

ESOL 1040:

Academic Speaking & Listening

Fall 2023, In Person; Section 1001, TR 1:00-2:15pm, East Hall 406

Amy Cook (please call me Amy or Prof. Amy; Prof. Cook is also ok :-)

Teaching Professor, English Department

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(You can expect replies within 24 hours on weekdays.)

Office Hours: by appointment

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[Fall 2023 Academic Calendar and Information about Dropping/Adding Courses](#)



Welcome! I look forward to working with you this semester. Please let me know when you have any questions or concerns. *This syllabus document tells you what you need to know about our class (Tip: to move around quickly in this file, [open the Navigation Pane and use the Headings](#)).*

What will you accomplish in this class? (Course Learning Outcomes)

You will...

1. develop listening skills to help you understand professors and classmates more easily.
2. increase your academic and non-academic vocabulary.
3. practice many common speaking tasks that you may encounter as BGSU students, such as giving oral presentations, leading and participating in class discussions, and speaking without preparation.
4. improve your pronunciation by focusing on areas that are difficult for you (stress, intonation, sound contrasts, etc.).
5. become confident in using English in increasingly complex communication tasks, both academic and social.



What will we learn together? (Course Description)



In this class, we'll practice and develop speaking and listening skills to help you meet expectations in American university classes, including fluency, note-taking, presentation skills, vocabulary, pronunciation, and oral grammar. You'll also set your own goals for improving your English skills. The units in this class are designed around authentic listening materials, specifically [TED talks](#). You'll watch the videos, study the concepts and vocabulary, practice related skills during interactive class activities, and give several presentations. After two units I design, you will work in groups to create your own student-led units, choosing TED talks, creating vocabulary lists, and leading in-class discussions. This group project allows you to explore your own interests and learn through collaboration. By the end of the semester, you'll be a more confident listener/speaker, with a variety of strategies and resources you can use after this class.

F2F Learning

Our class is **in person**. This means we'll meet on campus during our scheduled class times. Classes are not recorded. Some classes may be held remotely if needed, with advanced notice. See the [Attendance Requirements](#) section below for more expectations.

In this course, you and your peers will work actively to build knowledge and develop your own skills. The class depends on active participation of all students, including work done before class to facilitate in-class activities. You are responsible for keeping up with the schedule, activities, and assignments—everything you need will be available on Canvas.

Keep in mind that I'm here to support you, and don't hesitate to reach out! I'm happy to talk about strategies for time management and staying organized as well as questions about our class content.

Note: class policies, procedures, etc. are subject to change as needed. Any changes will be communicated on Canvas with as much advanced notice as possible.

What are the required course materials?

- Assigned course materials, provided on Canvas (no textbook to purchase!).
- Access to a digital device with the capability to use:
 - ✓ BGSU Outlook email
 - ✓ Canvas to access course materials and submit assignments
 - See the [Canvas Student Guide](#) for step-by-step help; also check: [What are the browser and computer requirements for Canvas?](#)
 - ✓ [Zoom](#) for remote classes (if needed), and individual appointments
 - ✓ [Microsoft Office](#), especially MS Word (free to BGSU students), for written assignments
 - ✓ a microphone, webcam, and speakers/headphones to listen to and record audio/video
- A sufficient internet connection to access the course, download/stream various media/files, and upload your own work
- A reliable way of saving your work (like a USB drive or [OneDrive](#))

*Important Notes: Canvas is the central location for all of our work in ESOL 1040: it's where I post materials, readings, and resources; where you'll submit your assignments; and a tool for connecting with your classmates. Outside of Canvas, BGSU email is the other way I can contact you for updates or individual questions. **You are responsible for checking both Canvas and BGSU email frequently.** I recommend checking your [Canvas notification settings](#). I also encourage you to exchange contact/social media info with your classmates so you have a way to interact outside of our formal class spaces.*

What are the assignments for the course?

Here's an overview of the major assignments you'll complete this semester (see Canvas for details).

Preparation & Class Activities (30%)

Since improving language skills requires active practice, you are expected to be **prepared** for each class and to **participate** actively during class. Class participation includes: staying focused on the task at hand, taking notes, sharing your opinions, and completing various other activities to practice speaking, listening, pronunciation, grammar, and vocabulary.



