

**Intensive English Program**

 **ESL/Intensive English**

**ESOL 0360 – Integrated Reading & Writing for Non-native Speakers**

CRN: 57309 Semester: Spring 2018

**West Loop Center Campus – Saturday 9-1:50 Room # C128**

3 hour lecture course and 2 lab hours / 80 hours/16 weeks

Class Dates: 01/14/2018 – 05/12/2018

**Instructor:** Marcus Arceneaux

**Instructor Contact Information: e-mail:**  marcus.arceneaux@hccs.edu

**Office location and hours**: Contact me by email

**Instructor’s notes:**

*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 learning is very important to me. I am available to hear your concerns and to discuss course topics.*

If you are having difficulties because of Hurricane Harvey (issues with shelter, transportation, basic needs, school supplies, school books, etc.) please do not just drop this class thinking you cannot be successful in it. Discuss your problems with your instructor. They may be able to help you find support or assistance. 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 Student for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

**Course Description**ESOL 0360 is the exit-level integrated reading and writing (INRW) class for non-native speakers of English. This class helps students prepare for American core academic college courses. Students learn composition skills for writing in a variety of academic classes, such as in the humanities and social sciences. ESOL 0360 is the exit-level composition class for non-native speakers who plan to continue their education and earn a college degree. After passing this course, students should be ready to take ENGL 1301 (freshman composition).

This class is scheduled to meet for 2.5 hours in class each week, and 2.5 hours on Eagle Online. Eagle Online activities will consist of discussion boards, online journal and writing assignments, online quizzes, and other such activities. Eagle Online work is *not homework.* It is a required part of the course.

**Prerequisites**Completion of and a passing grade in ENGL 0347/ESOL 0354, or a minimum score on the Compass and departmental recommendation. However, a final decision will also be based on the first day diagnostic essay (with the exception of those coming from ENGL 0347 or ESOL 0354).

**Course Goals**The primary goals of ESOL 0360 are to prepare non-native English speakers for ENGL 1301 as well as all the writing tasks they will encounter in their academic studies at HCCS, other institutions of higher learning, and ultimately in the professional world.

**Student Learning Outcomes**The student will be able to:

1. Apply the writing process to understand a topic, generate ideas, develop an effective thesis, and apply multiple rhetorical patterns in a single (500-1500 word) essay.
2. Write coherent sentences in a variety of structures: simple, compound, complex, compound-complex.
3. Generate ideas and gather information relevant to the topic and purpose; integrate ideas and language of outside sources in student’s writing through paraphrasing, summarizing, quoting, and citing sources.
4. Recognize and apply the conventions of standard English in reading and writing by remediating specific language-use errors through extensive editing practice.
5. Apply targeted reading strategies to lengthy texts (up to 5,000 words); independently be able to recognize the main idea, supporting details, and organization patterns of a reading passage.
6. Identify the audience, purpose, and tone of a variety of authentic texts.
7. Expand vocabulary acquisition, especially understanding connotation and denotation, figurative language (e.g. simile, metaphor, hyperbole, irony, personification), and recognizing the effect of diction on the author’s tone.

**Learning Objectives**

Students will:

1. Practice the writing tasks required in college-level courses
2. Demonstrate critical thinking
3. Identify register and tone
4. Understand connotation versus denotation
5. Integrate summarizing and paraphrasing from academic course materials in support of a thesis
6. Demonstrate conventional use of attributions, quotations, and citations
7. Demonstrate knowledge of advanced vocabulary, grammar and sentence structure usage

**Instructional Materials**

* *New Directions,* Second Edition, by Peter S. Gardner (required) ISBN: 0-521-54172-7

An English-English dictionary (*The COBUILD Dictionary* is available in the HCC bookstore, but you may buy another American English dictionary). **Note:** Students will *not* be permitted the use of any electronic devices during tests. This includes electronic translation machines.

* A Thesaurus (highly recommended)

**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 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.

**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 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 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 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

**HCC Withdrawal Deadline**

To drop a class, you must speak with a counselor or an advisor. The last day students may withdraw or be dropped from a class with a grade of W. 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 public colleges 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 also available at Gulfton Center and at the West Loop campus.

**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 Classroo**m

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.) HCC instructors have the right to require students to turn in electronic devices before being allowed to take a quiz or test or to write an in-class composition or other assignment.

