



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

ESOL 0352 – Advanced Intermediate Grammar for Foreign Speakers
CRN 13424 – Spring 2019 Alief-Hayes campus–| 3:30 – 5:50 p.m.
Room # B132, B202 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 6:00-7:00 or by appointment

Instructor's notes:

Please come to see me if you have any questions or concerns. It's better to ask questions before you have problems with tests or homework. Contact me if you have been absent to arrange a time to hand in the homework and to discuss what you missed.

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 the COMG sequence, or, for incoming students, placement exam cut-offs

Course Description

This course provides a review of essential grammatical and structural features while introducing their finer points. Emphasis is placed on introducing complex sentence structures and is designed to lead students toward active mastery of the patterns and principles of formal communicative English.

Course Statement of Purpose

ESOL 0352, Advanced Intermediate Grammar, seeks to prepare students for continuation into ESOL 0355 and ultimately for college-level academic or workforce study by accomplishing the following objectives:

- 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.

Student Learning Outcomes

After completing ESOL 0352, Advanced Intermediate Grammar, students should be able to:

1. Use major verb tenses in appropriate contexts;
2. Use all major modal auxiliaries in appropriate contexts;
3. Use all forms of nouns, pronouns and modifiers in appropriate contexts;
4. Combine simple sentences into compound and complex sentences;
5. Use specialized verb forms to accurately communicate meaning in English.

Learning Objectives Leading to the Outcomes Above

- 1.1 Demonstrate the ability to use simple present and simple past tenses in appropriate contexts;
- 1.2 Demonstrate the ability to use present and past perfect tenses and their corresponding progressive forms in appropriate contexts;
- 1.3 Demonstrate the ability to use both major forms of future-time verbs (*will* and *be going to*) in appropriate contexts.

- 2.1 Demonstrate the ability to appropriately use modal auxiliaries in context of present time;
- 2.2 Demonstrate the ability to appropriately use modal auxiliaries in context of future time.

- 3.1 Demonstrate the ability to appropriately use count and non count nouns and their corresponding modifiers;
- 3.2 Demonstrate the ability to appropriately use all subjective, objective, reflexive and possessive pronouns, including the closely related possessive adjectives and the various forms of *other*.

- 4.1 Appropriately combine simple sentences into compound sentences using coordinating conjunctions;
- 4.2 Appropriately combine simple sentences into complex sentences using combination rules for relative clauses;
- 4.3 Appropriately combine simple sentences into complex sentences using contextually appropriate subordinating conjunctions;
- 4.4 Appropriately combine simple sentences into complex sentences using combination rules for noun clauses;
- 4.5 Appropriately create complex sentences by using quoted and reported speech.

- 5.1 Correctly identify the structure of gerunds and infinitives;
- 5.2 Appropriately use a gerund or infinitive to complete a sentence, based on the grammatical context of the sentence;
- 5.3 Appropriately use a phrasal verb to complete a sentence, based on the discourse context;
- 5.4 Demonstrate comprehension and appropriate use of the distinction between active and passive verbs.

Instructional Methods

Readings with a grammar focus
 Listening activities to hear the grammar in spoken English
 Writing whose purpose is to use the grammar
 Student-produced dialogs using the language (pairs or groups)
 Activities for spoken practice of grammar
 In lab, interactive computer-based grammar activities
 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

Assignments

Written exercises in the textbook or on handouts
Reading passages that contain the grammar
Writing assignments that apply the grammar
Online work
Grammar-based games
Student projects that use the grammar
Listening exercises for grammar and pronunciation of grammar
Dialogs and written work using the grammar
Homework exercises

Assessments

Chapter tests
Quizzes (some unannounced) on work covered in class and on homework or topics we have been
Studying
A final examination
Dictionaries and electronic devices are not allowed in tests and quizzes.

Instructional Materials

Fundamentals of English Grammar, 4th Edition, Azar (Pearson Longman Publishers)
A binder, dividers, and lined paper

PROGRAM AND ESL DISCIPLINE REQUIREMENTS

Basic Requirements for ESOL 0352

Students in 0352 will fulfill the following requirements:

- Take a minimum of three chapter tests + a midterm, or four chapter tests, all of which must test for both recognition and production of grammatical structures within a communicative context
- Participate in a lab program consisting of grammar exercises correlated to the grammar presented in the classes
- Take a final examination

HCC Grading Scale

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

ESOL 0352 Grading Formula

Chapter Tests	60%
Mid Term Quiz	10%
Daily classwork, homework, Lab	10%
Final Examination	<u>20%</u>
	100%

Late homework: Late homework is not accepted. 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.

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. You will be permitted to make up only ONE missed exam.

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 (January 28th) will be dropped or withdrawn from the class for non-attendance. According to the HCC Student Handbook, you may be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). For Intensive English if you exceed a total of 10 hours (12.5%) of absence in any class, including labs, you can be dropped from all Intensive English classes. This will make F1 students out of status and cause visa problems. If you are absent, it is your responsibility to contact your instructor to find out what you have missed and whether it is possible to make up the work. If you do not take this responsibility, you risk receiving grades of zero and not being allowed to make up the work. No absences are excused. Class attendance leads to class success. The instruction in this course is lecture and lab based

Tardiness

HCC does not use the term tardy. You are in the classroom when the class begins or you are absent.

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

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/district/students/disability-services/>

Campus Carry:

“At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.”

HCC Policy Statement: Sexual Misconduct

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you

require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

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.

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.

16-WEEK COURSE CALENDAR Spring, 2019

Dates	Lesson
Week 1	20 Verb Tenses and 4 Types of Sentences Diagnostic Assessment
Week 2	Chapters 1-2
Week 3	Chapters 3 Test 1 Chapters 1-2
Week 4	Chapter 4 Verb Tenses and Sentence Types) Test 2 Chapters 3-4
Week 5	Chapters 5
Week 6	Chapters 6 Test 3 Ch.5 and 6
Week 7	Chapters 7 Mid Term Quiz Chapters 1-7
Week 8	Spring Break 03/11-03/16
Week 9	Chapter 8 Chapter 9
Week 10	Chapter 10 Test 4 Ch. 8 and 9
Week 11	Chapter 10
Week 12	Chapter 11

	Test 5 Chapters 10 and 11
Week 13	Chapter 12
Week 14	Chapter 13 Test 6 Chapters 12 and 13
Week 15	Chapter 14 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