



**Intensive English Program  
ESL/Intensive English Department**

**ESOL INRW 0360**

CRN 36374 – Fall 2017

**Instructor contact  
information (phone  
number and email  
address)**

Mr. Paul Brazeau  
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**Office Location and  
Hours**

SJAC 119 (by appointment)

**Course Location/Times**

Monday 9:00 a.m. – 10:00 a.m. SJAC 134  
Monday 10:00 a.m. – 11:20 a.m. SJAC 138  
Wednesday 9:00 a.m. – 11:20 a.m. SJAC 138

**Course Semester Credit  
Hours (SCH) (lecture,  
lab) If applicable**

Credit Hours: 3  
Lecture Hours: 3  
Laboratory Hours: 2  
External Hours:

**Total Course Contact  
Hours**

80.00

**Course Length (number  
of weeks)**

16 weeks

**Type of Instruction**

Face to face

**Prerequisites**

A passing grade in ESOL 0354 and ESOL 0355 or, for incoming students, placement exam cut-offs.

**Course Description**

A continuation of ESOL 0354. This course is designed to develop ESL students' reading, critical thinking, and academic writing skills. The focus of the course will be on applying critical reading skills for analyzing and retaining material and developing written work appropriate to the audience, purpose, and length of an assignment. This course emphasizes vocabulary acquisition, including comprehension of figures of speech and the effect of diction on the author's tone. ESOL 0360 is designed to prepare non-native English speakers for college level reading and writing-intensive courses, including ENGL 1301. Students will learn to write effective, logical essays, utilizing textual support to develop a thesis. An advanced course designed to develop reading and critical thinking skills for college-bound students. Reading skills are refined to guide students towards mastery of deduction, inference, and critical research skills.

**Course Statement of Purpose**

ESOL 0360 seeks to prepare students for college composition courses and academic writing in general by accomplishing the following objectives:

- Students develop the basic principles of the multi-paragraph composition, focusing especially on the role of the introductory and concluding paragraphs, drafting an effective thesis statement, and organizing a composition in which a variety of rhetorical modes are used within the same essay.
- Students hone their sentence combination skills, especially with compound-complex sentences.
- Students learn to use the writing process, especially in the area of effective topic construction and in the necessity and techniques of revising and editing their own work and their peers' work.
- Students develop essential academic writing skills, including working with textual evidence, paraphrasing, summarizing, and quoting from outside sources.
- Students are trained in critical thinking, especially in evaluating samples of written text, including their own writing and their peers' writing.

**Student Learning Outcomes**

After completing this course, students should 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.
1. Recognize and apply the conventions of standard English in reading and writing by remediating specific language-use errors through extensive editing practice.
1. 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.
1. Identify the audience, purpose, and tone of a variety of authentic texts.
2. 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 leading to the Student Learning Outcomes above**

1. 7.1. Interpret the directions given in a topic; understand how to address typical academic topics in terms of key words: *discuss, examine, analyze, consider, argue*
2. 7.2. Independently apply pre-writing, drafting, and revising steps of the writing process
3. 7.3. Compose an effective thesis that addresses a particular audience and purpose
4. 7.4. Address a topic thematically (rather than rhetorically) by incorporating more than one rhetorical pattern in an essay to develop the thesis
5. 7.5. Compose and format according to MLA guidelines essays between 500-1500 words

2.1 Employ a variety of sentence structures effectively, with emphasis on coordination, subordination, and embedded clauses

2.2 Correctly punctuate sentences with multiple clauses

1. 7.1. Locate textual evidence in reading material to support a thesis or topic sentence
2. 7.2. Demonstrate ability to accurately quote from the text
3. 7.3. Demonstrate ability to paraphrase textual evidence (sentences and paragraphs)
4. 7.4. Demonstrate ability to summarize lengthy texts of up to 5,000 words
5. 7.5. Integrate textual evidence into student's own writing, including citing the source correctly
6. 7.6. Demonstrate a rudimentary understanding of MLA and APA citation conventions

4.1 Identify language-use errors

4.2 Devise strategies for self-remediation

4.2 Apply editing skills to correct specific grammar, sentence structure, capitalization, and punctuation errors

1. 7.1. Identify the main idea of a passage and restate it in the student's own words

5.2 Comprehend the rhetorical structure and development of a passage; recognize patterns of organization, such as narration, comparison/contrast, illustration/example, definition, cause/effect, and argumentation

1. 7.3. Locate specific textual information, make complex inferences; be able to describe, analyze, and evaluate the information across texts of different lengths

5.4 Recognize specific supporting details, informed opinions and facts, fallacies, and biased language

6.1 Identify the targeted audience of a reading passage

6.2 Identify the author's purpose in a text

6.3 Recognize the author's tone in a text

7.1 Recognize the meanings of vocabulary words in context by applying knowledge of word formation

7.2 Recognize the meanings of vocabulary words by applying knowledge of word families

7.3 Understand connotation and denotation, figurative language (e.g. simile, metaphor, hyperbole, irony, personification), and recognize the effect of diction on the author's tone

7.4 Write original sentences using selected vocabulary words from the text in context

## ESOL 0360 WEEKLY COURSE CALENDAR

(Based on *Thinking Critically*)

(The instructor may change this calendar to meet the needs of the class.)

