.

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

A passing grade in ESOL 0351 or, for incoming students, placement exam cut-offs

## **Canvas Learning Management System**

This section of ESOL 0354 will use Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. *Click or tap here to enter text.*

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

**"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](#)

### 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-ordered, well-substantiated multi-paragraph essays containing thesis statements and topic sentences.

### Core Curriculum Objectives (CCOs)

After taking ESOL 0354, 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 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. 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**

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

## 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

### Written Assignment

The bulk of the assessment of student performance in this class is based on in-class essays of 350 to 500 words in length. Students will write a minimum of four and a maximum of five such essays. The completed essay will be the result of a comprehensive writing process consisting of organized pre-writing, in-class drafting and out-of-class revision. The teacher will take all of these stages into account when calculating the final grade for each essay.

## Exams

The major assessment in this course consists of the essays described above. The students will also take quizzes and complete lab assignments. There are no major exams as such except the Final Exam described below.

## In-Class Activities

The teacher may include activities such as quizzes, group activities and peer editing assignments as part of the assessment of student performance.

## Final Exam

The Final Examination consists of a major essay written in-class, based on choice of prompts which students have not previously seen, but which correspond to the kinds of writing that students have engaged in during the course.

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

**<< Modify Section & Delete Placeholder Text >>** The total grade for the course will be based on the following percentage breakdown.

In-class Essays	65%
Quizzes (inc. HW & journals)	15%
Final Exam	20%
Total	100%

Grade	Total Points
A	90+
B	80-89
C	70-79
F/IP	60-69

**Incomplete Policy:**

<< **Modify Section & Delete Placeholder Text** >> 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**

<b>Week</b>	<b>Dates</b>	<b>Topic / Assignments Due</b>
1	Week 1 08/24 – 08/30	Diagnostic essay
2	Week 2 08/31– 09/06	Unit one (Parts of an essay)
3	Week 3 09/08 – 09/13	Unit one contd
4	Week 4 09/14 – 09/20	Cause and Effect Essay
5	Week 5 09/21 -09/27	Cause and Effect Essay (Final draft)
6	Week 6 09/28 - 10/04	Comparison Essay
7	Week 7 10/05-10/11	Comparison Essay (Final draft)
8	Week 8 10/12– 10/18	Persuasive Essay #1
9	Week 9 10/19 - 10/25	Persuasive Essay (final draft)
10	Week 10 10/26- 11/01	Persuasive Essay #2
11	Week 11 11/02 – 11/08	Persuasive Essay (final draft)
12	Week 12 11/09 - 11/15	Counter-argument
13	Week 13 11/16 - 11/22	Plagiarism
14	Week 14 11/23 – 11/29	MLA citing
15	Week 15 11/30 - 12/06	Review
16	Week 16 12/07- 12/13	Final Exam Week

**Important Dates and Holidays (Fall 2020)**

Labor Day (Holiday)

September 7



Official Day of Record	September 8
Last Day for Refund	TBA
Last Day for Administrative/Student Withdrawals	October 30
Thanksgiving:	November 24
Last day of Instruction (for ESOL)	December 6
Semester ends	December 13

### 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

**You must submit essays on Canvas (Turnitin) and revisions to the essay on or before the due date. Missed assignments get a lower grade. Please check Canvas frequently**

### 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)

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.

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**

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.

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

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)**

**All essays and assignments have to be submitted on time on Turnitin only.** You will be given enough time to complete your essays, so excuses for late submission will not be accepted. You will lose points for late submissions.

### **Electronic Devices**

**Cell phones should be turned off during class hours.**

### **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. EGLS<sup>3</sup> 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 <https://www.hccs.edu/support-services/ability-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