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

**Access Student Services Policies on their Web site:**

<http://www.hccs.edu/district/about-us/procedures/student-rights-policies--procedures/>

**Distance Education and/or Continuing Education Policies**

Access DE Policies on their Web site: <http://de.hccs.edu/>

Access CE Policies on their Web site: <http://hccs.edu/CE-student-guidelines>

**College Grading System:**

Students who have completed ESOL 0360 and show that they are ready for the next level (ENGL 1301) with a final average of 70% or higher will receive a letter grade of A, B, or C. Students who are not ready for English 1301 may receive a grade of IP. The IP grade is not a good or bad grade; however, it means "IN PROGRESS" and requires the student to take ESOL 0360 again because the student will benefit from another semester in 0360 to learn all of the skills that are taught in this course. However, if a student repeats 0360 after receiving one IP, a letter grade must be given (A, B, C, or F) upon completion of the class.

**Class Attendance**

*- It is important that you come to 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 lectures and *complete assigned hybrid assignments on Canvas.*  You are responsible for materials covered during your absences. Class attendance is checked daily. Failure to log on to Canvas for more than 1 week will be counted as an absence. 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. Because 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 (8 hours) of instruction (F-1 students should particularly take note of this so as not to affect your visa status). The eight hours of class time would include any total classes missed or for excessive tardiness. Because this is a hybrid course, you may receive a class absence if no not log on for more than 10 days in a row. Class attendance equals class success.

**Tardiness and in-class time absence**

Classes and tests begin on time. Lateness of five minutes or more counts as a one hour class or lab absence. You can enter the classroom, but you will be counted one hour late. Lateness after break times, leaving early or disappearing for more than five minutes during class or lab are also counted as absences. Texting, using social networking sites, or other improper use of electronic devices during class time or lab time is also counted toward your absences. Your instructor will inform you of his/her class policy regarding this misuse: you may be required to leave the classroom and be counted absent, or you may instead be given one tardy.

**Classroom Policies:**

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 to achieve this critical goal.

To this end **please mute your cell phones or** any other electronic devices that may cause a distraction. You may use your device to look up information **during class activities,** but all cell phones must be put away during in-class quizzes or graded writing activities. Cell phones are very distracting. You risk *your learning and grades by spending class and Eagle Online time texting or checking social media.* It’s your decision. I reserve to ask you to leave the classroom if your use of a cell phone/electronic device becomes a distraction to the rest of the class.

In addition, students are expected to arrive to class on time with all necessary materials and their textbook. In addition, students will be marked tardy if they arrive late. Being tardy twice will equal one absence (whether ten minutes or one hour). If you miss five classes (5 absences) 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.

The course calendar lists all of the reading and writing assignments that will be done for homework. Students are expected to complete the reading assignments before coming to class and to participate in the discussion of the readings.

**Essay Format Requirements**

All final drafts of essays must be typedin a standard font size/type and submitted to turnitin.com.

**Essays**

Students write five (5) major writing assignments, including the midterm and final exams, and several shorter writing assignments commonly found in higher education and professional settings. The writing topics parallel those found in college Core Curriculum classes, such as psychology, English, and business. The teacher will give feedback to students during the writing process, but only the final draft receives a grade.

No grades are recorded until you **have typed** the essay and **corrected** your errors. In other words, you are responsible for editing and proofreading your work carefully. Tutoring face-to-face in the Tutoring Center and online via [www.askonline.net](http://www.askonline.net) are available to all HCC students.

**Evaluation of Written Work**

Grades for written work will take into account: content, logical sequencing, use of transitions, topic sentences and support, range and sophistication of vocabulary, complexity of sentences, grammar, spelling, and punctuation and length. Grammar errors result in the loss of points. More points are taken off for other problems such as the lack of a thesis statement, problems with topics sentences, or problems with content and length. Your instructor is required to use a departmental “rubric” to evaluate your essays, but he/she may use other criteria for different kinds of writing assignments.

