



Intensive English Program Northwest College

ESOL 0354 – Advanced Composition for Foreign Speakers

CRN 17184 -- Fall 2016

Alief-Hayes– Room A304 | 11:30 – 2:00 | Mon./Wed.

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

Class Dates: 8/22/2016 – 12/09/2016

Instructor: William Marquart

Instructor Contact Information: e-mail: William.marquart@hccs.edu

phone: 713-922-8040

Learning Website <http://learning.hccs.edu/faculty/william.marquart>

Office location and hours: Alief-Hayes, by appointment

Please come to speak with me if you have any questions or concerns. It's best to ask questions before you have problems with tests or homework. Contact me if you have been absent to arrange a time to hand in the homework and to discuss what you missed.

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, rhetoric, and sophisticated language use. Students are required to produce well-ordered, well-substantiated multi-paragraph essays containing thesis statements and topic sentences.

Course Statement of Purpose

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

- 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 hone their sentence-combination skills, especially in the area of the strategy and techniques of subordination within 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, including peer revision.
- Students are introduced to essential academic writing skills, including paraphrasing, summarizing, and writing essay exams in content-area courses.
- Students are trained in critical thinking, especially in evaluating their own content and clear logical presentation in their writing.

Student Learning Outcomes

After completing this course, students should be able to:

1. Demonstrate a working knowledge of major mechanical rules for English composition.
2. Compose connected discourse using logical devices and coherence markers of academic English.
3. Revise errors in sentence structure in student writing.

4. Compose a well-organized, fluent and grammatically correct multi-paragraph English composition using a variety of established rhetorical modes of organization, and following a clearly elaborated writing process.

Learning Objectives leading to the Course Outcomes above

Students will:

- 1.1 Apply rules of capitalization, including proper names, names of cities and countries, capitalization within quotations, and other rules as appropriate;
- 1.2 Apply punctuation rules, including the use of commas within complex sentences, use of semicolons to separate coordinate elements in compound sentences, and all terminal punctuation marks;
- 1.3 Apply rules for proper essay formatting (e.g. double spacing, margins, indentations, etc.).
- 2.1 Compose acceptable compound and complex sentences from simple sentences, using an expanded repertory of sentence-connective devices;
- 2.2 Appropriately use coherence markers to develop coherent paragraphs.
- 3.1 Detect errors in compound and complex sentence construction;
- 3.1 Revise sentences to reflect corrections in sentence construction.
- 4.1 Develop a substantial topic based on any of the following rhetorical modes: narration, comparison/contrast, cause/effect, argumentation;
- 4.2 Generate a concise, accurate outline of the essay;
- 4.3 Use pre-writing methods to develop a variety of supporting ideas and specific details for the thesis of the composition;
- 4.4 Draft a composition of 300-500 words on the chosen topic, following the outline which has been developed;
- 4.5 Using the peer review process, revise the composition draft, enhancing details, tightening the organization, and correcting grammatical and mechanical errors.

16-WEEK COURSE CALENDAR

(The instructor may change this calendar as needed)

Chapter & Dates	Reading & Homework	In-Class Instruction & Writing Homework	Grammar/Mechanics Homework
Week 1 Chapter One	Chapter 1: HW: "Kapwa" pp. 4-7; Understanding the Reading (UTR) p.7 Vocabulary Expansion (VE) Ex. 1 pp. 8-11	Intro to the ESOL 0354 course; Diagnostic assessment (this assessment will not be graded nor returned) Chapter 1: "Role Models" (pp. 3-42) What Expository Writing is: pp. 12-19 HW: Writing Assignment p. 11	Chapter 1 HW: Transitions to signal a list, that come before nouns, introduce words, phrases, & examples: pp. 34-36 Ex. 14 & 15 & Ex.15 pp. 268-269
Week 2	Chapter 2: "To be an American, Black, Catholic and Creole" pp. 44-47 HW: UTR: p. 47	Chapter 1 continued : Continue with the Writing Process: pp. 20-25; Revising pp. 26-34 Coordinating Conjunctions: pp. 39-40 & pp. 252-253 & Subordinating Conjunctions p. 40 & pp.272-273 HW: Revised Writing Assignment from p. 11 (typed and double spaced) see p. 42 Final Draft; & Ex. 16 p. 37; Ex. 17 p. 38	Eagle Online Assignment (EOL) #1 & #2 (Coordinating & Subordinating Conjunctions, Subject-Verb Inversion) HW: Coordinating Conjunctions Ex. 18 P. 39; Ex. 10 p. 253-254 HW: Ex. 19 & 20 pp. 40-41

