



Intensive English Program

ESOL 0351 -Advanced Intermediate Writing for Foreign Speakers
CRN 10331 --Spring 2017
San Jacinto Building- Room 103 2:00 -4:30 Tues./Thurs.
3 hours lecture /2 hours lab /80 hours per semester/ 16
weeks Class Dates: 01/17/2017 – 05/14/2017

Instructor: Luke Ahn

Instructor Contact Information: e-mail: seongluke.ahn@hccs.edu

Learning Website: <http://learning.hccs.edu/faculty/jack.sprat>

Office location and hours: San Jacinto Building, Room103, Tue. & Thurs., 2:00pm -4:30pm

Prerequisites

Successful completion of Level 2 of the Continuing Education Intensive English sequence, or satisfactory score on ESL placement test, Accuplacer-ESL (aggregate score: 304-340)

Course Description

This course concentrates on the development of writing skills using controlled composition and production of the five-paragraph essay.

Course Statement of Purpose

This course seeks to prepare students for continuation into ESOL 0354 and ultimately for college composition courses and academic writing in general by accomplishing the following objectives:

Students strengthen their awareness of the basic notions of paragraph development, particularly the role of the topic sentence and the internal logical development of the paragraph.

Students are introduced 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.

Students improve their sentence-combination skills, especially in the area of the strategy and techniques of coordination within compound sentences and within simple complex sentences.

Students increase their awareness of the nature of the writing process, especially in the area of effective topic construction and in the necessity and techniques of revision and editing.

Student Learning Outcomes

After completing this course, students should be able to:

1. Appropriately use mechanical conventions of written English in written assignments.
2. Demonstrate a working knowledge of all verb forms and tenses that are likely to be needed in writing a moderate-length written assignment suitable to the advanced-intermediate English learner.
3. Produce an appropriate variety of sentence types in a moderate-length written assignment suitable to the advanced-intermediate English learner.
4. Compose and revise a moderate-length composition of several paragraphs, using a clearly defined writing process.

Learning Objectives Leading to the Outcomes Above

- 1.1 Correctly spell vocabulary used in compositions;
- 1.2 Apply rules for capitalization of beginning of sentences, proper names and other proper nouns (e.g. cities, countries, regions, holidays, etc.);
- 1.3 Apply punctuation rules, especially including end punctuation (periods, question marks, exclamation points), commas and semicolons.

- 2.1 Appropriately use a variety of simple, progressive, and perfect verb tenses, based on the context of the discourse, in written assignments;
- 2.2 Appropriately use gerunds and infinitives as appropriate to discourse context in written assignments.

- 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 appropriate to the discourse context, with correct punctuation;
- 3.3 Produce complex sentences using well-formed adjective (relative) clauses;
- 3.4 Produce complex sentences using well-formed noun clauses.

- 4.1 Use prewriting strategies to generate a topic to write about, along with supporting ideas;
- 4.2 Write a limited and clear 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 feedback and feedback from the instructor.

ESOL 0351 Course Calendar

Week 1:	Orientation, introductions, diagnostic writing Unit 1 p. 2-37
Week 2:	Unit 1 p. 2-37 Homework Paragraph #1 see p.45
Week 3:	Unit 2 p. 38-63
Week 4:	Process Writing (handouts will be provided) In-class paragraph #1
Week 5:	Unit 4 p. 90-113 Homework Essay #1
Week 6:	In-class Essay #1 Unit 6 p. 138-163
Week 7:	Unit 6 p. 138 - 163 Homework Essay #2
Week 8:	In-class Essay #2 Unit 5 p. 114-137
Week 9:	Unit 5 p. 114-137

Homework Essay #3

Week 10:

In-class Essay #3

Unit 7 p. 164-189

Week 11:

Unit 7 p. 164-189

Homework Essay #4

Week 12:

In-class Essay #4

Problem/Solution Essay (Handouts will be provided)

Week 13:

Problem/Solution Essay (Handouts will be provided)

Homework Essay #5

Week 14:

In-class Essay #5

Summary Writing (Handouts will be provided)

Week 15:

Summary Writing (Handouts will be provided)

Review

Week 16:

May 9 – No class

May 11 – Final Exam (2:00 p.m. – 4:00 p.m)

Instructional Methods

Student writing of different kinds such as essays, summaries, timed writing for fluency, and dictations
Class or group writing of outlines and essays

Individual writing of essays

Reading and analyzing paragraphs and essays to see how they are constructed

Exercises on pre-writing skills such as generating, developing and organizing ideas
Activities on grammar and vocabulary needed for a particular kind of essay
Activities on sentence types

Activities on revising an essay for content and other errors and ways to correct them
Revising and rewriting teacher-corrected compositions

Peer editing of outlines and essays
Individual conferences

for essays
Lecture

Discussion (whole-class, groups, or pairs)

Activities in the textbook, on handouts, or online

Student Assignments

Homework: writing on various topics

Writing or completing work covered in class such as revising essays, writing outlines or writing essays in whole or part, writing essays from outlines made in class work. Students will rewrite in-class essays using teacher feedback.