Throughout the semester, you'll complete graded activities outside of class to help you practice your language skills and achieve our course goals. For example, you'll **watch** the required TED talks for each

unit, then discuss them in class. You will also explore **vocabulary** from the talks through activities and/or quizzes. Finally, you'll complete several **pronunciation** assignments to demonstrate your skills in specific pronunciation areas we study and practice together.

Some of these assignments are graded for completion only; others are graded for accuracy. Specific instructions will be provided on Canvas. Completing these preparation activities is necessary to be able to participate fully in class.

Note that typical 3-credit-hour college courses require significant time outside of the scheduled class meetings in order to be successful. You should plan to spend about 9 hours per week on our class, including the class meetings plus the other activities you'll do on your own. I recommend scheduling recurring times each week that are devoted to each of your classes to help you manage your time.

Presentations (30%)

We can learn a lot about giving effective presentations by watching effective presentations, but we also need to **practice our own presentation skills**. So, in this class, you will give three presentations: two in the first half of the semester, and a final presentation at the end. For each presentation, you'll complete activities in and out of class to help you prepare, including submitting your topics to me in advance. More details about each presentation will be provided on Canvas, along with rubrics for grading.



Group Project (20%)

One of the best ways to improve language skills is through interacting with others, especially on a shared task. So, for the second half of the class, you will be **working in groups to create student-led units based on TED talks** (similar to the units I developed for the first half of class). You will work with a small group of classmates to choose a topic/theme, select TED talks, create vocabulary lists, and lead in-class discussions. As always, I'll give detailed instructions on Canvas.



Fluency Focus: Chit Chat (5%)

Improving fluency is an important goal of this class, so you will participate in weekly **fluency focus** exercises called "Chit Chat" to help you improve your speed, confidence, and fluency in speaking. These activities are graded for completion. *If you are absent, you can make up fluency focus activities by following the directions posted on Canvas for the chit chat you missed.*



Words of the Week (5%)

Learning vocabulary is one of the best ways to improve your overall English proficiency, including listening and speaking skills. For this assignment, you will **choose 15-30 words** each week to learn on your own, using effective strategies for intentional vocabulary learning. You will submit the words to me and share the words informally with your classmates to learn from each other.



Independent English Study (10%)

You will complete ongoing **Independent English Study** to focus on improving your English skills and meeting your own goals. For example, you might work on conversation, listening skills, pronunciation, and/or grammar. I will provide suggested resources on Canvas, and you will keep track of what you work on and submit documentation of your independent study on Canvas. This assignment allows you to devote extra time toward achieving any of our course learning outcomes and/or reaching your own goals. It will be graded for completion only.



How are you graded?

During the semester, you will get feedback on your in- and out-of-class work to help you know what you are doing well and how you can continue to improve your English skills. Pay close attention to this feedback, and of course, let me know if you have questions.

Formal presentations will be evaluated using a *rubric* (a list of criteria), which will be provided in advance. Other assignments may be graded for completion only. (I will respond to your work with a brief comment; you may use Oops Tokens to resubmit if needed).

In addition to the feedback that you receive on your assignments, I will use “Navigate” on MyBGSU to communicate with you and your advisor about issues that might keep you from passing the course.

Course Grades

Undergraduate ESOL classes are graded on an *S/U* basis. You will receive one of the following final grades in this class:

S—Satisfactory. You met all course requirements and earned a grade of 70% or higher.

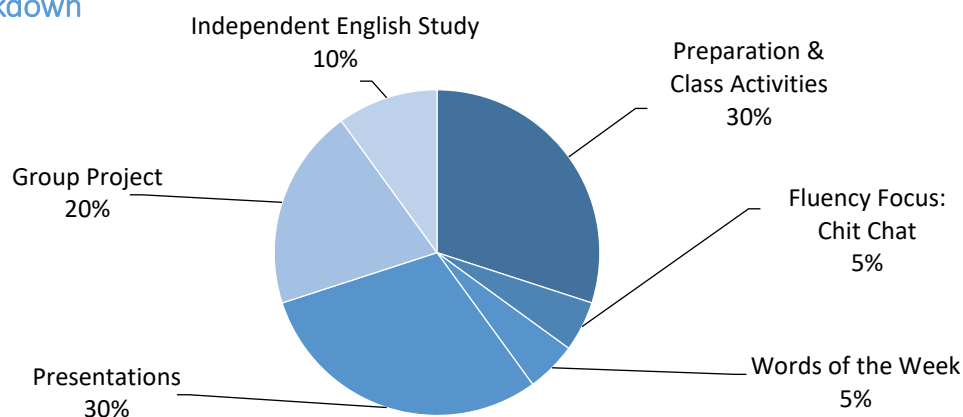
U—Unsatisfactory. You did not meet the course requirements or earn a minimum grade of 70%. A grade of U will not affect your grade point average (GPA). In most cases, though, it will mean that you need to repeat the course.

