  
**Intensive English Program**

**Northwest College**

**Intensive English Program**

**Level 4 – Advanced Grammar for Foreign Speakers**

ESOL 0355CRN 70102 – Fall 2013

Alief-Bissonnet – Room 140 | 8:30-11:55 A.M. Tues./Thurs.

3 hours lecture / 2 hours lab / 80 hours per semester12 weeks

**Class Dates**: 9/24/2013 – 12/12/2013

**Instructor: Patricia L. Cady**

**Instructor Contact Information: e-mail:** patricia.cady@hccs.edu

Learning Website: http://learning.hccs.edu/faculty/patricia.cady

**Office location and hours: Room 140/ Tuesday/Thursday 3:30-4:00 or by appointment.**

**Intensive English Grammar Program Statement of Purpose**

The Intensive English Program offers a sequence of four ESL grammar courses, ESOL 0344, 0348, 0352 and 0355, which range from beginning to advanced English grammar.

The overall purpose of the Intensive English Grammar program is threefold:

• to teach students both to recognize and produce grammatical structures of English, i.e.

the syntax and morphology of English;

• to introduce students to the meanings behind the various grammatical forms of English they

are learning, i.e. the semantics of English;

• to make students aware of the appropriate settings for use of the grammatical forms they

are learning, i.e. the pragmatics of English.

**ESOL 0355, Advanced Grammar Statement of Purpose**

ESOL 0355, Advanced Grammar, seeks to prepare students for college-level academic or workforce study by accomplishing the following objectives:

• Students continue the study of grammatical structures required for quality oral and written academic communication.

• Students build on the syntactic knowledge that they have gained in previous study of English grammar, while being introduced to more advanced structures as well as the finer nuances involving tense and aspect of English verbs.

• Students strengthen their abilities to produce the new grammatical structures in a variety of communicative contexts**.**

**Course Description**

A continuation of ESOL 0352. This course provides a review of both essential and finer points of the grammatical structural features of standard communicative English. Emphasis is placed on active production and error analysis of standard English.

**Prerequisites**

A passing grade in ESOL 0352 or, for incoming students, placement exam cut-offs.

**Student Learning Outcomes**

After completing ESOL 0355, Advanced Grammar, students should be able to:

1. Demonstrate a working knowledge of all of the English verb tenses;

2. Demonstrate a working knowledge of past modal auxiliary verbs;

3. Demonstrate a working knowledge of participial adjectives;

4. Demonstrate a working knowledge of conditional mood;

5. Demonstrate the ability to choose from the array of simple, compound, or complex sentence

structure in order to effectively express information within contextualized discourse;

6. Demonstrate effective self-monitoring, proofreading and editing techniques and application of grammar to improve communication skills.

**Learning Objectives Leading to the Outcomes Above**

1.1 Demonstrate a working knowledge of simple tenses: present, past and future;

1.2 Demonstrate a working knowledge of progressive tenses: present, past and future;

1.3 Demonstrate a working knowledge of perfect tenses: present, past and future;

1.4 Demonstrate a working knowledge of the perfect progressive tenses;

1.5 Demonstrate a working knowledge of modal verbs in present, future and past, progressive, and passive as well as active.

2.1 Demonstrate an understanding of the meanings of sentences containing past modals;

2.2 Demonstrate the ability to appropriately use modals in present, past, progressive, future, and passive.

3.1 Demonstrate an understanding of the differences in meaning between present and past participial adjectives;

3.2 Demonstrate the ability to appropriately use both present and past participial adjectives.

4.1 Demonstrate an understanding of the differences in meaning between hypothetical, unreal, and unreal past conditionals, including the difference in meaning between wish and hope;

4.2 Demonstrate the ability to appropriately choose hypothetical, unreal, and unreal past conditionals for particular situations;

4.3 Demonstrate the ability to appropriately use subjunctive verb forms following particular verbs.

5.1 Accurately distinguish classes of subordinating conjunctions and transition expressions according to function (time, causality, condition, reason, concession, comparison, contrast, etc.);

5.2 Demonstrate the ability to express the relationship between pieces of information in complex sentences using appropriate subordinating conjunctions, correctly punctuated;

5.3 Demonstrate the ability to express the relationship between pieces of information in compound sentences using appropriate transition expressions, correctly punctuated.

