



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

**ESOL 0354: Advanced Composition for Foreign
Speakers | Lecture | #10335**

Spring 2020 | 16 Weeks (1.21.2020-5.17.2020)
In-Person | Central 148 | MW 10:30am-
12:50pm 3 Hours Lecture/2 Hours Lab |
80 hours per semester

Instructor Contact Information

Instructor:	Luke (Seong) Ahn		
Class:	Tuesday classroom 148 (10:30am-12:50pm; Thursday Lab 134 (10:30-11:30, Thursday classroom 148	Office Hours:	Tue or Thu 10:15 - 10:30 a.m.
HCC Email:	seong.ahn@hccs.edu	Office Location:	Central

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.

My Personal Welcome

Welcome to ESOL 0354 - Advanced 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 academic writing and how to apply the writing skills taught in this course. So please visit me or contact me by email whenever you have a question.

This course concentrates on elements of organization, rhetoric, and sophisticated language use. Students are required to produce well-organized, well-substantiated, multi-paragraphed essays containing thesis statements and topic sentences.

Prerequisites and/or Co-Requisites

A passing grade in ESOL 0351 or, for incoming students, placement exam cut-offs

Version 2.1.FY2020

Canvas Learning Management System

This section of ESOL 0354 will use Canvas (<https://eagleonline.hccs.edu>) to supplement in- class assignments, exams, and activities. Click or tap here to enter text.

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

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

"Great Writing 4: Great Essays" by Keith S. Folse; April Muchmore-Vokoun; Elena Vestri Solomon (National Geographic Learning). **5th Edition**.
ISBN-13: 9780357020852

The book is included in a package that contains the text as well as an access code and are found at the [HCC Bookstore](#). 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

A continuation of ESOL 0351, this course concentrates on elements of organization, rhetoric, and sophisticated language use. Students are required to produce well- ordered, well-substantiated multi-paragraph essays containing thesis statements and topic sentences.

Core Curriculum Objectives (CCOs)

After taking ESOL 0354, the student should:

1. Be able to write a multi-paragraph, thesis-driven essay (up to 1500 words).
2. Develop an essay in which a variety of rhetorical modes are used to support the thesis (as opposed to a single rhetorical mode).
3. Appropriately address a topic in terms of audience, purpose, and style.
4. Understand the effect of diction on the formal vs. informal style of a writer.
5. Use college-level vocabulary to express ideas.
6. Read and comprehend different kinds of text: academic, journalistic, personal compositions.
7. Be able to provide textual support by quoting, summarizing, and paraphrasing an outside source.

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 completing this course, students should be able to:

1. Compose a well-organized multi-paragraph essay in such rhetorical modes as comparison-contrast, cause and effect, and argumentation.
2. Follow a clearly elaborated writing process that includes generation of ideas, drafting, and then revising for content and organization.
3. Continuing the writing process, edit for vocabulary, grammar, sentence structure, mechanics, and essay format.
4. Continuing the writing process, edit for vocabulary, grammar, sentence structure, mechanics, and essay format.
5. Demonstrate a rudimentary ability to paraphrase and summarize a text, and an awareness of the difference between summarizing and responding to the text.

Learning Objectives

Students will:

- 1.1 Develop a substantial topic based on any of the following rhetorical modes: comparison-contrast, cause and effect, and argumentation.
- 1.2 Generate a concise, accurate outline that is appropriate to the rhetorical mode of the essay.

- 2.1 Use pre-writing methods to develop a variety of supporting ideas and specific details for the thesis of the essay.
- 2.2 Draft an essay of 300-500 words on the chosen topic, following the outline that has been developed.
- 2.3 Using both self- and peer-review processes, revise the draft, improving unity within paragraphs, rearranging order of sentences, strengthening support, and tightening organization.

- 3.1 Detect and correct errors in grammar, sentence structure and mechanics.
- 3.2 Compose a variety of sentence types, ranging from simple to compound to complex.
- 3.3 Apply punctuation rules applicable to multi-clause sentences.
- 3.4 Apply rules of capitalization and use of quotation marks as appropriate.
- 3.5 Apply rules for proper essay formatting (e.g. double spacing, margins, indentation, etc.)

- 4.1 Appropriately use a variety of devices providing logic, coherence, and transition, without overusing them.

- 5.1 Follow more effective strategies for paraphrasing than simply substituting synonyms or lexical items of similar meaning.
- 5.2 Identify the most important information within a paragraph.
- 5.3 Compose a paraphrased sentence summarizing a paragraph; or compose a paraphrased paragraph summarizing a multi-paragraph text.
- 5.4 Compose a response to a given text

Student Success

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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
- 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.

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:

- 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
- 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

The bulk of the assessment of student performance in this class is based on in-class essays of 350 to 500 words in length. Students will write a minimum of four and a maximum of five such essays. The completed essay will be the result of a comprehensive writing process consisting of organized pre-writing, in-class drafting and out-of-class revision. The teacher will take all of these stages into account when calculating the final grade for each essay.

Exams

The major assessment in this course consists of the essays described above. There are no major exams as such except the Final Exam described below.

In-Class Activities

The teacher may include activities such as quizzes, journals or minor writing assignments as part of the assessment of student performance. The weight of such activities in the final grade will not exceed 20%.

Final Exam

The Final Examination consists of a major essay written in-class, based on choice of prompts which students have not previously seen, but which correspond to the kinds of writing that students have engaged in during the course.

Students who are absent from the final exam without discussing their absence with the instructor in advance or within 24 hours afterward will receive a course grade of Incomplete. Any student who does not take a makeup exam by the end of the following long semester will receive a final exam grade of zero and a course grade of F.

Grading Formula

The total grade for the course will be based on the following percentage breakdown.

Essays (x3)	60%
Quizzes (x3)	10%
Journals & In-class activities	10%
Final Exam	20%

Total 100%

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Grade	Total Points
A	90+
B	80-89
C	70-79
F/IP	60-69

Important Dates and Holidays (Spring 2020)

Classes begin	January 21
Official Day of Record	February 3
President's Day	February 17
Spring Break	March 16-22
Last Day for Administrative/Student Withdrawals	April 6
Spring Holiday	April 10
Semester ends	May 17

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

There are **no** make-up exams except in emergency cases. Please talk to me in advance or right after your absence. You may also send me an e-mail or call if you know you will miss a quiz.

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.

Attendance Procedures

All students who have not attended by the Official Day of Record (**February 3, 2020**) 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. Version 2.1.FY2020

Student Conduct

Classes and tests begin on time. Lateness of five minutes or more counts as class absence. You can enter the classroom, but you will be counted absent for that hour. Lateness after break times, leaving early or disappearing for more than five minutes during class are also counted as one-hour absences. Texting, using social networking sites, or other improper use of technology during class time are also counted towards your absences (1 warning = 1 tardy, 3 tardies = 1 absence).

Instructor's Course-Specific Information (As Needed)

My goal is for you to succeed in this class. This will happen only if you attend class regularly. If you know in advance that you will miss a class, please let me know by email. You are responsible for catching up on the in-class and homework assignments you miss. If you are more than five minutes late to class, you will be marked tardy, and **three tardies equal one absence.**

If you miss more than 12.5% of the classtime, you will be dropped immediately!

Electronic Devices

Please see that all mobile devices (tablets, phones, laptops, etc.) are silenced and put away during class time. Their use is not permitted in this course. **Failure to comply may be penalized at your teacher's discretion. For instance, you may be marked out as "absence".**

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

Version 2.1.FY2020

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/>)

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

Version 2.1.FY2020

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:

Version 2.1.FY2020

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

