



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

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/intensive-english-esl/>

ESOL 0351: Advanced (Online) Intermediate Composition for Foreign Speakers | Lecture | #10319

Summer 2020 | 16 Weeks (1.21.2020-5.17.2020)

In-Person | Central 104 | T/TH 8am-10:20am

3 Hours Lecture/2 Hours Lab | 80 hours per semester

Instructor Contact Information

Instructor:	Victoria Loeb	Office Phone:	Canvas inbox email
Office:	HCC Online	Office Hours:	Go to Cisco Webex schedule
HCC Email:	seong.ahn@hccs.edu (use canvas email)	Office Location:	Central College

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

Instructor's Preferred Method of Contact

I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. Please use Canvas email to contact your instructor.

What's Exciting About This Course

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

My Personal Welcome

Welcome to ESOL 0351 - Advanced Intermediate Composition for Foreign Speakers. The best way to really discuss issues is in person and I'm available during posted office hours to tackle the questions. My goal is for you to walk out of the course with a better understanding of grammar and how to revise simple sentences into more complex ones using a variety of grammatical structures. So please visit me or contact me by email whenever you have a question.

Prerequisites and/or Co-Requisites

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

Canvas Learning Management System

This section of ESOL 0351 will use Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. I will post exercises and assignments on eagle online and will make announcements about the class there as well.

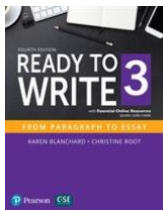
HCCS Open Lab locations may be used to access the Internet and Canvas. **USE FIREFOX OR CHROME AS THE INTERNET BROWSER.**

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/login/ldap>

Instructional Materials

Textbook Information



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

"*Ready to Write 3*" (4th edition) by Karen Blanchard & Christine Root (Pearson). ISBN: 9780134399331

The book is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](#). You may either use a hard copy of the book, or rent the e-book from Pearson. Order your book here: [HCC Bookstore](#)

Other Instructional 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](#) 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 <http://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 <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

ESOL 0351 introduces students to 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 the composition according to a clear logical pattern.

Core Curriculum Objectives (CCOs)

After taking ESOL 03514, the student should:

1. Use correct spelling, capitalization, and punctuation appropriate to the level
2. Show control of forms for simple present, present progressive, simple past, past progressive, present perfect, and future
3. Write simple sentences and compound sentences using all seven of the coordinating conjunctions and conjunctive adverbs/sentence connectors
4. Write complex sentences with adverb clauses with a relatively high level of accuracy
5. Write complex sentences with adjective and noun clauses and conditional clauses with limited accuracy
6. Generate ideas through prewriting
7. Organize and write a sophisticated paragraph with a clear topic sentence, supporting sentences, and a concluding sentence using familiar or new material
8. Organize and write a moderately sophisticated five-paragraph essay of at least 200 – 300 words with an introductory paragraph and thesis statement, supporting paragraphs, and a concluding paragraph based on familiar or new material in various rhetorical patterns using correct essay form
9. Revise a paragraph or essay whose errors have been identified

Program Student Learning Outcomes (PSLOs)

After completing the Intensive English program, the student will:

1. Produce an oral presentation exhibiting level-appropriate pronunciation and fluency
2. Demonstrate comprehension of a level-appropriate listening passage.
3. Transform simple sentences into complex ones using a variety of grammatical structures appropriate to the level
4. Compose a composition that is appropriate to the level in terms of fluency, organization, and grammatical accuracy;
5. Read and summarize a level-appropriate text.

