



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

**ESOL 0355: Advanced Grammar for Foreign Speakers |
Lecture | #15166**

Spring 2021 | 16 Weeks (01.19.2021-05.16.2021)
Online for 8 weeks | West Loop 175 | MW 8 am
10:50pm 3 Hours Lecture/2 Hours Lab | 48 hours per
semester

Instructor Contact Information

| | | | |
|-------------|--|------------------|------------------------|
| Instructor: | Shabana Akhter | Office Phone: | Online |
| Office: | Online | Office Hours: | Online |
| HCC Email: | shabana.akhter@hccs.edu | Office Location: | West Loop Faculty Area |

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

My preferred method of contact is the Canvas Inbox. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

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 0355 - Advanced Grammar for Foreign Speakers. The best way to really discuss issues is after the WebEx classes, and I'm available on Canvas Inbox 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.

Click or tap here to enter text.

Prerequisites and/or Co-Requisites

A passing grade in ESOL 0352 or, for incoming students, placement exam cut-offs

Canvas Learning Management System

This section of ESOL 0355 will use Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. Click or tap here to enter text.

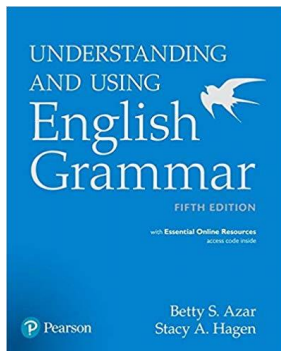
HCCS Open Lab locations may be used to access the Internet and Canvas. **USE FIREFOX OR CHROME AS THE INTERNET BROWSER.**

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.

"Understanding & using English Grammar" 5th Edition by Betty Azar & Stacey Hagden (Pearson). ISBN-13: 978-0134268828

The book is included in a package that contains the text as well as an access code and is 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 0352, this course provides a review of both essential and finer points of the grammatical structural features of formal written English. Emphasis is placed on active production and error analysis of standard English.

Core Curriculum Objectives (CCOs)

After taking ESOL 0355, the student should:

1. Discriminate between the use of past, past progressive, past perfect, and past perfect progressive.

2. Use modal auxiliaries in present, past, progressive and passive.
3. Identify and use causative verbs.
4. Identify and use participles, gerunds, and infinitives.
5. Express complex relationship through the appropriate use of adjective, noun and adverb clauses
6. Construct sentences using coordination, subordination and transitions.
7. Correct use of direct and indirect speech.

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 ESOL 0355, Advanced Grammar, students should be able to:

1. Demonstrate a working knowledge of all of the English verb tenses;
2. Demonstrate a working knowledge of past modal auxiliary verbs;
3. Demonstrate a working knowledge of participial adjectives;
4. Demonstrate a working knowledge of conditional mood;
5. Demonstrate the ability to choose from the array of simple, compound, or complex sentence structure in order to effectively express information within contextualized discourse;
6. Demonstrate effective self-monitoring, proofreading and editing techniques and application of grammar to improve communication skills.

Learning Objectives

Students will:

- 1.1 Demonstrate a working knowledge of simple tenses: present, past and future;
- 1.2 Demonstrate a working knowledge of progressive tenses: present, past and future;
- 1.3 Demonstrate a working knowledge of perfect tenses: present, past and future;
- 1.4 Demonstrate a working knowledge of the perfect progressive tenses;
- 1.5 Demonstrate a working knowledge of modal verbs in present, future and past, progressive, and passive as well as active.
- 2.1 Demonstrate an understanding of the meanings of sentences containing past modals;
- 2.2 Demonstrate the ability to appropriately use modals in present, past, progressive, future, and passive.
- 3.1 Demonstrate an understanding of the differences in meaning between present and past participial adjectives;
- 3.2 Demonstrate the ability to appropriately use both present and past participial adjectives.

- 4.1 Demonstrate an understanding of the differences in meaning between hypothetical, unreal, and unreal past conditionals, including the difference in meaning between *wish* and *hope*;
 - 4.2 Demonstrate the ability to appropriately choose hypothetical, unreal, and unreal past conditionals for particular situations;
 - 4.3 Demonstrate the ability to appropriately use subjunctive verb forms following particular verbs.
-
- 5.1 Accurately distinguish classes of subordinating conjunctions and transition expressions according to function (time, causality, condition, reason, concession, comparison, contrast, etc.);
 - 5.2 Demonstrate the ability to express the relationship between pieces of information in complex sentences using appropriate subordinating conjunctions, correctly punctuated;
 - 5.3 Demonstrate the ability to express the relationship between pieces of information in compound sentences using appropriate transition expressions, correctly punctuated.
-
- 6.1 Demonstrate an awareness of one's own most common weaknesses in English grammar, sentence structure, and punctuation.
 - 6.2 Demonstrate the accumulation of a repertoire of strategies for proofing one's own writing, in order to identify some of those errors, some of the time;
 - 6.3 Demonstrate the ability to correct some of those errors, some of the time.