**NOTE: Additional readings may be posted on Canvas/EagleOnline during the term.**

Week	Chapter	Course Objectives & Skills to Develop	Classwork & Homework Assignments
<b>Week 1</b> Aug 28 - Sept. 1	<i>No Class: Hurricane Harvey</i>		
<b>Week 2</b> Sept. 4 - 8	<i>No Class: Hurricane Harvey</i>		
<b>Week 3</b> Sept. 11-15	<i>Academic Integrity</i> Chp 1	<ol style="list-style-type: none"> <li>1. Intro to the ESOL 0360 course &amp; syllabus &amp; textbook</li> <li>2. Diagnostic assessment</li> <li>3. Review of essay structure</li> </ol>	<p>By the start of Week 2, students <u>must</u> have the textbook and supplies for this class.</p> <p>HOMEWORK: Read the sample essay + complete the Review of Essay Structure Worksheet (see handouts); Reading 1, pp. 3-5 (Robbins)</p> <p>Begin vocab work</p>
<b>Week 4</b> Sept. 18-22	<i>Academic Integrity</i> Chp 1	<ol style="list-style-type: none"> <li>1. Recognizing author, audience, purpose</li> <li>2. Vocab development</li> <li>3. Expanding note-taking skills by annotating</li> </ol>	<p>Read and Discuss Manjoo, pp. 7-9</p> <p>Practice annotation of a text</p> <p>Practice responding to Discussion Questions</p> <p>Continue vocab work, pp. 14-15 + read Salerno, pp. 11-14</p>
<b>Week 5</b> Sept. 25-29	<i>Academic Integrity</i> Chp 1	<ol style="list-style-type: none"> <li>1. Intro to paraphrasing</li> <li>2. Intro to citing a source</li> <li>3. Intro to Reaction Writing</li> </ol>	<p>Discuss Salerno</p> <p>Complete handouts on paraphrasing &amp; citing sources</p> <p>Complete Reaction Writing, p. 16</p> <p>Read + study as a model Appendix D, p. 220 (Example of Summary)</p>
<b>Week 6</b> Oct. 2-6	<i>Academic Integrity</i> Chp 1	<ol style="list-style-type: none"> <li>1. Writing a summary</li> <li>2. Editing practice</li> </ol>	<p>Discuss elements of a summary</p> <p>Read &amp; discuss Perez-Pena <a href="http://www.nytimes.com/2013/09/17/education/students-accused-of-cheating-re-turn-awkwardly-to-a-changed-harvard.html?mcubz=0">http://www.nytimes.com/2013/09/17/education/students-accused-of-cheating-re-turn-awkwardly-to-a-changed-harvard.html?mcubz=0</a></p> <p><b>Draft &amp; edit Comp # 1—a summary;</b></p>

