

**Houston Community College**  
**ESOL 0351 Syllabus**  
**Advanced Intermediate Composition for Foreign Speakers**

**INSTRUCTOR:** Thomas E. Agnew

**SEMESTER:** Fall 2007

**OFFICE HOURS:** Monday and Wednesday 2:00-3:00 in FAC 306 **by Appointment**

**SECTION: 13035**

**TIME:** Tuesday and Thursday 8:30-11:00 a.m. **Room BSCC 210**

**EMAIL:** thomas.agnew@hccs.edu

**TEXTBOOK:** Textbook: *From Reading to Writing 4*. Pearson Longman ELT.

\*You will receive this book from me. There is no charge for the book

**COURSE DESCRIPTION**

Prerequisite: 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 GOALS**

After taking ESOL 0351, Advanced Intermediate Composition, you should be able to:

1. use correct spelling, capitalization, and punctuation appropriate to the level
2. master verb forms for simple present, present progressive, simple past, past progressive, present perfect, and future
3. write simple sentences and compound sentences using all seven of the coordinating conjunctions and conjunctive adverbs/sentence connectors
4. write complex sentences with adverb clauses with a relatively high level of accuracy
5. write complex sentences with adjective and noun clauses and conditional clauses with limited accuracy
6. generate ideas through prewriting
7. organize and write a sophisticated paragraph with a clear topic sentences, supporting sentences, and a concluding sentence using familiar or new material
8. organize and write a moderately sophisticated five-paragraph essay of at least 200 – 300 words with an introductory paragraph and thesis statement, supporting paragraphs, and a concluding paragraph based on familiar or new material in various rhetorical patterns using correct essay form
9. revise a paragraph or essay whose errors have been identified

## **STUDENTS WITH DISABILITIES**

Students who require reasonable accommodations for disabilities are encouraged to report to Room 102 SJAC, or call (713) 718-6164 to make necessary arrangements. Faculty are **only** authorized to provide accommodations requested by the Disability Support Services Office.

## **POLICY ON ACADEMIC HONESTY**

Students are expected to do their own work, unless an assignment is made specifically as a group assignment. Plagiarism (handing in another person's work as your own), or cheating will result in a grade of F for the assignment, quiz, or test in question. Two or more students turning in the exact same work will each receive one grade divided equally amongst them. For a second offense, the student may receive a grade of F for the course.

## **NOTICE**

Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor / counselor about opportunities for tutoring / other assistance prior to considering course withdrawal or if you are not receiving passing grades.

## **ATTENDANCE**

Attendance is essential. In accordance with HCCS official policy, a student may be dropped after missing more than 3 classes. Students will be dropped from the course on the 4<sup>th</sup> absence unless they withdraw from the course themselves before November 8<sup>th</sup>. After November 8<sup>th</sup>, the student will earn their current grade which will more than likely be an "F" due to excessive absence.

## **HCC WITHDRAWAL POLICY**

The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you repeat the same course more than twice, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than **six** total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your instructor will "alert" you and HCC Student Services of the chance you might fail a class because of excessive absences and/or poor academic performance. You should visit with your Instructor, an HCC counselor, or HCC Online Student Services to learn about what, if any, HCC interventions might be offered to assist you – tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

## GRADING POLICY

### Grading Scale for the Course

90-100%	A
80-89%	B
70-79%	C
0-69%	IP

### Grading Percentages:

Compositions	70%
Journal Entries/Summaries	5%
Final Exam	20%
Attendance/Participation	<u>5%</u>
	100%

F ONLY When Absolutely Necessary

## OTHER IMPORTANT DATES

First Class	August 27, 2007
Last day to withdraw	November 08, 2007 at 4:30 p.m.
Labor Day Holiday	September 03, 2007
Thanksgiving Holiday	November 22 – 25, 2007
Last day of instruction	December 7, 2007
Final Exams	December 10 – 11, 2007

## Classroom Policies

Students are expected to arrive to class on time. If students are absent from class, they must ask the teacher for the assignments that they missed. When students are absent on the day of a composition, they must make up the work on the day they return to class. A make-up composition will *not* be on the same topic as the original comp that was missed. There are no make-up tests or quizzes; however, the lowest quiz grade will be dropped for each student.