6.1 Demonstrate an awareness of one’s own most common weaknesses in English grammar, sentence structure, and punctuation.

6.2 Demonstrate the accumulation of a repertoire of strategies for proofing one’s own

6.3 Demonstrate the ability to correct some of those errors, some of the time.

**12-WEEK COURSE CALENDAR – Second Start - Advanced Grammar**

|  |  |
| --- | --- |
| **Week 1** | Introductions, orientation, diagnostic work  Chapters 1-3: Verb Tenses  Chapter 2: Present and Past, Simple and Progressive  Chapter 3: Present and Perfect Progressive |
| **Week 2** | Chapter 4: Future Time (including Future Perfect)  Chapter 5: Review of Verb Tenses  **Exam #1 over Chapters 1-5** |
| **Week 3** | Chapter 20: Conditionals |
| **Week 4** | Chapter 11: Passive Voice  (Past passive modals to be done later, with modals chapter) |
| **Week 5** | **Exam #2 over Chapters 11 and 20**  Chapter 18: Reduction of Adverb Clauses |
| **Week 6** | Midterm Examination  Chapters 14-15: Gerunds and Infinitives\*  \*Note: Most of Chapters 14-15 will not be taught in class. Students should be expected to complete the exercises for homework. Answer keys should be provided so that students may check their work |
| **Week 7** | Chapter 12: Noun Clauses and Reported Speech  Begin Chapter 13: Adjective Clauses |
| **Week 8** | Complete Chapter 13: Adjective Clauses  **Exam #3 over Chapters 12 and 13** |
| **Week 9** | Chapter 9: Modals I (including past passive modals)  Begin Chapter 10: Modals II |
| **Week 10** | Complete Chapter 10: Modals II  Chapter 7: Nouns |
| **Week 11** | Chapter 8: Pronouns  **Exam #4 over Chapters 7-10** |
| **Week 12** | **Final Examination** |

**(The instructor may change this calendar if needed.)**

**Instructional Methods**

Readings with a grammar focus (e.g. readings in azargrammar.com, among many websites)

Listening activities to hear the grammar in spoken English

Writing with the purpose of using the grammar

Student-produced dialogues using the language (pairs or groups)

Activities for spoken practice of grammar

In lab, grammar computer programs, writing activities using the grammar

In lab, grammar book exercises

Error correction exercises

Discovering or recalling the grammar from example sentences

Exercises in the textbook or on handouts

Lectures

Memory work

Interactive games and contests

**Student Assignments**

(Required assignments are underlined)

Written exercises from the grammar book or handouts

Listening/speaking exercises for grammar and pronunciation of grammar

Homework exercises

**Student Assessments**

(Required methods are underlined)

Chapter tests/ Quizzes, some unannounced

Evaluation of oral production (e.g. brief oral presentations using the grammar under consideration)

A midterm examination

Final examination

***Dictionaries and electronic devices are not allowed on tests and quizzes.***

**INSTRUCTOR’S REQUIREMENTS**

***The teacher needs to:***

* Create a rich environment for learning and student interaction.
* Give students extra learning resources in class and in lab on topics connected to the course
* Make classes, projects, tests, assignments, policies, dates, and regulations clear.
* Tell students about important HCC policies such as attendance and academic honesty (no cheating).
* Make arrangements to be available to students when they need help or have questions.
* Give help when needed
* Provide grading scales and assessment.
* Make a class calendar available.