			<p><b>due at the end of class, Oct 9</b></p> <p>Continue vocab work, pp. 24-25 + read Nabarro, pp. 21-24</p>
<p><b>Week 7</b> <b>Oct.</b> <b>9-13</b></p>	<p><i><b>World Hunger</b></i> <i><b>Chp 2</b></i></p>	<ol style="list-style-type: none"> <li>Analyzing audience, purpose, tone</li> <li>Using facts and statistics (stats)</li> </ol>	<p>Discuss Nabarro Work on Discussion Questions, p.25</p> <p>Continue vocab work p. 30 + read Wainer, pp. 29-30 + Read Appendix D, p. 221 (Ex. of Business Letter)</p>
<p><b>Week 8</b> <b>Oct.</b> <b>16-20</b></p>	<p><i><b>World Hunger</b></i> <i><b>Chp 2</b></i></p>	<ol style="list-style-type: none"> <li>Formatting a business letter</li> <li>Asserting a position</li> <li>Supporting assertions with facts and stats.</li> </ol>	<p>Research local food insecurity and hunger issues ( see handout) Using Reporter’s questions to guide research Begin draft of Comp # 2</p> <p><b>Complete Comp # 2—a business letter; due Oct. 26</b></p>
<p><b>Week 9</b> <b>Oct.</b> <b>23-27</b></p>	<p><i><b>Income Inequality</b></i> <i><b>Chp 5</b></i></p>	<ol style="list-style-type: none"> <li>Understanding socio-political context (MDGs)</li> <li>Notetaking from sources</li> </ol>	<p>Read and discuss Reading 1, pp. 62-67 (due Wednesday)</p> <p>Intro to Modern Language Association (MLA) guidelines</p> <p>Access and download the MLA style guide and read the information about citations of sources. See also use the Purdue Owl YouTube Channel <a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a></p> <p>Read and Complete Reading 2</p>
<p><b>Week 10</b> <b>Oct. 30-</b> <b>Nov. 3</b></p>	<p><i><b>Income Inequality</b></i> <i><b>Chp 5</b></i></p>	<ol style="list-style-type: none"> <li>Paraphrasing sources</li> <li>Quoting sources</li> <li>Documenting sources</li> </ol>	<p>Conduct research using sources</p> <p>Read + study as a model Appendix D, pp. 234-237 (Example of Short Report)</p>
<p><b>Week 11</b> <b>Nov</b> <b>6-10</b></p>	<p><i><b>Income Inequality</b></i> <i><b>Chp 5</b></i></p>	<ol style="list-style-type: none"> <li>Writing a timed (impromptu) essay for a test</li> <li>Developing editing skills</li> <li>Accessing online writing resources</li> </ol>	<p><b>Midterm (impromptu) Essay Wednesday (11/8)</b></p> <p>Discuss midterm</p> <p>Outside Readings</p>
<p><b>Week 12</b> <b>Nov.</b> <b>13-17</b></p>	<p><i><b>Immigration</b></i> <i><b>Chp 12</b></i></p>	<ol style="list-style-type: none"> <li>Analyzing an argument</li> <li>Supporting a position</li> </ol>	<p>Discuss Khan</p> <p>Work on Discussion Questions, p. 125</p> <p>Complete Discussion Questions</p>

			<p>Continue discussing regional conflicts</p> <p>Complete Reaction Writing, p. 130</p>
<p><b>Week 13</b></p> <p><b>Nov.</b></p> <p><b>20-24</b></p>	<p><i>Immigration</i></p> <p><i>Chp 12</i></p>	<p>Writing a position paper</p>	<p>Conduct research on a regional conflict (see handouts and teacher's web resources)</p> <p><b>Thanksgiving Holiday</b></p> <p>Read + study as a model Appendix D, pp. 232-233 (Example of Position Paper)</p>
<p><b>Week 14</b></p> <p><b>Nov.</b></p> <p><b>27-Dec.</b></p> <p><b>1</b></p>	<p><i>Immigration</i></p> <p><i>Chp 12</i></p>	<p>Documenting sources, continued</p> <p><i>Recommended: take your essay to the Tutoring Center or use the online tutoring service before class meets.</i></p>	<p>Intro to American Psychological Association (APA) documentation  <a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a></p> <p>HOMEWORK: Complete draft # 1 of Comp # 3—a position paper on a regional conflict; print out your draft; bring copy to class for peer review on Dec. 5</p>
<p><b>Week 15</b></p> <p><b>Dec.</b></p> <p><b>4-8</b></p>	<p><i>Immigration</i></p> <p><i>Chp 12</i></p>		<p>Peer review Comp # 3, draft # 1</p> <p><b>Edit the final draft of Comp # 3 in the computer lab; essay due at the end of class Dec. 7</b></p>
<p><b>Week 16</b></p> <p><b>Dec.</b></p> <p><b>11-15</b></p>	<p><i>Final Exam</i></p>	<p>1. Review the course objectives on the complete syllabus (see LW)</p>	<p>Prepare for the final essay</p> <p><b>Write the Final (impromptu) Essay</b></p>

**(The instructor may change this calendar as needed)**

- Student writing of various kinds of text, such as class notes, short-answer responses, and journals, but with primary focus on essays: drafting, revising, editing; paraphrasing and summarizing sources; and timed writing for fluency

- Reading and analyzing paragraphs and essays to see how they are constructed
  - Activities on grammar and vocabulary needed for a particular kind of essay
  - Instruction and practice with punctuation
  - Individual conferences for essays
  - Lecture
  - Discussion (whole-class, groups, pairs)
  - Activities in the textbook, on handouts, online
  - Instruction on recognizing and correcting individual problems with grammar and punctuation
  - Instruction on understanding and being guided by rubrics to improve student writing
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- Homework: reading at least two passages from each chapter, vocabulary exercises, short-answer responses to discussion questions, note-taking exercises, summarizing and paraphrasing practice
  - Writing or completing work covered in class such as writing outlines or writing essays in whole or part, and revising essays. Students will revise all essays for content and organization and then will edit them for vocabulary, grammar and mechanics.
  - Exercises on pre-writing skills such as generating, developing and organizing ideas
  - Three multi-paragraph essays (ranging in length from 500-1500 words)
  - A timed composition on a “cold” midterm topic, written entirely during a single class period, to count for 15-20% of the course grade.
  - A final exam composition on a “cold” topic, which will count for 15-20% of the course grade.
  - Activities on revising an essay for content and sentence structure, grammar, and mechanics errors, and instruction on ways to correct them
  - Peer revision of essays
  - Activities on generating more sophisticated sentences
  - Practice writing essay examinations
  - Journals (optional)
  - Freewriting
  - Speedwriting to develop fluency and break the translation habit
  - Paraphrasing and summarizing information from outside sources