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
- Attending class in person and/or online
- 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

Exams

Students will take four (4) chapter exams, based on the required chapters of their textbook which they will study during the semester. Each test will combine multiple-choice questions with questions which require students to produce grammatically correct English.

If the exams are on Canvas, I will advise you of availability of each exam, the time limit, if any, and the number of attempts allowed. All quizzes and tests will be online on Canvas.

In-Class Activities

The teacher may include classroom/online activities such as quizzes, discussions and homework to reinforce the teaching of grammatical structures in class.

Final Exam

All students will be required to take a comprehensive departmental final exam consisting of 100 multiple-choice questions covering all major grammar points taught during the semester. Students will also answer questions designed to elicit production of grammatically correct English.

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.

| | |
|---------------------------|-------------|
| Chapter Tests | 40% |
| Homework and Exit Quizzes | 15% |
| Online Lab | 15% |
| Discussions | 10% |
| Final Exam | 20% |
| Total | 100% |

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

16-WEEK COURSE CALENDAR Spring, 2021

| Dates | Lesson |
|------------------------------------|--|
| Week 1 01/19-21 | Syllabus and Diagnostic test Simple present and Present Progressive |
| Week 2 01/25-28 | Simple past and past progressive Present perfect and perfect progressive |
| Week 3 02/01-04 | Present perfect and perfect progressive contd. Future, future perfect and progressive |
| Week 4 02/08-11 | Review of tenses Test #1 |
| Week 5 02/15-18 | Subject- verb agreement Nouns |
| Week 6 02/22-25 | Articles pronouns |
| Week 7 03/01-04 | Modals part 1 and 2 |
| Week 8 03/08-11 | Passive Test #2 |
| 03/15-21 | SPRING BREAK Don't get too much sun! |
| Week 9 03/22-25 | Noun clauses |
| Week 10 03/29-4/1 | Adjective clauses |
| Week 11 04/05-08 | Gerunds and infinitives |
| Week 12 04/12-15 | Gerunds and infinitives part 2 Test #4 |
| Week 13 04/19-22 | Coordinating conjunctions Adverb clauses |
| Week 14 04/26-29 | Reduction of adverb clauses |
| Week 15 05/03-06 | Conditionals Test #4 |
| Week 16 05/10-13 | FINAL EXAMS |

Important Dates and Holidays (Spring 2021)

| | |
|---|-------------|
| Classes Begin | January 19 |
| Official Day of Record | February 1 |
| Last Day for Refund | February 10 |
| President's Day | February 15 |
| Spring Break | March 15-21 |
| Last Day for Administrative/Student Withdrawals | April 6 |
| Last day of Instruction (for ESOL) | May 6 |
| Semester ends | May 16 |

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**

Please submit assignments on time. Your assignments will be posted in one-week modules. Therefore, there should be no need to do makeup assignments since you have one week to do each module at your pace. Each week, homework, MyEnglishLab assignments, discussions and quizzes are due. You have generally no make up for the four chapter tests and they have to be done on the day allotted. If you have to miss a test, inform the teacher in advance that you are going to be absent, or you will be unable to take the test. Only then can you take a missed test.

Academic Integrity

Scholastic Dishonesty will result in a referral to the Dean of Student Services. See the link below for details.

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-Links to an external site. procedures/Links to an external site.>

Attendance Procedures

Online classes (the first eight weeks) require regular and consistent attendance of electronic hours. Attendance is checked by your activity in all of the sections of a course (WebEx meetings, MyEnglishLab exercises, discussions, assignments, quizzes, announcements and any other links on the course dashboard.)

Student Conduct

Online classes assume a respectful and adult level of behavior when interacting with your teacher or with your classmates.

Instructor's Course-Specific Information (As Needed)

Please buy a new book with an access code

Electronic Devices

Make sure you have a working laptop or computer

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/>)

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 <http://www.hccs.edu/support-services/disability-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