Week 3 Chapter Two	“The Cultures of Kenya” pp. 55-57 HW: Compare the paragraph B p. 57	Chapter 2: “Culture, Identity and Homeland” (pp.43-72) Parallel Structure: p.254 7b. The Writing Process: pp. 59-64 Language Focus: pp. 66-71 : Noun Phrases & Adjective Clauses HW: Writing Assignment p. 49 & Ex. 5 p. 58-59, Ex. 7 p. 62 & Ex. 8 p. 64	EOL Assignment # 3 (Parallelism, & Adjective Clauses) HW: Ex. 1 p. 233 & Ex. 11 p. 255
Week 4 Part II		Quoting, Paraphrasing, Citing Sources & Summarizing Quoting: pp. 190-196, pp. 294-295 & p.219 Reporting Verbs HW: Ex. 1 p. 194, Ex. 2 p. 195, Ex. 3 p. 196 (to be handed in)	EOL Assignment # 4 & 5 (Comma Usage, Comma Splices, Fragments, & Run-on Sentences Summarizing & Paraphrasing) run-on sentences & fragments Ex. 276-277 & Ex. 20 p. 278
Week 5	Chapter 3 “Global Economic Disparity” pp. 74-78 HW: UTR p. 78 VE: ex. 1 & 2 pp. 79-81	Paraphrasing: pp. 198-213 HW & in class: Ex. 6 p. 201-202 , Ex. 7 p. 203-206 (2-6 in class), Ex. 8 p. 205; Ex. 9 p. 208-209 (2-4 in class) Citing Sources: pp.214-215 (in class Ex. 12 p. 217) Summarizing: pp: 220-227	EOL Assignment #6 (Reported Speech & Verb Tense Review) HW: Reported Speech Ex. 12 p. 261 HW: Review of verb tenses Ex. 21 p. 280
Week 6 Chapter Three		HW: Summary 1: Ex. 13 p. 224 (summarize <u>AND</u> paraphrase this article for following week) p. 247- Subject Verb Inversion Chapter 3: “Full Pockets, Empty Pockets: Cause & Effect Essay” (pp. 73-112) pp. 82-91, 103 HW: p. 81 Writing assignment	EOL Assignment #7 (Subject-Verb Inversion & Articles)
Week 7	Chapter 4 “Lifestyle Changes in Japan” pp. 114-117 HW: UTR pp.118-119 (skip#2) VE pp. 119-121	Chapter 3 continued: pp. 91-96,100,104 HW: ex 10 -11 pp.97-102, Summary 1 Due Chapter 3 continued: pp. 104-110	EOL Assignment# 8 (Participle Modifiers -ED vs. -ING)
Week 8 Chapter Four		Chapter 4: “Marriage and Family”: Comparison/Contrast Essay (pp.113-150) HW: <u>Final Draft of Cause & Effect Essay Due</u> What is Comparison/Contrast pp. 123-129	

