



Intensive English Program

ESOL 0349 – Advanced Intermediate Conversation for Foreign Speakers

CRN 13414 – Spring 2019

Alief-Hayes campus 1:00 – 3:20 p.m. | Room B141, B124 Mon and Wed.

3 hours lecture / 2 hours lab / 80 hours per semester/16 weeks

Semester Dates: 01/14/2019 – 05/12/2019

Instructor: Riffat Saeed

Instructor Contact Information: e-mail: riffat.saeed@hccs.edu

Learning Website <http://learning.hccs.edu/faculty/riffat.saeed>

Office location and hours: Alief-Hayes Faculty Room 12:00-1:00 or by appointment

A Note from Your Instructor:

Your instructors (including me!) are here to help you succeed in your college experience! If you have trouble with this class or ANY of your ESOL classes, the best thing you can do is ask your instructor for help. Please don't wait to ask for help until you fail a quiz or test. Be proactive so that you pass all your assessments.

Hurricane Harvey statement:

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.

Prerequisites

A passing grade in COMG 1091 or, for incoming students, placement exam cut-offs

Course Description

This course is designed to further develop conversational skills by incorporating more complicated vocabulary and grammatical structures. Students are also required to present oral reports at various times during the semester.

Course Statement of Purpose

This course seeks to prepare students for ESOL 0356 and ultimately for college-level academic or workforce classes and speaking assignments in general by accomplishing the following objectives:

- Students develop their speaking and listening communication skills in different contexts, including academic, workforce and social situations.
- Students are introduced to the language and culture of academic, workforce and social situations through the use of in-class presentations, role plays, panel and group discussions.
- Students develop their listening comprehension and note-taking skills through exposure to recorded and teacher-generated listening-comprehension materials, which can include guest speakers.
- Students reinforce their English language skills used in formal situations (such as academic or workplace presentations or interviews). These skills include:
 - Developing topics
 - Organizing ideas
 - Building complex sentence structure
 - Increasing academic- and workforce-appropriate vocabulary

Student Learning Outcomes

After completing this course, students should be able to:

1. Demonstrate comprehension of a spoken passage of English at the level of a middle-school speaker on topics ranging from social to workforce to academic.
2. Demonstrate facility comprehending and using level-appropriate vocabulary.
3. Produce comprehensible speech which is accurate enough to be comprehended with effort by those unaccustomed to interacting with non-native English speakers.
4. Make a presentation on a researched topic.
5. Identify key points of a spoken lecture appropriate to native-speaking middle-school students, using notes taken.

Learning Objectives leading to the Outcomes above:

- 1.1 Summarize the main idea of a conversation or presentation about an academic or workplace topic;
- 1.2 Demonstrate understanding of the specific details of this discourse.

- 2.1 Define significant academic or workforce-related vocabulary;
- 2.2 Use this vocabulary to produce appropriate responses in conversations related to academic or workforce-related topics.

- 3.1 Produce spoken discourse with relatively few errors in pronouncing the English sounds;
- 3.2 Produce sentences with accurate stress and intonation patterns.

- 4.1 Select a topic that is of interest both to the student and to the class;
- 4.2 Carry out basic research on this topic;
- 4.3 Prepare audio-visual support for the presentation, as appropriate;
- 4.4 Deliver the presentation, of 4-6 minutes, before the class, and answer questions as needed.

- 5.1 Outline the content of an oral academic presentation;

5.2 Explain the main ideas and important details of the presentation, using notes taken as the source of information.

Instructional Methods

Lectures and note-taking
Listening and summarizing
Discussions (pairs, small groups, whole class)
Presentations
Problem solving and reporting
Pronunciation practice
Vocabulary building

Student assignments

Taking notes from lectures
Giving presentations
Discussing
Problem solving and reporting
Summarizing recorded material
Recording for pronunciation and fluency

Assessments

Oral presentations
Listening tests and quizzes
Notes taken from lectures
Oral summaries of recorded material