As a courtesy to your instructor and the other students in the class, please turn off any cell phones and other electronic devices before entering the classroom. If one of these devices goes off and interrupts the class, the instructor may confiscate it until the end of the class period.

## HCC Policy on Use of Recording Devices

Except when used as part of the educational process, 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.

## MAKE-UP POLICY

Students are responsible for material covered during their absences. If you miss an oral presentation, you will not be able to make up that presentation. You will be able to drop one of the oral presentation grades at the end of the semester. If you miss one oral presentation, this will be the score that is dropped. The final exam is a requirement for this class, and cannot be missed or made up in any way. The final exam grade cannot be dropped.

## **STUDENT CLUBS**

I encourage all of you to join a club on campus. This is one of the best ways to meet more people at HCC. We have a variety of organizations for everyone's interests. We will be having a get-together for the Intensive English students soon. The time and date of this function will be decided later. This function will be a great way to get to know all of the different students in the Intensive English program, and I hope that you can all attend! We also have an Intensive English/AESL Student Organization with meeting dates to be announced later. The World Friendship League is another great organization for international students or any student interested in other cultures.

## **TUTORING**

If you need extra help with the class work, come to my office hours from 2-3:00 p.m. on Mondays and Wednesdays in FAC 306. We have **FREE** ESL Tutoring in FAC 310A.

## **WEB RESOURCES**

Here are a few websites that are useful to Intensive English students:

<http://www.eslcafe.com/>

<http://a4esl.org/>

<http://eslus.com/eslcenter.htm>

<http://www.english-zone.com>

# INTENSIVE ENGLISH PROGRAM

## STATEMENT OF PURPOSE

*The Intensive English Program is a program of concentrated study of English which seeks to serve the needs of students who are planning to continue their education. The Program aims to serve not only international students who hold student or visitor visas, but also that vast population of non-native English speakers who are permanent. The Program is not simply a collection of individual courses; rather it seeks to enhance the students' language learning experience by creating a learning community of students and teachers who spend a substantial portion of their academic time together. To that end, all courses in the Intensive English Program are corequisite, i.e. to enroll in one course, students must be enrolled in all the courses at that level. Students advance from one level to the next by meeting the requirements of that level. At the end of their study in Intensive English, students are qualified to take academic classes, as warranted by basic skills placement testing.*

*The Intensive English Program seeks not merely to teach students English in isolation. The Program adapts its instructional approach to prepare students to succeed in a contemporary learning environment in the community college. Therefore, the Intensive English Program incorporates the following principles in its curriculum and teaching approach:*

**COLLABORATIVE LEARNING:** *The curriculum in each course offers students the opportunity to work in teams with other students to learn English by practicing it. For example, peer revision in a writing class or team projects in a conversation or reading class give students the chance to work together to accomplish a valid goal using English as the medium of communication;*

**PRODUCTIVE ASSESSMENT:** *The Program seeks to assess students based on what they can do in English, rather than on their ability to memorize isolated rules of grammar or individual vocabulary items. Tools such as in-class compositions for assessing writing, role-plays and oral reports for assessing oral performance, and real-world reading projects play an important role in testing our students to make sure they are ready to carry out the tasks that college will demand of them.*

**MASTERY OF TECHNOLOGY:** *The Intensive English Program recognizes its responsibility to prepare students for the technological level that today's classroom demands. Use of computer technology is an important aspect of the curriculum of every level of Intensive English instruction. Students use computers from the beginning level, not only for accessing special programs for teaching ESL, but for learning "real-world" skills such as word processing and Internet communication.*

*The effectiveness of the Intensive English Program should be judged not by our students' performance on standardized English tests but by their success in the academic programs to which they transfer on completion of the most advanced level of our program. High GPA's in college credit courses, success in higher-level ESL classes as well as college composition courses, numbers of college credit hours accumulated towards a degree, ease of transfer to 4-year institutions can all be used as indicators that the Intensive English Program is accomplishing its purpose.*

**COURSE CALENDAR (Tentative)**  
**ESOL 0351 Advanced Intermediate Composition**  
**FOR FOREIGN SPEAKERS**

**Week 1**

**08/28**

Introduction to the Course

Writing Sample

“Three Goals I Have”

Ice Breakers and Introductions

**08/30**

Ice Breakers and Introductions

Review Parts of the Paragraph

(topic sentence/controlling idea, supporting sentences, concluding sentence)