F—Fail. According to university policy, students may receive a grade of F under the following circumstances:

- Student withdraws after the formal deadline in the Academic Calendar
- Student stops attending without processing a withdrawal
- Student has not attended class or turned in course work

Likewise, students who violate BGSU’s Academic Codes of Conduct also run the risk of earning an F in the course. **An F will count as zero quality points to your GPA.** Additionally, in most cases, you will need to repeat the course.

Grade Breakdown



Please note: it is your responsibility to keep track of the points you earn on your assignments and discuss any questions with me. Grades are regularly updated on Canvas.

Additional Course and BGSU Policies

Attendance Requirements

Attendance is essential for learning, which occurs in relationship not only between student and course materials, but, just as importantly, peer to peer, professor to student, and student to professor.

Attendance is expected but there is no penalty for missed classes. Everything we do in class is designed to help you meet the course learning objectives and do your best work. Class meetings are also your best opportunity to deepen your learning of important concepts and ask me questions about your work. However, **if you are sick, do not come to class.** Similarly, if you have an emergency, I understand that you would need to miss class. In these situations, just email me to let me know—we can work together to make a plan for you to catch up. If you are unable to attend class, contact a classmate for notes and review the materials posted on Canvas/OneDrive.

It is your responsibility to actively participate each week and in each unit. You should arrive on time, be prepared, ask/answer questions, and participate in our class activities and assignments. All of our work is designed to help you learn, develop your English skills, and reach our course learning outcomes. Coming to class and keeping up with out-of-class work will support your learning.

Keep in mind: open communication is key. If your level of participation decreases or you are facing challenges, please let me know as soon as possible to work out a plan of action.

Presentation Days

Presentations are an important part of ESOL 1040. Thus, **attendance is required on scheduled presentation dates, unless you are sick or having an unexpected emergency.** In that case, you will have two options for making up your presentation:

1. Deliver the presentation in class on a rescheduled date.
2. Create a recorded version of the presentation to be shared with your classmates on Canvas.

We'll work together to arrange your make-up presentation depending on the situation.

Religious Holidays

The University makes every reasonable effort to allow students to [observe their religious holidays without academic penalty](#). You may have up to three excused absences each academic semester, without penalty, to take time off for reasons of faith or religious or spiritual belief system or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization (see BGSU's list of [accommodated religious holidays](#).) If this policy applies to you, please contact me in advance to discuss details and options for makeup work. For more information, contact the Dean of Students (odos@bgsu.edu, 419-372-2843).

Severe Weather

In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency. Closing information will be communicated through BGSU's [AlertBG text system](#), BGSU e-mail notification, BGSU's website, and Toledo's Television stations. However, if an official agency such as the State Highway Patrol reports that hazardous driving conditions exist and travel is not advised, then students who commute to BG should not travel to campus—your safety is a priority!



If severe weather affects your ability to come to class, contact me to let me know. You'll be responsible, as always, for making up missed work.

Late Work Policy

It is important to make every effort to complete assignments on time. This ensures that your work will be graded promptly (typically within one week) and that you won't fall behind on other assignments. However, I understand that you might need extra time on a few assignments during the semester. Therefore, I offer some flexibility through "Oops Tokens." Please see the Oops Tokens section below for more details. If you encounter circumstances that need more extensive accommodations, please contact me as soon as possible to discuss your options. *Note: for all late work, feedback/grades may be delayed.*

Oops Tokens

I expect a lot from my students, including a commitment to completing assignments on time and doing high-quality work. However, I understand that things happen that can prevent students from meeting these expectations for various reasons. **Therefore, to build in some flexibility and grace, I offer each of you 3 virtual "Oops Tokens" which you can use during the semester when you need to: no explanations needed, no questions asked.** Simply make a comment on an assignment in Canvas or send me an email to let me know that you'd like to use one of your virtual Oops Tokens. *Use your Oops Tokens wisely so that you don't run out.*

Oops Tokens can be used:

- For a 48-hour extension on an assignment (pronunciation, vocabulary, etc.)
- To redo an activity or assignment to raise your score (within 48 hours of receiving the grade)

Oops Tokens cannot be used for:

- Presentations (These may only be rescheduled/submitted late in cases of illness or emergency. If this happens, contact me as soon as you can so we can make a plan.)
- Group Project
- Assignments due during finals week (Final Presentation)

Up to 2 extra oops tokens per student can be earned, at my discretion, during the semester. Remember: if you need some flexibility, even beyond this Oops Token policy, your best strategy is to contact me—I want you to be successful in the class and am willing to work with you!

