COMG 2071: Reading & Writing Skills, Intermediate | ==#40668==

==Start date:07/11/2022   End Date:08/11/2022==

Course Meetings

Course Modality
==□ In-person==

Meeting Days
==□ Monday □ Tuesday □ Wednesday □ Thursday==

Meeting Time
==12:00 - 03:30p.m.==

Meeting Location
==Alief-Bissonnet Campus, Room # 174==

Lecture
7 Contact Hours | 70 hours per semester

Welcome and Instructor Information

Instructor: Riffat Saeed

Office Hours
Monday, Tuesday, Wednesday, Thursday, Friday, 8:00 AM to 5:00 AM, Campus Alief-Bissonnet CE Languages Office. Please email or send me a Microsoft Teams message to make an appointment. If you need to contact me outside of class, I can be reached by email. 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
The purpose of COMG 2071 course is increase students' knowledge of academic and workplace English reading and writing skills. These skills are emphasized in everyday public and workplace communication to build structured writing tasks. The instruction includes grammar, vocabulary, and rhetorical objectives for

practice through approaches based on the writing process. The course is for the adult learner who has intermediate level knowledge of the English language.

My Personal Welcome

Dear Students, I want to welcome each of you to Houston Community College! You are about to start an exciting time. We assure you that everyone in the College wants to help you reach your goals.

Preferred Method of Contact

Please email me at   riffat.saeed@hccs.edu or send me a Microsoft Teams chat message.

Office Hours

Monday, Tuesday, Wednesday, Thursday, Friday, 8:00 AM to 4:00 AM.

Course Overview

Course Description

COMG 2071 is a course designed with workplace-related topics to guide improvement of reading and writing skills for job success and professional development. Emphasis will be placed on industry-related communicative approaches such as the stages of writing, from generating ideas, to drafting and revising, to proofreading and editing. Students will increase their reading comprehension and refine written production and interpretation of business-related context and content for enhanced job productivity and control of the English language. This course was designed to be repeated multiple times to help students gain writing fluency and to improve communication accuracy.

Requisites

COMG 2071 requires the successful completion of English Language Skills 4 or Placement/Accuplacer test score for English Language Skills 5 / Level 2 (Intensive English). Please carefully read and consider the repeater policy in the HCCS Student Handbook.

Department Website

https://www.hccs.edu/continuing-education/departments/languages---ce-intensive-english-program/

Core Curriculum Objectives (CCOs)

The purpose of COMG 2071 course is increase students' knowledge of academic and workplace English reading and writing skills. These skills are emphasized in everyday public and workplace communication to build structured writing tasks. The instruction includes grammar, vocabulary, and rhetorical objectives for practice through approaches based on the writing process. The course is for the adult learner who has intermediate level knowledge of the English language.

⬚ Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

The student will be able to:

1. Read and understand a large volume of level-appropriate texts related to basic day-to-day life and work situations.

2. Carry out basic writing process to produce a well-organized, correctly-formatted, meaningful paragraph on a variety of topics.

3. Increase academic knowledge of Workplace English Language Grammar Skills through vocabulary, reading, and writing exercises.

Course Student Learning Outcomes (CSLOs)

Upon completion of COMG 2071, the student will be able to:

READING

1. Distinguish between main idea and related ideas using textual clues in a simple academic text in order to answer specific questions.

2. Scan and identify different types of supporting details in a simple academic text in order to answer specific questions.

3. Infer authors' purpose in an academic text.

4. Summarize key information from a simple academic text.

5. Skim an academic text for the main idea and key concepts.

6. Distinguish between fact and opinion in a simple academic text.

7. Identify and understand different expository and persuasive text types such as cause and effect, process, problem and solution, argumentative, compare and contrast and summary.

8. Analyze and synthesize information from two or more texts and images, if guided by questions.

Writing

1. Complete prewriting activities (e.g., brainstorming, searching online, outlining, clustering, journaling, mind-mapping) to develop ideas for a paragraph.

2. Use appropriate outlines to organize a paragraph.

3. Write a structured paragraph on general and professional topics containing a topic sentence, related support and details, and a concluding sentence.

4. Make necessary revisions and edits to improve content and grammatical accuracy (e.g. run-on sentences, fragments, punctuation, and other mechanics) of a paragraph.

5. Use discourse markers (transitions) to link sentences for specific purposes such as order of importance, sequence, contrast, examples, concessions, etc.