**Late homework:** If homework is one day late without a reason that is acceptable to your instructor, the grade will go down 25 points. Two days late = 50 points down. Late homework will not be accepted after the second day. If you miss classwork, you cannot receive full credit for making it up. If you are absent, you are still responsible for the homework: work missed while absent has to be completed on your return. Please get a classmate’s phone number or email me to find out what you missed so that you can be prepared for class. If you are absent on a day that homework is due, you need to show that homework to your instructor on the next day that you attend class in order to receive credit for having done it.



## **Assessments**

Three major essays

One timed midterm essay on an impromptu, “cold” topic

One timed final exam essay on an impromptu, “cold” topic

Homework

Quizzes or tests

**Missed tests or quizzes:** Please do not be absent on testing days. If you are absent, you must ask your instructor for permission to make up what you missed. Missed examinations or quizzes can be made up only if you can provide what your instructor considers an acceptable reason for having a second chance. If you do not speak with your instructor about this on the day when you return to class, you will not be allowed to make up the work.

## **Instructional Materials**

*Thinking Critically, World Issues for Reading, Writing, and Research*, 2<sup>nd</sup> edition, Myra Shulman, Michigan Press

Recommended texts:

Miriam-Webster Collegiate Dictionary

American Heritage Dictionary a Thesaurus

## **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**

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. Please email me if you are absent and talk to me on your return to find out the work that you missed.

### **Tardiness and in-class time absence**

Classes and tests begin on time. Lateness of ten minutes or more counts as class or lab absence. Three tardies (lateness) = 1 absence. Lateness after break times, leaving early or disappearing during class or lab are also counted as absences. Texting, using social networking sites, or other improper use of technology during class time or lab time are also counted towards your absences (1 warning = 1 tardy).

Class attendance leads to class success.

### **HCC Withdrawal Deadline**

To drop a class, you must speak with a counselor or an advisor. The nearest place to see one is in Gulfton Room 117. The last day students may withdraw or be dropped from a class with a grade of W is Thursday November 3<sup>rd</sup> before 4:30 p.m. 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 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. Students should get help so that they will not fail.

### **HCC Policy Statement: ADA**

Houston Community College is strongly committed to providing an accessible and supportive environment for students with disabilities. The College offers a variety of support services that are available to students with special needs. Students who require reasonable accommodations for disabilities are encouraged to visit the following website:

<http://www.hccs.edu/district/students/disability-services/ada-counselors/>.

Faculty is only authorized to provide accommodations by the Ability Support Service Office.

Please see this website for more information: <http://hccs.edu/student-rights>

### **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.

### **HCC Policy on Pregnancy**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination.

Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understand and conform to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log into [www.edurisksolutions.org](http://www.edurisksolutions.org). Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

### **CAMPUS CARRY LAWS AND HCC**

"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/>."

### **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 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. (Please see the Attendance Policy for this class.)

**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.

## **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.

Have fun with English. 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.

Students in ESOL 0360 will have at least 5 major graded writing assignments:

- Students may write all or part of each major essay in class.
- Essays should be between 500-1500 words long.
- Students must write all of the midterm (at least 500 words) in one class period. The midterm should assess students' ability to read, comprehend, and respond to an outside source.

Students must write all of the final essay (at least 500 words) in one class period. The final should assess students' ability to read, comprehend, and respond to an outside source.

### HCC Grading Scale

90-100% =A    80 – 89% = B    70 – 79% = C    Below 70% = IP or F (not passing)  
 FX = Failure due to excessive absence

### ESOL 0360 Grading Formula

3 Major Essays	55%
Quizzes	5%
Homework (Vocab, Journal and Lab)	5%
Midterm	15%
Final Exam	20%

**Important Dates and Holidays (Fall 2017)**

First Day of Class	August 28
Labor Day (Holiday)	September 4
Official Day of Record	September 12
Last Day for Refund	September 19
Last Day for Administrative/Student Withdrawals	November 3
Thanksgiving:	November 23
Last day of Instruction (for ESOL)	December 7
Semester ends	December 17

**HCC and Hurricane Harvey:**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.