



Course Syllabus
Advanced-Intermediate Grammar
ESOL 0352

Semester with Course Reference Number (CRN) Fall 2017 CRN: (36162)

Instructor contact information (phone number and email address) Mr. Luke Ahn
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713-718-6678

Office Location and Hours SJAC 119
Monday and Wednesday 2:30 p.m. – 3:30 p.m.

Course Location/Times Monday 2:00 p.m. – 4:20 p.m. SJAC 153
Wednesday 2:00 p.m. – 3:00 p.m. SJAC 153
Wednesday 3:00 p.m. – 4:20 p.m. SJAC 201

Course Semester Credit Hours (SCH) (lecture, lab) If applicable

Credit Hours	3.00
Lecture Hours	3.00
Laboratory Hours	2.00
External Hours	

Total Course Contact Hours 80.00

**Continuing
Education
Units (CEU):
if applicable**

**Course
Length
(number of
weeks)** 16 weeks

**Type of
Instruction** Lecture/Lab

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

**Course
Prerequisite
(s)** A grade of C or better in the CEU ELS Level 2 sequence of courses or placement by ACCUPLACER ESL essay and scores.

**Academic
Discipline/C
TE Program
Learning
Outcomes**

**Course
Student
Learning
Outcomes
(SLO): 4 to 7** 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 (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)

- 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-countable 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.

SCANS and/or Core Curriculum Competencies: If applicable

Core Curriculum Competencies:
No Learning Outcomes Selected

Instructional Methods

Readings with a grammar focus
Listening activities to hear the grammar in spoken English
Writing whose purpose is to use the grammar
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

Student Assignments
 Grammar textbook information and exercises
 Reading passages that contain the grammar under consideration
 Writing assignments that necessitate application of the grammar
 Lab work

Student Assessment(s)
 Announced or unannounced quizzes
 4 major examinations
 Final Examination

PROGRAM AND ESL DISCIPLINE REQUIREMENTS

Basic Requirements for ESOL 0352

Students in 0352 will fulfill the following requirements:

- Take four chapter tests, all of which will 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

Instructor's Requirements *(This calendar may change to meet the needs of the class.)*

Important Dates:

First Day of Class	August 28
Labor Day (Holiday)	September 4
Official Day of Record	September 26
Last Day for Refund	September 19
Last Day for Administrative/Student Withdrawals	November 3
Last day of Instruction	December 7
Final Exam	December 13
Semester ends	December 17

Week 1 8/28 & 8/30	No class
Week 2 9/6	No class
Week 3 9/11 & 9/13	1 st day testing and course introduction Chapter 3 Future Time p. 65-80 Chapter 2 Past Time p. 42-54 Chapter 4 Present Perfect and Past Perfect p. 81-110
Week 4 9/18 & 9/20	Chapter 4 Present Perfect and Past Perfect p. 81-110 Chapter 7 Modal Auxiliaries p. 178-207

	Chapter 5 Asking Questions p. 111-140
Week 5 9/25 & 9/27	Test #1 (chapters 2, 3, 4, & 7) Chapter 5 (continued) Asking Questions p. 111-145 Chapter 10 Passive Voice p. 258-289
Week 6 10/2 & 10/4	Chapter 10 (continued) Passive Voice p. 258-289 Chapter 6 Nouns and Pronouns p. 146-177
Week 7 10/9 & 10/11	Chapter 6 Nouns and Pronouns p. 146-177 Chapter 13 Gerunds and Infinitives p. 342-369
Week 8 10/16 & 10/18	Chapter 13 Gerunds and Infinitives p. 342-369 Test #2 (chapters 5,6,10 & 13)
Week 9 10/23 & 10/25	Chapter 14 Noun Clauses p. 370-394
Week 10 10/30 & 11/1	Chapter 14 (continued) Noun Clauses p. 370-394 Test #3 (chapter 14)

Week 11 11/6 & 11/8	Using <i>If</i> and <i>Wish</i> Teacher will provide handouts
Week 12 11/13 & 11/15	Unit 12 Adjective Clauses p. 321-341 Unit 12 (continued) Adjective Clauses p. 321-341
Week 13 11/20 & 11/22	Unit 12 (continued) Adjective Clauses p. 321-341
Week 14 11/27 & 11/29	Unit 9 Comparisons p. 229-257
Week 15 12/4 & 12/6	Test #4 (<i>If</i> and <i>Wish</i>, chapters 9 and 12) Unit 8 Connecting Ideas p. 208-228
Week 16	

12/11 12/13	No class Final Exam (2:00 – 4:00)
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Addendum: Your instructor will assign online grammar activities and handouts to be done as homework to make up for the time that was missed.