Classroom Etiquette

Students are expected to think about assignments carefully, take initiative, manage time carefully, ask for help or clarification, be respectful in interactions with me and all classmates, and participate actively. In this class, meaningful participation means that you are engaging deeply with the assigned materials; actively participating in our class activities and discussions; and keeping in touch with me when you have questions.

Also, our class relies on collaboration, so be aware that what you submit for this course may be read/heard by your classmates and your instructor.

As you interact with each other in person and on Canvas, please note the following expectations:

1. Be polite and respectful, and keep an open mind.
2. My expectations for language use, grammar, etc. are different in informal assignments like discussion board posts compared to your formal projects. In discussion board posts or other informal, completion-only assignments, please do proofread briefly, but don't agonize over your language. These discussions/activities are designed to encourage interaction and exchange of

ideas; they do not need to be highly polished pieces of writing. My assessment will be focused on content and completion. Likewise, when you respond to peers' posts, focus the message not the language use.

3. I expect "written accent" (missing articles, incorrect prepositions, incorrect verb tenses) to be treated with respect. While all students in this course are expected to challenge themselves to become more effective and accomplished writers, we will not spend time worrying too much about the aspects of English that take many years to acquire (i.e. articles, verb tense, prepositions), but instead focus on expression of ideas, communicative competence, and rhetorical savvy.
4. Do NOT share others' posts or information in any way outside of this class. For example, do not take a screenshot of a peer's post and share on social media or via email, etc.

Guidelines for Zoom

Our class is in-person, so we will meet together in a physical classroom. However, we may use Zoom for synchronous class meetings (if needed), student-professor conferences, optional class check-ins, or group work. In those cases, please follow these guidelines:

- Be sure you've [updated to the latest version](#) so you'll have access to new features.
- You are not required to have your camera on. I understand that you may be doing your work from home, and I respect your privacy. If you do have your camera on, please:
 - Get dressed! 😊
 - Check your surroundings and remove anything you'd prefer for us not to see.
 - If you'd like, you can use a Zoom background.
- Learn to use the Zoom tools like share screen and chat so you have multiple ways to participate and contribute.
- If you're sharing your screen, I suggest closing all other tabs and apps for your own privacy.
- Consider using a Zoom profile picture: a picture of you is great, but something like a pet or a favorite thing or place also works well.

Technology Policy



During class, **smart phones, laptops, tablets, etc. should be used as tools rather than distractions.** You know what *not* to do: don't answer phone calls, send/read text messages or emails, browse the web, or complete work for other classes. I trust that during class, you will make every effort to stay on task.

To be successful in this course, you'll need to use the course website on Canvas, check BGSU email regularly, and have a reliable way to save (and back up!) your files. Please pay attention to instructions regarding the submission of assignments, as I will not accept work submitted in alternate formats or mediums without prior approval. If, at any time in the semester, you have problems with your personal computer, be prepared to complete your work at one of the computer labs on campus or contact [ITS](#) for support.



Academic Honesty & Documentation Practices

Instructors and students at BGSU adhere to the University's [Codes of Conduct](#). Please see the [Code of Academic Conduct](#) for the university policy on academic dishonesty.

Any form of academic dishonesty will be treated very seriously, will be reported (to the ESOL Program Director and other concerned parties), and could result in automatic failure of this class. We will discuss the norms of academic honesty in detail. In particular, it is important to know that in the US, plagiarism, or using the words or ideas of others without properly citing the source, is a serious form of academic

dishonesty. In addition, in this ESOL class, you are not permitted to have others revise your writing or write for you or use assignments for more than one class without permission from both instructors. Please see me at any time for questions or concerns about this important policy.