6. Paraphrase relevant information from sources.

7. Identify components of a level appropriate 5-paragraph essay.

8. Produce a well-structured writing sample of at least 200 words.

Vocabulary

1. Infer the meaning of unknown words from context.

2. Utilize new vocabulary words to express themselves appropriately in written form.

3. Identify different forms (e.g. parts of speech and affixes) of vocabulary words.

4. Use collocations (e.g. phrasal verbs and fixed expressions) in written text.

Departmental Practices and Procedures

Department Specific 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 make up.
- Provide the course outline and class calendar which 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 80% or more of scheduled classes.
- 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.
- Complete the class with a final grade of 70% or more.
  Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Program-Specific Student Success

Students are expected to spend at least twice as many hours per week outside of class as they 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:
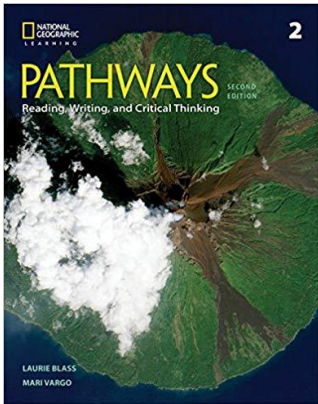
- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

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 your guide.

⬚ Instructional Materials and Resources

Textbook Information

The textbook listed below is *required* for this course.

"Pathways: Reading, Writing, and Critical Thinking 2" (2nd edition) by Laurie Blass, and Mari Vargo (Cengage). ISBN: 9781337407779

It is included in a package that contains the text as well as an access code and are found https://www.cengage.com/shop

Recommended:

The Azar Grammar Series: Basic English Grammar. White Plains, N.Y; Pearson Education, Inc., 2007. ISBN: 0-13-184412-1

Temporary Free Access to E-Book

Other Instructional Resources Courseware

- MyELT (https://myelt.heinle.com/ilrn/authentication/signIn.do?inst=MYELT)
- Students Companion Site: Bringing the World to the Classroom… and the Classroom to Life | Pathways 2e (eltngl.com)

⬚ Course Requirements

Assignments, Exams, and Activities

Assessment (includes Reading & Writing)	40%	(Mid-term 20% and Final 20%)

Writing Assignments	20%	(All activities related to the Writing group e.g. discussions, brainstorms, outlines, drafts, editing, group work, etc.)
Reading Assignments	20%	(All activities related to the Reading group e.g. discussions, summaries, main idea activities, detail activities, group work, etc)
Activities	20%	1. Explore (All activities related to "Explore" to be listed as Activity) 2. Unit Quizzes (Reading 1 & Reading II, Word Forms & Word Families activities 3. Live Sessions Participation 4. MyELT online workbook

Exams

The course has three tests: a Pre-Test, a Midterm, and a Post-Test. The Pre-Test that we take on the first day of class is not included in this grade. On the last day of class, we take a Post-Test that is part of the students' final grade. Tests will be online for all modes of instruction (online, hybrid, or in-person).

- To take the test, please log in to your course in Canvas (https://eagleonline.hccs.edu/login/ldap).
- Keep your camera turned on for the entire test.
- Non-compliance will result in a grade of zero on that test.
- Your instructor will be present throughout the duration of the test.

Canvas Assignments

Students will complete graded exercises on Canvas each week. These include grammar, vocabulary, listening, and notetaking exercises. All exercises that are not submitted the day they are assigned must be submitted before the beginning of class the following day.

In-Class Activities

Other assignments are left to the instructor to decide. They may include extra practice with online resources, class participation, presentations, quizzes, or some combination of these and other activities.

Grading Formula

Grade	Total Points
A	100 – 90
B	89 – 80

C	79 – 70
F	69 or below
FX*	Failure, Non-Attendance
W	Withdrawn

* FX grades are given ONLY to F1 students who do not attend enough classes to pass.

HCC Grading Scale can be found on this site under Academic Information: http://www.hccs.edu/resources-for/current-students/student-handbook/

⬚ Instructor's Practices and Procedures

Incomplete Policy

Missed Assignments/Make-Up Policy

It is the teacher's decision to allow make-up assignments or test. As a general rule, a student is permitted to miss one exam; however, the final decision is left to the instructor. Note: a make-up assignment/test is not a retake.

Academic Integrity

The Division of College Readiness complies with HCC's policies on cheating and plagiarism. Cheating will result in a grade of zero on a test. Plagiarism will result in a grade of zero on that assignment. The second offense will result in a failing grade for the course. Students should be aware that the instructor will use plagiarism detection software and the internet when grading student work. Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

https://www.hccs.edu/studentprocedures (https://www.hccs.edu/studentprocedures)

Attendance Procedures

To fully benefit from the class, students are expected to attend at least 80% of classes. Tardiness and absences will be closely monitored and recorded by the instructor to ensure requirements are being met.

Student Conduct

Students are expected to respect the instructor and fellow classmates. This means, respect of others' ideas, opinions and personal space. Should a problem or issue occur let your instructor or campus CE office know immediately.

Instructor's Course-Specific Information

Devices

Cell Phones, tablets, and smart watches can be disruptive during class. Please turn these devices off or set them on mute while in the classroom or student lab. The instructor will collect cell phones during tests.

