



**Intensive English Program
Central Campus**

ESOL 0351 – Advanced Intermediate Writing for Foreign Speakers

CRN (55168) – Spring 2018

CE-San Jacinto Bldg Rm 103 | 9:00 – 11:30 Tuesday

CE-San Jacinto Bldg Rm 135 | 9:00 – 10:00 Thursday

CE-San Jacinto Bldg Rm 104 | 10:00 – 11:20 Thursday

3 hours lecture / 2 hours lab / 80 hours per semester/16 weeks

Instructor: Shabana Akhter

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

Prerequisites

Successful completion of Level Two of the Continuing Education Intensive English sequence, or satisfactory score on ESL placement test, Compass-ESL (aggregate score: 216 – 243)

Course Description

A continuation of ESOL 0347, 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.
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- 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.
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- 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.
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- 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.

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.

Homework is due on the day as stated by the instructor.

Assessments

In-class paragraphs/compositions and revisions of the final draft

Homework, quizzes and tests on work covered in class. There will be regular quizzes 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: You will write paragraphs and essays in class. If you miss in class writing work, see me to arrange a time to make it up. This will be a great inconvenience for you as paragraphs and essays take a long time to write and you will miss some other class activities. **DO NOT MISS** in-class writing days especially the day you write the final draft. These are major TESTS and they are very important parts of the grade. They are also important for writing development. **NO PLAGIARISM ABSOLUTELY!!!**

Make up policy on missed homework or paragraphs: Talk to the instructor

Instructional Materials

Ready to Write 3, 3rd edition, Blanchard and Root (Pearson Longman Publishers)

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

A folder to keep papers in

A 3-ring binder, dividers, and lined paper

A computer flash drive

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 Dishonesty

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 means 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 HCCS Student Handbook for further information.

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. 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.

Tardiness and in-class time absence

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

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 April 3, 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.

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.

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. 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.

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 oiie@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.

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/>.”

HCC Policy Statement: Sexual Misconduct

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 Grading Scale

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

ESOL 0351 Grading Formula

Homework and lab assignments	10%
QUIZZES	10%
In-class Compositions, revised	70%
Final examination	<u>20%</u>
	100%

Advisory 16-WEEK COURSE CALENDAR

Dates	Lesson
Week 1 Jan. 16 – 20	Orientation, introductions, diagnostic writing Chapter 1
Week 2 Jan. 22 – 27	Chapters 1-2 Elements of good writing Parts of a paragraph Evaluating supporting sentences, unity and coherence

Week 3 Jan. 29 – Feb. 3	In-Class Paragraph #1 Quiz #1 on parts of a paragraph Chapters 2
Week 4 Feb. 5 - 10	Chapter 3 Writing good sentences Revising and Editing Paragraph rubric Quiz #2 on Writing good sentences
Week 5 Feb. 12 – 17	Chapters 4-5 From paragraphs to essays Transition signals and practice paragraphs
Week 6 Feb. 19 – 24	Discuss cause and effect essay Sentence errors part one (fragments, comma splices, and fused sentences)
Week 7 Feb. 26 – Mar. 3	Essay #1 Cause and effect essay in-class Quiz #3 on sentence errors
Week 8 Mar. 5 – 10	Discuss Compare and contrast essay Sentence errors contd. (comma errors, subject-verb agreement and parallel structure)
	Spring break
Week 9 Mar. 19 – 24	Discuss Logical division essay in-class #4 Sentence errors contd. (prepositions, articles, word form)
Week 10 Mar. 26 – 31	Essay #3 Logical division essay in-class Quiz #5 on sentence errors
Week 11 Apr. 2 – 7	Discuss problem solution essay Sentence errors contd. (mixed construction, rambling and awkward sentences)
Week 12 Apr. 9 – 14	Essay #4 Problem Solution essay in-class Quiz #6 on sentence errors
Week 13 Apr. 16 – 21	Discuss process essay Sentence combining practice
Week 14 Apr. 23 – 28	Essay #5 Process essay Quiz #7 on Sentence combining
Week 15 Apr. 30 – May 5	Review for finals
Week 16 May 7 – 12	Final Examinations

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

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<u>IMPORTANT DATES</u>	
Jan 12	Spring 2018 Reg 16 WK: Last Day for 100% refund
Jan 16	Spring 2018 Reg 16-Wk Classes Begin
Jan 29	Spring 2018 Reg 16 WK: Official Day of Record
Apr 3	Spring 2018 Reg 16 WK: Last day to withdraw

Holidays

Feb 19

President's Day

Mar 12 to Mar 16

Spring Break

Mar 30

Spring Holiday