If you want help on assignments for ESOL 1040 outside of class, you have two options:

- Option 1: meet with me (before, during, or after class or by scheduling an appointment).
- Option 2: visit the Learning Commons.
- Do **NOT** ask for help from family, friends, or private tutors.

Remember, one of the goals of ESOL 1040 is to help you become a more independent English user, so it's important that I see what you can do on your own, especially in the individual assignments and presentations. Of course, for the Group Project, you are expected to work collaboratively with your ESOL 1040 classmates—everyone making meaningful contributions. If you need help with the Group Project, contact me.

[A note about AI-Based Writing Tools \(such as ChatGPT\):](#)

I encourage you consider carefully whether the use of AI writing tools will aid you in achieving our course goals. For example, it's not generally appropriate to use AI writing tools to produce a Listening Log because the purpose of the assignment is to practice listening and show which strategies you used. In general, to get better at doing something, we need to do the work ourselves, and make improvements through practice and feedback. Without that effort, we don't develop the skills.

There are certainly many uses for AI writing tools, but there are also important ethical considerations when using these tools, including user privacy and potential issues with academic integrity. For example, AI writing tools often fabricate information and citations (this has been called "hallucinating"). For these reasons, I do not currently use AI writing tools in my own work, and I encourage you to proceed with caution as well. That said, if you have already been learning to use AI writing tools and find them beneficial, I won't prohibit it. **However, any use of an AI writing tool must be disclosed to me when you submit the assignment.** For example, you can add a comment with your submission noting which tool you used and how.

As AI writing tools continue to develop, we're all learning together about what they can do and the implications for education and other contexts. I'm open to further conversation, and if you're not sure what to do in a certain situation, just ask—we'll figure out a plan together. Likewise, I encourage you to ask other professors before using AI tools in their classes. It's always better to ask in advance than to risk perceptions of academic dishonesty.

This policy has been influenced by a variety of discussions, articles, and other faculty syllabi.

[Accessibility: Students with Learning Challenges and Different Abilities](#)

Our course has been designed with accessibility in mind: materials will be posted in advance, using alt text, headings, and other best practices, in both Canvas pages and embedded documents. Instructor videos will always include captions. Please contact me about any additional accommodations you may need to participate fully in the course. I also suggest working with BGSU's [Accessibility Services](#) office, which provides equal access and formal accommodations to students.

Student Conduct

A community exists on the basis of shared values and principles. At BGSU, students, recognized student organizations, and student groups are expected to uphold and abide by certain standards of conduct. You should familiarize yourself with the Codes, which create a set of expectations for student conduct, ensure a fair process for determining responsibility when student behavior may have deviated from those expectations, and provide appropriate sanctions when a student and/or student organization has violated the Code(s). Students who violate faculty expectations as outlined in the syllabus may be subject to conduct action. If you have questions, please do not hesitate to contact the Office of the Dean of Students at 419-372-2843 or odos@bgsu.edu.

- View the [Student Handbook](#).
- Learn more about and view the [Code of Academic Conduct](#).
- Learn more about and view the [Code of Student Conduct](#).

Title IX Statement

BGSU is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are antithetical to the university's mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered "Mandatory Reporters" and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit [BGSU's Title IX website](#) for information about university support and resources.

Freedom of Expression

Bowling Green State University, as a public institution, is committed to freedom of expression and the rights protected by the First Amendment. First Amendment rights have implications inside the classroom as well. Review the [Office of the Dean of Students page regarding Freedom of Expression](#) at Bowling Green State University for more information including the policy. To report concerns please visit the [See It. Hear It. Report It.](#) page.

Non-Discrimination in Employment and Education

Bowling Green State University is committed to maintaining an employment and educational environment that is free from unlawful discrimination, harassment, and retaliation. The University prohibits discrimination and harassment on the basis of protected class. Retaliation against any person for asserting their legal rights to be free from discrimination or harassment, for reporting discrimination or harassment, or for participating in activities is strictly prohibited. You may review [BGSU's Non-Discrimination in Employment and Education policy](#) for more information. To report concerns, please visit the [See It. Hear It. Report It.](#) page.

Student Veteran-Friendly Campus

BGSU educators recognize student veterans' rights when entering and exiting the university system. If you are a student veteran or a student currently serving in any branch of the military, please let me know if accommodations need to be made for absences due to drilling or being called to active duty.