Required Instructional Materials

Sanabria//*Academic Encounters: Listening & Speaking 3*, 2nd edition// Cambridge

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 can be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lab as well as lecture). For Intensive English if you exceed a total of 10 hours (12.5%) of absence in any class (= 4 full days of any class, including labs), you can be dropped from that class. If you are an F1 student, this can make you out of status and will cause you visa problems, possibly requiring you to petition for reinstatement. 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. Lateness of ten minutes or more counts as class or lab absence. Three tardies (lateness) = 1 absence. Lateness of 10 minutes or more 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 places to see one are at Alief-Hayes (all day). The last day students may withdraw or be dropped from a class with a grade of W is April 1st. 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.

Statement on Tutoring Services

The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC. Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment. Our emphasis is on maximizing academic potential while promoting student success and retention. We are committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners.

Tutoring for individual subjects is offered at specific times throughout the week on various campuses. There is no need to make an appointment. If you need a tutor, please refer to our website: www.hccs.edu/findatutor for times and locations. For more information about tutoring at HCC, please go to www.hccs.edu/district/students/tutoring

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 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/>

HCC Compliance with the Campus Carry Law

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 on 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

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. 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.

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.

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. Listening quizzes cannot be made up; however, your lowest quiz grade will be dropped at the end of the semester. 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. It is your responsibility to arrange a make-up appointment outside of class hours within three calendar days of returning to class. Please be aware that in order to make up a test or quiz due to illness a doctor's note must be provided.

Late homework: All homework must be submitted through Eagle Online (Canvas). Work turned in via email or on paper will not be accepted for any reason and will be counted late until uploaded to Eagle Online. If homework is one day late without a reason that is acceptable to your instructor, the grade will go down 25%. Two days late = 50%. Late homework will not be accepted after the second day. If you miss classwork, you cannot receive 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.

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.

PROGRAM AND ESL DISCIPLINE REQUIREMENTS

Basic Requirements for ESOL 0349

Students in ESOL 0349 will have at least four graded speaking assignments and five graded listening assignments in class.

- Speaking assignments may include the following: individual presentations, pair presentations, group presentations, and/or panels.
- Listening assignments may include the following: short dictations, short audio segments with comprehension questions, and/or note-taking assignments.

HCC Grading Scale

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

ESOL 0349 Grading Formula

Oral Presentations	40%
Unit Quizzes (Listening & Vocab)	20%
Mid Term	10%
Participation/Assignments	10%
Final Exam	20%
TOTAL	100%

16-WEEK COURSE CALENDAR Spring, 2019

Dates	Lesson
Week 1	Diagnostic Assessment Chapter 1 Marriage, Family, and the Home
Week 2	Chapter 1 Marriage, Family, and the Home Chapter 2 The Power of the Group
Week 3	Chapter 2 The Power of the Group Oral Presentation 1
Week 4	Chapter 3 Gender Roles
Week 5	Chapter 3 Gender Roles

	Chapter 4 Gender Issues Today Group Presentation 2
Week 6	Chapter 4 Gender Issues Today Unit Quiz 1
Week 7	Chapter 5 Mass Media Today Mid Term
Week 8	Spring Break March 11-17
Week 9	Chapter 5 Mass Media Today
Week 10	Chapter 6 Impact of the Media on Our Lives Oral Presentations 3
Week 11	Chapter 6 Impact of the Media on Our Lives
Week 12	Chapter 7 Crime and Criminals Unit Quiz 2
Week 13	Chapter 7 Crime and Criminals
Week 14	Chapter 8 Controlling Crime Group Presentations 4
Week 15	Chapter 8 Controlling Crime Review
Week 16	FINAL EXAM

Important Dates (Spring 2019)

Class begin	January 14
Official Day of Record	January 28th
Last Day for Refund	February 5
Spring Break	March 11-17
Last Day for Administrative/Student Withdrawals	April 1st
Last day of Instruction (for ESOL)	May 5
Semester ends	May12