Faculty Statement about Student Success

Faculty-Specific Information Regarding Canvas

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

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Social Justice Statement

⚠ HCC Policies and Information

HCC Grading System

Grade	Total Points
A	100 – 90
B	89 – 80
C	79 – 70
F	69 or below
FX*	Failure, Non-Attendance
W	Withdrawn

FX grades are given ONLY to F1 students who do not attend enough classes to pass.

HCC Grading Scale can be found on this site under Academic Information:
http://www.hccs.edu/resources-for/current-students/student-handbook/

Link to Policies in Catalog and Student Handbook

Here's the link to the HCC Catalog and Student Handbook: https://catalog.hccs.edu/ (https://catalog.hccs.edu/) 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

Link to HCC Academic Integrity Statement

https://www.hccs.edu/student-conduct (https://www.hccs.edu/student-conduct) (scroll down to subsections)

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

https://www.hccs.edu/campuscarry (https://www.hccs.edu/campuscarry)

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 (https://www.hccs.edu/email) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

Use the following link to access the HCC Office of Institutional Equity, Inclusion, and Engagement: https://www.hccs.edu/eeo (https://www.hccs.edu/eeo)

Ability 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/accessibility (https://www.hccs.edu/accessibility)

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)

https://www.hccs.edu/titleix (https://www.hccs.edu/titleix)

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-ofstudents/ (https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-thedean-of-students/)

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.

Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: https://www.hccs.edu/online/ (https://www.hccs.edu/online/)

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/ (https://eagleonline.hccs.edu/)

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 during office hours, and 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

Be aware of and comply with academic honesty policies in the HCCS Student Handbook (https://www.hccs.edu/studenthandbook)

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

EGLS3

The EGLS[3] (Evaluation for Greater Learning Student Survey System (https://www.hccs.edu/egls3)) 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[3] surveys are only available for the Fall and Spring semesters. ‑EGLS3 surveys are not offered during the Summer semester due to logistical constraints. https://www.hccs.edu/egls3 (https://www.hccs.edu/egls3)

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.

Student 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 (https://www.hccs.edu/tutoring) 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 https://library.hccs.edu (https://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 https://www.hccs.edu/supplementalinstruction (https://www.hccs.edu/supplemental-instruction)

Resources for Students:

https://www.hccs.edu/covid19students (https://www.hccs.edu/covid19students)

Basic Needs Resources:

https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/ (https://www.hccs.edu/supportservices/counseling/hcc-cares/basic-needs-resources/)

Student Basic Needs Application:

https://www.hccs.edu/basicneeds (https://www.hccs.edu/basicneeds)

COVID-19

Here's the link to the HCC information about COVID-19:

https://www.hccs.edu/covid-19 (https://www.hccs.edu/covid-19)

Instructional Modalities

In-Person (P)

Safe, face-to-face course with scheduled dates and times.

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times.

Online Anytime (WW)

Traditional online course without scheduled meetings.

Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually.

Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually.

Copyright Statement

In order to uphold the integrity of the academic environment and protect and foster a cohesive learning environment for all, HCC prohibits unauthorized use of course materials. Materials shared in this course are based on my professional knowledge and experience and are presented in an educational context for the students in the course. Authorized use of course materials is limited to personal study or educational uses. Material should not be shared, distributed, or sold outside the course without permission. Students are also explicitly forbidden in all circumstances from plagiarizing or appropriating course materials. This includes but is not limited to publically posting quizzes, essays, or other materials. This prohibition extends not only during this course, but after. Sharing of the materials in any context will be a violation of the HCC Student Code of Conduct and may subject the student to discipline, as well as any applicable civil or criminal liability. Consequences for unauthorized sharing, plagiarizing, or other methods of academic dishonesty may range from a 0 on the specified assignment and/or up to expulsion from Houston Community College. Questions about this policy may be directed to me or to the Manager of Student Conduct and Academic Integrity.

⍰ Course Calendar

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.

Course Calendar

Week	Dates	Topic/What's due
1		Syllabus Pre-Test Pre-Unit Unit 1: Happiness
2		Unit 2: Inventive Solutions Unit 3: Connected Lives
3		Unit 6: Animals and Medicine Midterm: Units 1, 2, 3, 6
4		Unit 7: Nature's Fury Unit 8: Building Wonders
5		Unit 10: Smart Advice Prepare Writing Portfolio Class Evaluation Unit Review

		Post-Test

⍰ Additional Information

Departmental/Program Information

Houston Community College CE Intensive English Program offers three of the 5 levels of Intensive English -- Level Intro, Level 1 and Level 2. Upon completion of the CE Intensive English Level 2, students transition to ESOL Level 3 without further testing.

The goals of the CE Intensive English program are the following:

- Prepare learners for academic success in the American college settings
- Develop communication skills in global workplace environments
- Enhance intercultural understanding.

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance first. If your instructor is not able to assist you, then you may wish to contact the Department CE Program Director. Maria Bazan-Myrick, Program Director maria.bazanmyrick@hccs.edu; 713-718-5257

Division of College Readiness

CE Languages Department

CE Intensive English