		<p>HW: Writing Assignment p. 121</p> <p>In-Class Essay 1: Cause & Effect</p>	
Week 9		<p>Chapter 4 continued: Revising pp. 129-134</p> <p>Conjunctions pp. 134-140</p> <p>HW: Ex. 4-5 p. 130-133</p> <p>Quiz 1-Vocabulary Chapters Units 1 & 3 & Grammar/Mechanics from weeks 1-6</p>	<p>EOL Assignment #9 (Correlative Conjunction & Noun Clauses)</p> <p>HW: Noun Clauses Ex. 5 p. 132-133</p>
Week 10	<p>Chapter 5</p> <p>“Should the purpose of High School Education..” pp.152-160</p> <p>HW: UTR: pp. 157-158</p> <p>VE: pp. 158-160</p> <p>HW: Outline p.156-157; Ex. 3 p.158, Ex. 4A p. 161</p>	<p>Continue Chapter 4: pp. 144-150 Controlling Ideas, Cohesion & Correlative</p> <p>HW: Ex. 7-9 pp. 136-143</p> <p>Adverb Clauses: pp. 239-242</p> <p><u>Final Draft of Comparison/Contrast Essay Due</u></p> <p>HW: Summary 2 Due Next Week</p> <p>In-Class Essay 2: Comparison/Contrast</p>	<p>EOL Assignment #10 (Adverb Clauses & Reduced Adverb Clauses)</p>
Week 11 Chapter Five		<p>Chapter 5: “From School to Work”: Argument Essay (pp. 151-188)</p> <p>What argument is: pp. 162-165</p> <p>HW: Writing Assignment p. 161</p> <p>Summary 2 Due</p> <p>Continue Chapter 5: pp. 166-172</p> <p>Articles: pp. 248-250</p>	<p>EOL Assignment #11 (Review of Adjective, Adverb and Noun Classes & Reduced Adjective Clauses)</p> <p>HW: Ex. 9 p. 249</p>
Week 12		<p>HW: Revising Ex. 11 p. 174-176</p> <p>Organizing Arguments pp. 176-180</p> <p>Modal Verbs: p 180 & pp 281-284</p> <p>HW: Ex. 16 p. 181</p> <p>Quiz 2- Vocabulary Chapter 4 (from reading) & Grammar/Mechanics from weeks 7-11</p>	<p>EOL Assignment 12 (Modal Verbs & Subject Verb Agreement)</p> <p>Ex. 18 p. 275</p> <p>Ex. 22 p. 284-285</p>
Week 13		<p>In Class Summary</p> <p>Chapter 5 Continued Conditionals pp. 182-187 & P. 243 3C</p> <p><u>Re-write of Comparison/Contrast due</u></p>	<p>EOL Assignment #13 (Conditionals)</p> <p>Ex. 17 & Ex. 7 p. 244</p>
Week 14 Chapter 5		<p>In Class (optional) Essay 3-Argument</p>	
Week 15 Chapter 5		<p>Argument Essay Due (if not done in class)</p> <p>Quiz 3 (Vocabulary from the reading Chapter 5 & review of all grammar/mechanics)</p>	

Week 16: Final Exam	Final Essay Exam	
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Eagle On-Line Assignments

Assignment #	Suggested Assignments	Due Date
1	<p>Coordinating Conjunctions explanation & identifying: http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/coconj1.htm exercises: http://depts.dyc.edu/learningcenter/owl/exercises/conjunctions_ex1.htm</p> <p>Subject-Verb Inversions Explanation & Exercise http://www.testmagic.com/grammar/explanations/inversion.htm</p>	
2	<p>Subordinate Conjunctions Explanation: http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/subcon.htm Exercises: http://depts.dyc.edu/learningcenter/owl/exercises/conjunctions_ex2.htm http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/subcon1.htm http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-81173.php http://40wrl.blogspot.com/2011/07/quoting-paraphrasing-and-summarizing.html</p> <p>Subordinating & Coordinating Conjunctions Explanation: Connector Review http://www.grammar-quizzes.com/9-10.html Exercise (scroll all the way to the end of the page for the exercise: FANBOYS, cause/effect, Because of/By & Because/Though (no score is given so click on 'check' before Prt Sc and saving) http://www.grammar-quizzes.com/9-10.html</p>	
3	<p>Parallel Structure Explanation http://www.towson.edu/ows/parallelism.htm Explanation & Exercises: http://www.grammar-quizzes.com/8-1paral.html (scroll down after the explanation and do Practice 1 & 2-click on Check before saving and uploading) Online exercises: http://www.chompchomp.com/structure01/structure01.htm</p> <p>Adjective (Relative) Clauses Explanation: http://www.grammar-quizzes.com/clausesum.html Exercises: http://www.grammar-quizzes.com/az_review13.html (click on Check before saving and uploading); http://www.ego4u.com/en/cram-up/grammar/relative-clauses/exercises?04</p>	
4	<p>Comma Usage Explanation: http://owl.english.purdue.edu/owl/resource/607/02/; http://www.towson.edu/ows/exercisecomma.htm (click on CHECK and save the next page)</p> <p>Comma Splices, Run on Sentences, & Fragments Explanation: http://writingcenter.unc.edu/handouts/fragments-and-run-ons/ Exercises: http://www.chompchomp.com/frag01/frag01.01.htm http://elt.thomson.com/destinations (click on Destinations 2 then Student then Companion Web Sites)</p>	
5	<p>Summarizing and Paraphrasing Explanation: http://www.monash.edu.au/lis/lionline/writing/information-technology/sources/2.5.3.xml Exercises: http://www.beaconlearningcenter.com/weblessons/paraphrasecraze/default.htm#page2</p>	
6	<p>Verb Tense Review: http://www.esl-classroom.com/grammar/gindex.html (Under the "Verbs" heading do exercises 4-8)</p> <p>Reported Speech Explanation: http://www.ego4u.com/en/cram-up/grammar/reported-speech/ Exercises: http://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises http://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises?03 http://www.perfect-english-grammar.com/reported-speech-exercises.html (Do: Simple Present, Simple Past, and Mixed (Write in Answer and click on Check before saving and uploading assignment.)</p>	

