



**Intensive English Program
Gulfton Campus
Southwest College**

ESOL 0354 – Advanced Composition for Foreign Speakers
CRN 73843 – Summer 2018
Room No. 103
MoWeFr 9:00AM - 12:15PM
TuTh 9:00AM - 11:10AM
TuTh 11:10AM - 12:15PM
Class Dates: 7/9/2018 - 8/12/2018

Instructor: Shabana Akhter

Instructor Contact Information: e-mail: shabana.akhter@hccs.edu

Learning Website <http://learning.hccs.edu/faculty/shabana.akhter>

Please come to speak with me if you have any questions or concerns. It's best to ask questions before you have problems with attendance, tests or homework.

Type of Instruction	Lectures
Prerequisites	A passing grade in ESOL 0351 or, for incoming students, placement exam cut-offs
Course Description:	A continuation of ESOL 0351, this course concentrates on elements of organization, research methods, rhetoric, and sophisticated language use. Students are required to produce well-ordered, well-substantiated, multi-paragraphed essays containing thesis statements and topic sentences.
Course Prerequisite(s)	A satisfactory score on Compass ESL or completion of ESOL 0351 with a "C" or better grade.
Academic	1. Serves international students on a visa after fulfilling IEP requirements

Discipline/CTE Program Learning Outcomes	<ol style="list-style-type: none"> 2. Serves permanent U.S. residents, undocumented residents, and citizens 3. Places students with the HCCS language assessment test, Compass-ESL 4. Offers 16-week (Fall and Spring) and 5 and 8 week (Summer) semesters 5. Prepares students for academic course work and other college classes 6. Allows students to take certain other college classes with AESL courses 7. Has a part-time schedule , 4 or 5 hours per course each week 8. Gives students non-transferable college credits 9. Prepares students for ENGL 1301, state-mandated THEA writing, and workplace writing 10. Registers students with Compass ESL placement test scores at all HCCS campuses
Course Student Learning Outcomes (SLO): 1 to 4	<ol style="list-style-type: none"> 1. Apply the principles of writing as a process. 2. Adopt the essay structure. 3. Differentiate among rhetorical styles. 4. Demonstrate knowledge of advanced grammar usage and structure in sentences.
Learning Objectives	<ol style="list-style-type: none"> 1.1 Apply pre-writing strategies such as brainstorming, word maps, and outlining to create and organize ideas; 1.2 Develop revision and editing skills; 1.3 Write multiple drafts. 2.1.Design the essay format: margins, indentation, spacing; 2.2 Produce an introduction with a clear thesis statement, clear and limited topic sentences, supporting body paragraphs, and a conclusion; 2.3 Revise for focus, development, coherence, adequacy and unity 3.1. Summarize and paraphrase texts 3.2 Compose an in-class comparison/contrast essay; 3.3.Compose an in-class cause/effect essay; 3.4 Compose an in class argument essay; 3.5 Compose an in-class final exam essay. 4.1 Identify and model the correction of sentence structure: run-on, fragment, run-on and comma splice errors; 4. 2 Identify and model the correct use of agreement: parallel structure 4.3 Identify and model correct use of verb tense, subject-verb agreement, pronoun agreement, modals, gerunds, infinitives, participles, word choice, word forms and preposition 4.4 Edit essays for redundancies, rambling style and awkwardly written sentences 4.5 Use of proper punctuation in compound and complex sentences 4.6 Appropriately use transition signals.

Instructional Methods

1. Student writing of different kinds such as essays, revisions, editing, summaries, timed writing for fluency, and dictations
2. Reading and analyzing paragraphs and essays to see how they are constructed
3. Activities on grammar and vocabulary needed for a particular kind of essay
4. Individual conferences for essays
5. Lecture
6. Discussion (whole-class, groups, or pairs)
7. Activities in the textbook, on handouts, or online
8. Instruction on recognizing and correcting individual problems with grammar and punctuation

Instructional Materials

- ***Engaging Writing 2*** (2nd Ed.) 2011 by Mary Fitzpatrick: Pearson/Longman ISBN: 13:978-0-13-248354-4
 - An English-English dictionary; recommended: *The COBUILD Dictionary* or the *Longman Dictionary of American English*.
- Note:** Students will not be permitted the use of any electronic devices during exams. This includes electronic translation machines unless the machine is a stand alone.

Grading

In-class paragraph and Essays	65%
Quizzes on revising and editing	5%
Lab	5%
Homework	5%
Final Essay	20%
	100%

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, including labs, you can be dropped from **all** Intensive English classes. This will make F1 students out of status and cause visa problems. There are no acceptable excuses for absence. If you are not in class, you are absent.