All assignments are due in class on the day requested. Any work submitted after the due date will be marked down 20 points.

Assessments

Five in-class compositions (and revisions) and the final composition
Weekend compositions, homework exercises, other writing

Quizzes and tests on work covered in class. There will be regular quizzes (some unannounced) over homework or topics we have been studying. *Dictionaries and electronic devices are not allowed in writing tests and quizzes.*

Automatic failure on final exam: Fewer than 150 words, off topic, no thesis statement or topic sentences, or all simple sentences

Make up policies: In general, there are no make-up exams unless you have spoken with me in advance.

Instructional Materials

Great Writing 3, 3rd edition, Folse, Solomon, & Clabeaux (National Geographic/Cengage)

Longman Dictionary of American English or *Oxford Advanced Learner's Dictionary*

A folder to keep papers in
paper
A computer flash drive

A 3-ring binder, dividers, and 8 1/2 x 11 inch lined

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 Honesty (Dishonesty=Cheating)

Any form of cheating or copying will result in a grade of O for that assignment and possibly recommendation for probation or dismissal from the college system. Cheating includes copying from another student during a test or giving another student answers on a test. Another form of cheating (called plagiarism) is copying from the Internet or another text and presenting it as your work. An additional form of cheating is memorizing text from the Internet or a book and presenting those words as your own on a test or in homework. ALL work has to be written by the student and not copied from another source.

HCC Policy Statement: 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 (4 days of 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. Please email me if you are absent and talk to me on your return to find out the work that you missed.

Tardiness and in-class time absence

Classes and tests begin on time. You are considered tardy if you come to class after the class has begun. If you are tardy three times, it will be equal to one class absence. Lateness 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 lab time are also counted towards your absences. Class attendance leads to class success.

HCC Withdrawal Deadline

To drop a class, you must speak with a counselor or an advisor. The nearest place to see one is in the Learning Hub building. The last day students may withdraw or be dropped from a class with a grade of W is April 3, before 4:30 p.m. 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.

HCC Policy Statement --ADA

Services to Students with Disabilities Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri at 713-718-7910 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office. Please see this website for more information: <http://hccs.edu/student-rights>

HCC Policy on Sexual Harassment

Sexual harassment in any form is not tolerated at Houston Community College. It is a violation of HCCS policy for an employee, agent, or student of the college to engage in sexual harassment as defined in the EEOC guidelines (EEO/AA Compliance Handbook 47). See HCCS Student Handbook for more information.

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 understands and conforms 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, and 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. Do not use your cell phone to text during class. Turn your cell phone to vibrate and keep it in your pocket if you are expecting an emergency call.

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.

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.

INSTRUCTOR'S REQUIREMENTS

Lab Requirement: Time each week will be devoted to work in the computer lab. *Attendance at the lab is required.*

Academic Honesty: All Houston Community College System students are required to exercise academic honesty in completion of all tests and assignments. Penalties for academic dishonesty (cheating on a test, plagiarism, copying an assignment, etc.) will result in a "0" on that test or assignment. The second attempt at academic dishonesty will result in an F in the course.

Appropriate Classroom Behavior: All cell phones must be turned off and put away before entering the classroom. *No cell phones or other electronic devices are allowed in class.* Therefore, during examinations cell phones may be taken up by the instructor. Anyone whose electronic device is not placed completely out of sight will be asked to leave the class for the day and marked absent.

PROGRAM AND ESL DISCIPLINE REQUIREMENTS

Basic Requirements for ESOL 0351

Students in 0351 will fulfill the following requirements:

A minimum of 5 graded compositions done in class. A maximum of one can be a graded single paragraph (75-100 words) The rest or all will be multi-paragraph essays (200-300 words) including the final examination.

The following rhetorical organizations are to be covered, including in the final examination:

- Process
- Division and classification
- Comparison/ contrast
- Causes and effects
- Problem/solution

Students are required to revise and rewrite their in-class compositions (excluding the midterm and final compositions). Students are encouraged to take the revision process seriously.

Students should do regular and frequent alternative free writing activities, which will be inspected regularly by the instructor. This may take various forms such as a journal, summaries, etc.

HCC Grading Scale

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

ESOL 0351 Grading

Formula	10%
Tests, quizzes, lab	10%
Alternate writing activities	60%
In-class Compositions, revised Final examination	<u>20%</u>
	100%

Important Dates and Holidays

Official Day of Record	Feb. 1
Last day for partial refund	Feb. 8
President’s Day	Feb. 20
Spring Break	3/13 – 3/19
Last day for withdrawals	April 3
Final Examinations	May 8-11