Course Student Learning Outcomes (CSLOs)

After taking ESOL 0351, the student should:

1. Use correct spelling, capitalization, and punctuation appropriate to the level
2. Show control of forms for simple present, present progressive, simple past, past progressive, present perfect, and future
3. Write simple sentences and compound sentences using all seven of the coordinating conjunctions and conjunctive adverbs/sentence connectors
4. Write complex sentences with adverb clauses with a relatively high level of accuracy
5. Write complex sentences with adjective and noun clauses and conditional clauses with limited accuracy
6. Generate ideas through prewriting
7. Organize and write a sophisticated paragraph with a clear topic sentence, supporting sentences, and a concluding sentence using familiar or new material
8. Organize and write a moderately sophisticated five-paragraph essay of at least 200 – 300 words with an introductory paragraph and thesis statement, supporting paragraphs, and a concluding paragraph based on familiar or new material in various rhetorical patterns using correct essay form
9. Revise a paragraph or essay whose errors have been identified

Learning Objectives

Students will:

- 1.1 Correctly spell level-appropriate vocabulary used in compositions;
- 1.2 Apply rules for capitalization;
- 1.3 Apply punctuation rules.

- 2.1 Use a variety of simple, progressive, and perfect verb tenses as well as gerunds and infinitives, based on the writing assignment.

- 3.1 Produce compound sentences, using the seven coordinating conjunctions as well as conjunctive adverb sentence connectors;
- 3.2 Produce complex sentences using a variety of subordinating conjunctions based on the writing assignment;
- 3.3 Produce complex sentences using adjective (relative) clauses;
- 3.4 Produce complex sentences using noun clauses.

- 4.1 Use prewriting strategies to generate a topic;
- 4.2 Write a clear, concise thesis statement;
- 4.3 Organize a draft by preparing a well-formatted outline;
- 4.4 Write a draft of a multi-paragraph essay of 200-300 words, with a clear thesis in the introductory paragraph and a concluding paragraph;
- 4.5 Revise the composition after receiving both peer and instructor feedback.

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
- Actively participating in all modules online
- Completing assignments
- Participating in live teaching via Webex Conferencing

Note: 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.

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 before and after class as required

As a student, it is your responsibility to:

- Actively participating in all modules 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
- Attain a raw score of at least 50% on the departmental final exam

Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#)

Assignments, Exams, and Activities

Written Assignment

Students will have at least four graded writing assignments and a final writing exam. A mid-term essay is optional. Optional writing assignments may include the following: journals, practice essays, and alternative writing assignments.

In-Class Activities

In-class activities may include journals or other weekly writing assignments, writing or completing work covered in class such as revising essays, writing outlines, or writing essays in whole or in part.

Final Exam

All students will be required to take a comprehensive departmental final exam.

Grading Formula

Essays (x3)	45%
Paragraphs (week 1)	15%
Homework/journals	15%
Final Exam	25%
Total	100%

Grade	Total Points
A	90+
B	80-89
C	70-79
F/IP	<69

Incomplete Policy:

In order to receive a grade of Incomplete (“I”), a student must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

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

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.

Instructor’s Practices and Procedures

Missed Assignments

Make-up assignments (including essays): There are no make-up assignments except in emergency cases. I will need a medical document or a police report for further proof. You may also send me an e-mail in advance if you know you will miss any assignment.

Essays

For each major paper, there is a rough draft and a final draft. Outline must be submitted before the Rough Draft for APPROVAL (Penalty: -20 pts). The rough draft should be submitted electronically (via Turnitin.com). After the final draft is graded, if your grade is below an 80, you are allowed but not required to revise but only to get your grade up to an 80. This is to give students a chance to make at least a B on the essay.

Academic Integrity

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.

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

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Student Conduct

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.

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.

Instructor's Course-Specific Information (As Needed)

It is very important that you participate and do all assignments. We must move together as a class. You will have practice writing assignments that prepare you for the writing assessments (paragraphs and compositions)

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> 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

EGLS³

The EGLS³ (Evaluation for Greater Learning Student Survey System) 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. EGLS³ surveys are only available for the Fall and Spring semesters. EGLS³ surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

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

<http://www.hccs.edu/departments/police/campus-carry/>

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](#) and activate it now. You may also use Canvas Inbox to communicate.

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.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement

[\(http://www.hccs.edu/departments/institutional-equity/\)](http://www.hccs.edu/departments/institutional-equity/)

disAbility 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/support-services/ability-services/>

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 <http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

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-of-students/>

Department Chair Contact Information

Kevin Clement, kevin.clement@hccs.edu, 713.718.7201