Tardiness and in-class time absence

Classes and tests begin on time. Lateness of ten minutes or more counts as a major tardy. Two major tardies will count as 1 absence. Lateness of less than 10 minutes is a minor tardy. Three minor tardies count as 1 major tardy. Lateness after break times, leaving early or disappearing during class or lab are also counted as absences.

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 Office for Students with Disabilities for information regarding reasonable accommodations

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. The last day students may withdraw or be dropped from a class with a grade of W is July 30th 2018 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 go to Ability Services Office in Room 102 Learning Hub, or call (713) 718-6164 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>

Minors and Relatives on HCC Property

No children and/or relative is allowed in the classrooms. Children on campus must be accompanied by an adult at all times and are allowed on campus only briefly. 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.

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student 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 O 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)

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.

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.

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

HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated.

Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oie@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.

Access Student Services Policies on this 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](http://de.hccs.edu/Distance%20Ed/DE%20Home/faculty%20resources/PDFs/DE%20Syllabus.pdf)

Access CE Policies on their Web site:

<http://hccs.edu/CE-student-guidelines>

Course Calendar ESOL 0354, Advanced Composition Spring 2017

(This calendar may change to meet the needs of the class)

Week & Chapter	Writing Assignments	In-Class Instruction & Writing Homework	Grammar/Mechanics Homework
Week 1 Chapter One	<i>Composition 1: An Expository Paragraph p. 11</i>	Intro to the ESOL 0354 course; Diagnostic assessment (this assessment will not be graded nor returned) Chapter 1: "Role Models" (pp. 3-42) <ul style="list-style-type: none"> • The writing process • Making an outline • Topic sentence and controlling idea • Third level of specificity • Concluding sentence • Transitions • Language Focus: Coordinating Conjunctions 	Lab: Coordinating Conjunctions <ul style="list-style-type: none"> • Sentence patterns • Simple, complex and compound sentences • Phrases and clauses • Word forms
Week 2 Chapter Two	<i>Composition 2: A Logical Division Essay p. 49</i>	Chapter 2: "Culture, Identity and Homeland" (pp.43-72) <ul style="list-style-type: none"> • Logical division • Basis of division • Paragraph to essay • Topic sentence to thesis statement • Adding supporting points • Parallel structure in thesis statement • Linking thesis statement to body paragraphs • Background information/introduction • Development of body paragraph • Language Focus: Noun Phrases & Adjective Clauses 	Lab: noun phrases and adjective clauses Sentence errors <ul style="list-style-type: none"> • Comma splices • Run-ons • Fragments • Comma placement • Parallel structure

Week 3 Chapter Three	<i>Composition 3- Essay: Cause & Effect Essay (p. 81)</i>	Chapter 3: “Full Pockets, Empty Pockets” (pp. 73-112) <ul style="list-style-type: none"> • Cause and effect organization • Strategies for writing introduction • Organizing body paragraph • Causal analysis • Unity in body paragraphs • Vocabulary of cause and effect • Transitions to show cause and effect • Language Focus: Comma Splices, Run-on sentences & fragments, and verb tenses 	Lab: Transitions to show cause and effect Sentence errors <ul style="list-style-type: none"> • Tense errors and consistency • Pronoun agreement and consistency • Verbals • Prepositions and articles
Week 4	<i>Composition 4- Comparison & Contrast Essay (p. 121)</i>	Chapter 4: “Marriage and Family”: Comparison/Contrast Essay (pp. 113-150) <ul style="list-style-type: none"> • Compare and contrast organization • Balanced development in compare and contrast essay • Cohesion • Consistent point of view • Vocabulary of compare and contrast • Transitions to show compare and • Language Focus: Nominalized and redundant sentences 	Lab: Transitions to show compare and contrast Sentence errors <ul style="list-style-type: none"> • Awkward sentences • Nominalized sentences • Overly passive sentences • Redundancy • Rambling
Week 5	<i>Composition 5- Argument Essay Summary 4 (in-class)</i>	Chapter 5: “From School to Work”: Chapter 5: “From School to Work”: Argument Essay (pp. 151-188) <ul style="list-style-type: none"> • Argument organization • Analyze the topic • Limit the topic • Introduction strategies for argument essays • Counterarguments • Language Focus: modals, conditionals and modifiers 	Lab: Transitions and modals for argument essays Sentence error revision
	<i>Finals</i>		

July/Aug	Important dates
Jul 9	<u>Summer 2018 2nd 5-Wk: Classes Begins</u>
Jul 12	<u>Summer 2018 2nd 5-Wk: Official Day of Record</u>
Jul 13	<u>Summer 2018 2nd 5-Wk: Last Day for 70% refund</u>
Jul 16	<u>Summer 2018 2nd 5-Wk: Last Day for 25% refund</u>
Jul 30	<u>Summer 2018 2nd 5-Wk: Last day to withdraw</u>
Aug 12	<u>Summer 2018 2nd 5-Wk: Semester Ends</u>