Classroom Policies

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal. Please be sure to turn off **ALL** electronic devices and put your phones and computers away.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

Students are expected to arrive to class on time with ALL THEIR MATERIALS INCLUDING THE TEXT BOOKS. Returning late from a break or leaving class early counts as being tardy. Being tardy twice will equal one absence (whether ten minutes or one hour). If you miss 10 hours of class, you can be dropped without notification and will, therefore, be out of compliance if you are an F-1 student. If a student misses a class, it is his or her responsibility to see the instructor about the work that was missed.

Course Work

The course calendar lists all of the assignments that will be done. While doing all the homework attending class is not a guarantee of success, it is certainly true that not doing it is a guarantee of failure.

Make-up Policy: If you must be absent on the day of a test, it is your responsibility to notify the instructor as soon as possible by leaving a message for me at the number or e-mail address listed above. Normally, a make-up exam is done on the day you return to class, but please note that any make-up exam is at the convenience of the teacher. This may mean coming in on a Friday.

Grading

Your instructor will give grammar exams which you can use to determine how successful you are at achieving the course learning outcomes outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

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.

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/>.”

Sexual Harassment Policy Statement

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 Statement: Academic Honesty

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 mean 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 Student Handbook)

Access Student Services Policies on their Web site:
<http://www.hccs.edu/district/students/student-handbook/>

HCC Policy Statement: Class Attendance

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours (10 hours) of instruction (F-1 students should particularly take note of this so as not to affect your visa status). The ten hours of class time would include any total classes missed or for excessive tardiness (being late twice or, leaving early is counted as an absence). Remember: Class attendance equals class success.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from it prior to the final date of withdrawal (**Nov. 3, 2017**). Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor can "alert" you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact an HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. If you do not withdraw before the deadline, you will receive an F or an IP (see below) as your final grade.

College Grading System:

Students who have completed ESOL 0350 and show that they are ready for the next level (ESOL 0353) with a final average of 70% or higher will receive a letter grade of A, B, or C. Students who are not ready for ESOL 0353 may receive a grade of IP. The IP grade is not a good or bad grade; however, it means "IN PROGRESS" and requires the student to take ESOL 0350 again because the student will benefit from another semester. However, if a student repeats ESOL 0350 after receiving one IP, a letter grade must be given (A, B, C, or F upon completing the course for the second time). A grade of FX will be assigned to any student who stops attending after Nov. 3.

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.

Minor Children or Relatives at HCCS

Minor children (anyone less than 18 years old) **must** be accompanied by a parent or guardian at all times when on any HCCS campus. Minor children may be on the campus only briefly. **No minor children or relatives are permitted in any HCCS classroom or lab.** It is your responsibility to make arrangements for child care in the event that your child is sick or there is some other emergency involving your child and his/her child care arrangements.

Use of Camera and/or Recording Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

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 Ability Services Office at <http://www.hccs.edu/district/students/disability-services/> for information regarding reasonable accommodations

**HCC
Grading
Scale**

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
IP = 69 and below	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA

For Health Science programs, see the Program/Discipline Requirements section for specific grading requirements.

**Instructor
Grading
Criteria**

Unit tests	60%
Homework/Quizzes/Lab	10%
Class participation/Attendance	10%
Final Exam	20%

Instructional Materials *Fundamentals of English Grammar* 4th edition, by Betty Schramper Azar, Pearson/Longman, 2011.

HCC Policy Statement:

Access Student Services Policies on their Web site: <http://hccs.edu/student-rights>

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 near the end of the term, 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 department 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.

Distance Education and/or Continuing Education Policies

Access DE Policies on their Web site: http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf

Access CE Policies on their Web site: <http://hccs.edu/CE-student-guidelines>