**Topic:**“Three Goals I Have”

**Week 2**

**9/4**

Unit 1, pp. 5-7; pp. 8-10, “A Zone in Time”

Read “A Zone in Time,” pp. 8-10

Do pp. 10-11, IMI, ID & MI

Unit 1, pp. 10-12 (w/ Reflection); pp. 13-14

**9/6**

Read “The Remarkable Clarence Birdseye,” pp. 15-17

Do pp. 17-18, IMI, ID & MI

Unit 1, pp. 15-18 (w/ Reflection)

Read pp. 19-22

Do p. 22, Practice

**Week 3**

**9/11**

Unit 1, pp. 19-24; Appendix, p. 113

Do p. 28, Vocabulary

Unit 1 Writing Assignment, pp. 25-26

Read “How Networking Works,” pp. 29-31

Do pp. 31-32, IMI, ID & MI

**9/13**

Unit 2, pp. 28-34

Do p. 34, Reflection

Do pp. 35-36, Vocabulary

Read “How to Run a Successful Business,” pp. 37-39

Do pp. 39-40, IMI, ID

**Unit 1 Essay Due 9/13**

**Week 4**

**9/18**

Unit 2, pp. 35-40; p. 41 (Reflection)

Read pp. 42-44, “Job Interviewing 101” & WS Focus

Read pp. 44-45, WS Focus pp. 45-46 (WS Focus);

Appendix, p. 114-115

**9/20**

Unit 2 Writing Assignment page 46

Do p. 50, Vocabulary

Read “Can Cell-Phone Recycling Help African Gorillas?,” pp. 51-53

Do pp. 53-54, IDM, ID & MI

**Week 5**

**9/25**

pp. 50-54 (+ RS Focus)

Do pp. 55-56, Practice (A & B)

pp. 55-57 (w/ Reflection)

**9/27**

Do pp. 58-59, Vocabulary

Read “The Water Beneath our Feet,” pp. 60-61

Do pp. 61-63, IMI, ID & MI pp. 58-63

Do p. 63, Reflection

**Unit 2 Essay Due 9/27**

**Week 6**

**10/02**

pp. 64-66 Read p. 67, WS Focus  
Do p. 67, Practice  
p. 67; Appendix, pp. 115-116;  
Unit 3 Writing Assignment, pp. 68-69

**10/04**

Unit 3 Writing Assignment, cont'd  
Do p. 72, Vocabulary

**Week 7**

**10/09**

pp. 71-72; pp. 73-75, RS Focus; pp. 76-77, "Lucky Charms"  
Do pp. 77-78, IMI, ID & MI  
pp. 77-79 (w/Reflection)  
Do p. 80, Vocabulary  
Do p. 81, Practice

**10/11**

Read "Legendary Creatures," pp. 81  
pp. 80-83; Appendix, pp. 115-116  
Do p. 84, Reflection  
Read p. 85, WS Focus  
**Unit 3 Essay Due 10/11**

**Week 8**

**10/16**

pp. 85-86  
Unit 4 Writing Assignment 1, pp. 87-88  
Do p. 90, Vocabulary  
Read "Musical Personalities," pp. 91-93  
Do pp. 93-94, IMI, ID & MI

**10/18**

pp. 90-95 Read p. 96-97, VS Focus  
Do p. 97-98, Practice  
Do p. 98, Reflection  
Do pp. 99-100, Vocabulary  
pp. 96-100; pp. 101-103, "Eustress or You Stress?"  
Do pp. 103-105, IMI, ID & MI  
Do Appendix, pp. 117-118  
Do p. 105, Reflection

**Week 9**

**10/23**

**Unit 4 Summary Due 10/23**  
pp. 103-105; pp. 117-118; pp. 106-108  
Do pp. 108-110, Practice (Ex. A & B)  
pp. 108-110; Unit 5 Writing Assignment, pp. 110+

**10/25**

Unit 5 Writing Assignment cont'd  
**Turn in Reflections for Units 1-5 on 10/25**

**Week 10**

**10/30**

**Unit 5 Essay Due 10/31**

**Weeks 11 – 15**

**To Be Announced**

**Week 16**

**Final Exam**

**\*Final Exams will not be given early.**