***To succeed in college the students need to:***

* Work hard, attend all classes, and be on time. Good attendance + hard work = SUCCESS
* If you are absent for all or part of a class, you are responsible for contacting the instructor as soon as possible to find out what you missed and to find out if the work can be made up.
* Pay attention, listen carefully and ask questions. Listen and be respectful to other students’ contributions.
* Create a good learning environment. *Turn off cell phones or use vibrate mode for emergencies*. No Texting in class.
* Concentrate. Use English only in class time and sit next to someone who doesn’t speak your language.
* Eat well for energy. The brain needs good food. Eat breakfast at home and lunch in break times.
* Do homework. The brain learns by seeing new words and ideas many times in different ways.
* Do your own work and learn. Copying from the Internet and other sources is not learning.
* Read, write, listen and speak English in daily life through TV, neighbors, students and coworkers, and volunteering in the community.
* Use technology for learning online in English learning sites.

**Late homework***:* ***NO late homework will be accepted. If you are absent, it is your responsibility to contact me or a classmate for the assignment and turn it in on the day it is due. NO EXCEPTIONS.***

**Missed examinations or quizzes*:******You have ONE opportunity to make-up a missed quiz OR test. After that, you will receive a zero on the test or quiz.***

**CLASSROOM BEHAVIOR**

**NO CELL PHONE USAGE IN CLASS WILL BE PERMITTED.**

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 Classroom**

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.

**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.

**PROGRAM AND ESL DISCIPLINE REQUIREMENTS**

**Basic Requirements for ESOL 0355**

Students in 0355 Advanced will fulfill the following:

• A minimum of three chapter tests + a midterm examination, or four chapter tests, all of which must test for both recognition and production of grammatical structures within a communicative context

• A lab program consisting of grammar exercises correlated to the grammar presented in the “lecture” classes

• A final examination

**HCC Grading Scale**

90-100% =A 80 – 89% = B 70 – 79% = C Below 70% = IP or F (not passing)

**ESOL 0355 Grading Formula**

Chapter Tests (4) 40%

Daily work/Quizzes/Homework/Lab 20%

Mid-term Examination 10%

Participation/Attendance 10%

Final Examination 20%

100% (Note: Assessment = 90% and Other = 10%)

\*Instructors should specify assessment items and percentage breakdown on their syllabi. Assessment should include unit tests, any quizzes if given, midterm exam if given, and final examination (which must count for 20% of the course grade).

\*Instructors should specify “Other” items and percentage breakdown on their syllabi. “Other” could include classwork, homework, Eagle Online assignments, Computer Lab, Open Lab, or other specified grammar activities.

**Instructional Materials**

*Understanding and Using English Grammar*, 4th edition, Azar (Pearson Longman Publishers)

**ISBN: 97801323333337**

notebook and 8 ½ X 11 lined paper highlighter computer flash drive

**HCC Policy Statement: ADA**

Services to Students with Disabilities Students who require reasonable accommodations for disabilities are encouraged to report to Mahnaz Kolaini at 713-718-5422 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office. Please see this website for more information: <http://hccs.edu/student-rights>

**HCC Policy Statement: Academic Honesty**

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**

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. 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.

**Tardiness and in-class time absence**

Classes and tests begin on time. Being late ten minutes or more counts as a class or lab absence. You can enter the classroom, but you will be counted absent. Being late after break times, leaving early or disappearing for more than ten minutes during class or lab are also counted as absences. Improper use of technology during class time or lab time are also counted towards your absences (1 warning = 1 tardy and 3 tardies = 1 absence) Chronic lateness may result in change in policy for individuals (teacher discretion).

**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 and universities. *If you are having trouble in class, talk to your teacher and get help from a tutor.* Get other assistance from a counselor before withdrawing or for advice if your grades are not passing.

**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 Friday, November 11. 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 Sexual Harassment**

Sexual harassment in any form is not tolerated at Houston Community College. It is a violation of HCCS policy for an employee, agent, or student of the college to engage in sexual harassment as defined in the EEOC guidelines (EEO/AA Compliance Handbook 47).See HCCS Student Handbook for more information.

**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.

**Important Dates and Holidays (Second Start)**

IEP classes begin September 23

Official Date of Record October 1

Last Day for Administrative/Student Withdrawals November 11

Thanksgiving Day (HCC is closed.) November 28

Last day of classes December 5

Final Examinations December 9 - 12

Grades available to students December 20