7	<p>Articles: Explanation http://writingcenter.unc.edu/handouts/articles/ Exercises: http://www.englisch-hilfen.de/en/exercises/nouns_articles/a_the.htm; http://www.englisch-hilfen.de/en/exercises/nouns_articles/article_the.htm; http://www.english-grammar.at/online_exercises/articles/article1.htm http://www.usingenglish.com/quizzes/50.html http://www.learnenglishfeelgood.com/articles-a-the2.html# http://www.learn4good.com/languages/evrd_grammar/article_ex3.php3 Subject-Verb Inversion-Explanation: http://www.testmagic.com/grammar/explanations/inversion.htm Exercises: (Click on Start Test)http://www.edufind.com/english/englishtests/english_tests1.php?testid=9&testname=Subject-Verb%20Inversion http://www.cityu.edu.hk/elc/quiz/inverse.htm http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-99086.php (Scroll down after the explanation)</p>	
8	<p>Participle Modifiers 1 Explanation & Exercises (-ed vs.-ing) http://www.grammar-quizzes.com/passive3a.html Participle Modifiers 2 (-ed vs.-ing) http://www.grammar-quizzes.com/passive4.html</p>	
9	<p>Correlative Conjunctions: Explanation and Exercise (just copy the finished quiz) http://funeasyenglish.com/american-english-grammar-correlative-conjunction.htm Noun Clauses explanation: http://www.grammar-quizzes.com/nounclausesum.html and Exercises: http://eslgrammarpractice.blogspot.com/2010/11/embeddedincluded-questions.html; http://www.grammar-quizzes.com/nounclausesum.html (click on Check before saving and uploading); http://www.learnenglishfeelgood.com/esl-noun-clauses5.html</p>	
10	<p>Adverb Clauses: Exercises: http://www.grammar-quizzes.com/az_review16-19.html Reduced Adverb clauses Explanation and Exercises: http://www.eslgold.com/grammar/reducing_adverbial_clauses.html http://a4esl.org/q/h/mb/adv_reduced1.html (exercise) http://www.grammar-quizzes.com/8-12.html</p>	
11	<p>Review of Adjective, Adverb and Noun Clauses: http://www.writingcentre.uottawa.ca/hypergrammar/rvnaacsl.html Reduced Adjective Clauses (Explanation & Exercises) http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/reduced-adjective-clauses-rules.htm http://www.grammar-quizzes.com/clauses-10.html</p>	
12	<p>Modal Verbs: http://www.englishpage.com/modals/modalintro.html (Do Ex. 1, 2, 5 & 7 and Cumulative Modal Test) Subject-Verb Agreement Explanation http://www.grammar-quizzes.com/agreesum.html Exercise: http://www.grammar-quizzes.com/az_review12.html; http://www.grammar-quizzes.com/agree3a.html (scroll down and do Practice 1 & 2); http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/agreement_add1.htm</p>	
13	<p>Conditionals Explanations & Exercises: (Ex. 3,4,5, & 10 & Conditional Final): http://www.englishpage.com/conditional/conditionalintro.htm</p>	

Instructional Methods

Student writing of different kinds such as essays, revisions, editing, summaries, timed writing for fluency, and dictations

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

Activities on grammar and vocabulary needed for a particular kind of essay

Individual conferences for essays

Lecture

Discussion (whole-class, groups, or pairs)

Activities in the textbook, on handouts, or online

Instruction on recognizing and correcting individual problems with grammar and punctuation

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 revise all in-class essays for content and organization, and then will edit them for vocabulary, grammar and mechanics.