**The Final Exam**

The final exam consists of an essay that is similar to one of the compositions that is written during the semester. *If a student has a passing average for the course but fails the midterm and the final exam, the instructor will meet and review that student’s work with the Assistant Chair for Academic ESL to determine if that student needs to repeat this course.*

**Achieving the Course Goals**

Your instructor will use a variety of assignments which you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

**Grading Scale**

90 - 100 = A
80 - 89 = B
70 - 79 = C
69 and Below = IP or F

Grading Percentages for the Standard Course Calendar

|  |
| --- |
| 3 Major essays 35% |
| Quizzes 5% |
| Homework 5%(vocab, journal, lab)Presentations 20% |
| Midterm 15% Final Exam 20% 100% |
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**Supplemental Syllabus:**

The instructor reserves the right to supplement this syllabus at any time during the semester with additional guidelines, rules of conduct, and changes to the course calendar to meet the needs of the class.

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| **HCC Calendar: Regular 16 week session Important Dates**  |

Important Dates and Holidays (Spring 2018)

Official Day of Record January 29

Last Day for Refund February 7

President’s Day February

Spring Break March 12-16

Last Day for Administrative/Student Withdrawals April 3

Last day of Instruction (for ESOL) May 5

Final Exams May 7-12

Semester ends May 13

###### **16-Week Course Outline**

 **Fall 2018**

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| **Weeks** | **Chapter & Objectives** |
| **Week 1** | Introduction to the course; introduction to academic writing   |
| **Week 2** | Select Groups for Movie script presentationGo over details of presentationAllow students to register on turnitin.com |
| **Week 3** | Diagnostic assessment: p. 13, Reading Journal #1Begin Ch. 1: Read ”American Values and Assumptions,” by Althen, pp. 5-17*Journal # 1: Establish e-mail contact; write a one-paragraph introduction to your teacher*Begin Essay # 1: a revision of the diagnostic assessment |
| **Week 4** | Introduction to academic integrity; See Purdue OWL resources: https://owl.english.purdue.edu/owl/resource/684/1/Ch. 1 QuizWork on editing and Essay 1 revisions in labComplete **Essay # 1; final draft due\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Week 5** | Begin Ch. 2: Read “How the Web Destroys the Quality of Students’ Research Papers,” by Rothenberg, pp. 68-75 and “An Opposing View” by Cummins pp. 71-73*Journal # 2: choose one sentence (1--10) from “Agreeing and Disagreeing,”* *p. 67 and write a two or three-paragraph response to it.* |
| **Week 6** | Read “The Teacher Who Changed My Life,” by Gage, pp. 88-92Begin Essay #2: Write about an influential teacherCh. 2 Quiz*Journal # 3: Who will be the subject of Essay # 2? Why have you chosen this person?* |
| **Week 7** | Work on editing and Essay 2 revisions in labComplete **Essay # 2; final draft due \_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Week 8** | Begin Ch. 4: Read “Sex Roles,” by McCubbin and Dahl, pp. 189-195*Journal # 4: Respond to topic # 1 under “Reading Journal,” p. 195* |
| **Week 9** | Continue Ch. 4: Read “Sex, Sighs, and Conversation…,” by Tannen, pp. 211-213*Journal #5: What differences have you noticed in how men and women converse?*Write the in-class **Midterm Essay based on Ch. 4 reading** |
| **Week 10** | Ch. 4 QuizDiscuss revision of the midterm  |
| **Week 11** | Begin Ch. 5: Read “Our Schedules, Our Selves,” by Walljasper, pp. 260-266*Journal # 6: choose one sentence (1--10) from “Agreeing and Disagreeing,”* *p. 259 and write a two or three-paragraph response to it* |
| **Week 12** | Continue Ch. 5: Read “Los Pobres,” by Rodriguez, pp. 274-277 Begin Essay # 3; see instructor’s handout for the assignment*Journal # 7: Respond to topic #1 or 2 from “After You Read,” p. 278* |
| **Week 13** | Ch. 5 QuizWork on editing and Essay 3 revisions in labComplete **Essay # 3; final draft due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Week 14** | Begin Ch. 3: Read “Propaganda Techniques in Today’s Advertising,” by McClintock, pp. 158-168*Journal # 8: Describe one advertisement (from any kind of media) that EITHER attracts you OR offends you. Explain your reaction.**Presentations* |
| **Week 15** | Review and practice writing strategies for the Final Exam |
| **Week 16** | Final Exam |

* Each journal must be a minimum of 250 words
* Each essay must be a minimum of 500 words