Exercises on pre-writing skills such as generating, developing and organizing ideas

Class or group writing of outlines and essays

Individual writing of essays

Activities on revising an essay for content and other errors and ways to correct them

Peer revision of outlines and essays

Recognizing and correcting individual problems with grammar and punctuation

Activities on generating more sophisticated sentences

Practice writing essay examinations

Journals

Speedwriting to develop fluency and break the translation habit

Paraphrasing and summarizing information from outside sources

Synthesizing information from outside sources

Late homework: If homework is one day late without a reason that is acceptable to your instructor, the grade will go down 25 points. Two days late = 50 points down. Late homework will not be accepted after the second day. If you miss classwork, you cannot receive full credit for making it up.

Assessments

Four in-class essays

Midterm and final examination essays

Homework, including journals

Dictionaries and electronic devices are not allowed in writing tests and quizzes.

Missed examinations or quizzes: Please do not be absent on in-class essay days. Missed examinations or quizzes can be made up only if you can provide what your instructor considers an acceptable reason for having a second chance.

Instructional Materials

Fitzpatrick, Mary. *Engaging Writing 2*. 2nd ed, White Plains:Pearson Longman, 2010.

English-English dictionary: *Oxford Advanced Learner's Dictionary* **OR**
Longman Dictionary of American English

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 0 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 Alief Room 123. The last day students may withdraw or be dropped from a class with a grade of W is Thursday November 3rd 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. Tutoring is also available at Alief Writing Center.

Policy Statement: ADA

Services to Students with Disabilities Students who require reasonable accommodations for disabilities are encouraged to report to Lisa Parkinson at 713-718-5667 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 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.

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. (Please see the Attendance Policy for this class.)

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.

INSTRUCTOR'S REQUIREMENTS

The teacher needs to:

- Create a rich environment for learning and student interaction.
- Give students extra learning resources in class and in lab on topics connected to the course
- Make classes, projects, tests, assignments, policies, dates, and regulations clear.
- Tell students about important HCC policies such as attendance and academic honesty (no cheating).
- Make arrangements to be available to students when they need help or have questions.
- Give help when needed.
- Provide grading scales and assessment.
- Make a class calendar available.

To succeed in college the students need to:

- Work hard, attend all classes, and be on time. Good attendance + hard work = SUCCESS.

- If you are absent for all or part of a class, you are responsible for contacting the instructor as soon as possible to find out what you missed and to find out if the work can be made up.
- Pay attention, listen carefully and ask questions. Listen and be respectful to other students' contributions.
- Create a good learning environment. *Turn off cell phones or use vibrate mode for emergencies.* No Texting in class.
- Concentrate. Use English only in class time and sit next to someone who doesn't speak your language.
- Eat well for energy. The brain needs good food. Eat breakfast at home and lunch in break times.
- Do homework. The brain learns by seeing new words and ideas many times in different ways.
- Do your own work and learn. Copying from the Internet and other sources is not learning. Have fun with English. Read, write, listen and speak English in daily life through TV, neighbors, students and coworkers, and volunteering in the community. Use technology for learning online in English learning sites.

PROGRAM AND ESL DISCIPLINE REQUIREMENTS

Basic Requirements for ESOL 0354

Students in ESOL 0354 will fulfill the following:

- Four in-class multi-paragraph essays
- Revisions and rewrites for these four essays
- A timed midterm examination on a topic not previously announced
- A timed final examination on a topic not previously announced
- A journal to be turned in at regular intervals

HCC Grading Scale

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

ESOL 0354 Grading Formula

In-Class Essays	40%
Daily work (including homework and journals)	25%
Midterm Examination Essay	15%
Final Examination Essay	<u>20%</u>
	100%

Important Dates and Holidays (Spring 2016)

First Day of Class	August 22
Official Day of Record	September 6
Last Day for 100% Refund	August 19
Thanksgiving Holiday	November 24
Last Day for Administrative/Student Withdrawals	October 28
Semester ends	December 9