Intellectual Property Statement

My course materials, including videos, handouts, Canvas pages, assignment instructions etc., are protected by US copyright law and by University policy. I am the exclusive owner of the copyright in

those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is registered and enrolled in this course, a tutor, students currently enrolled in the same course but with a different instructor, or other related circumstances where the purpose of sharing material is to advance your learning or that of your peer students at BGSU.

You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way — whether or not a fee is charged — without my express written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the BGSU Code of Student Conduct.

Similarly, you own the copyright in your original coursework. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

Other Resources for Improving Your English

Cross-Cultural Conversation Connection

The ESOL Program Office runs the CCCC Program (Cross Cultural Conversation Connection). This is a program designed to match international students with domestic students. Students are placed in small groups for the purpose of informal conversations once a week for one hour. To sign up for the program, please go to www.bgsu.edu/culturalconversations.



The Learning Commons

The Learning Commons at BGSU provides various tutoring services for students, including tutoring in writing. [Writing consultants](#) can help you with writing assignments for any class you are taking as well as professional writing like resumes. The Learning Commons is located on the first floor of the Jerome Library, and all students are encouraged to utilize its services. It is recommended that you make your appointment by calling the Learning Commons at 419-372-2823 or by stopping by the Learning Commons front desk. Important Notes:

- The Learning Commons is not an “editing service”—it is there to provide you with feedback and guidance to help YOU work through your writing difficulties and become a better writer (not just get a better grade on one assignment). They will help you talk about your writing and gain more control over your choices in writing. However, do not expect to have all your problems solved during a one-hour session and do not expect tutors to tell you the **correct** answers. In writing, there are often no **correct** answers but rather different ways that reader might be affected by the text.
- When setting up an appointment, please be sure to identify yourself as an ESOL student, and request to work with one of the consultants who has completed additional training for [working with ESOL writers](#).
- For some shorter assignments, I may request that students only use the Learning Commons one time per week.



The Language Learning Center

The Language Learning Center (LLC) is the central site on the BGSU campus that provides technology support to language learners. Equipped with the latest computer and Internet technology, the LLC

provides language learners with intensive practice in listening, speaking, reading and writing. The Center is located in 004 Kohl Hall, and you can access their [website](#).

BGSU Campus Resources

University Libraries

The [BGSU Library](#) offers many wonderful resources for students, both in the physical library building and online. For help from a librarian, you can visit the [Ask Us](#) page.

Technology Support Center

The Technology Support Center (TSC) provides a central point of contact for faculty, staff, and students for questions, problem reports, service requests, and inquiries for University computer systems and communications technologies at BGSU. For assistance, visit the [Information Technology Services website](#) or call (419) 372-0999.

Counseling Center

The Counseling Center is located at 104 College Park Office Building. Visit the [Counseling Center website](#) or call (419) 372-2081 to learn more about free services for students.

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, who lacks a safe and stable place to live, and believes this may affect their performance in the course is urged to contact the Office of the Dean of Students for support. Please do not struggle alone, there are resources to assist. Please visit the Office of the Dean of Students [Support and Guidance page](#) to learn more about our emergency assistance programs. You can also visit the [Falcon Food Pantry](#) in Central Hall 109 up to once a week.

Schedule Overview & Due Dates

This schedule is designed to give you an idea about the overall direction and workload for this course. Listening activities, detailed assignments, and specific due dates will be posted in advance on Canvas. It is essential that you check Canvas regularly and follow instructions carefully in order to be prepared and complete your assignments on time. There may be minor changes, with fair notice, as I continually reassess the needs and interests of our particular class.

To help us all stay organized and settle in to a schedule, there is a routine to **due dates** for this class. Most assignments, including the TED listening assignments, are due on **Mondays and Wednesdays by 10pm***, in preparation for our class meetings on Tuesdays and Thursdays. Words of the Week are due on Canvas on Wednesday by 10pm and shared in class on Thursdays. Independent English Study is always due on **Sundays by 10pm**; other assignments may be due on Sundays by 10pm as well. (All dates/times are in the US Eastern Time Zone). **Presentations** will be scheduled during class time according to the schedule posted on Canvas.

You are welcome to work ahead on some assignments if you prefer. Note that course modules will be released on a specific schedule—not all at the beginning of the semester—and may have requirements or prerequisites to complete before you can move on. Also: working ahead may not be possible on some collaborative assignments. *As you complete your work for this class, keep in mind that I do not check*

email in the evenings or on weekends. If you get stuck, please feel free to contact me, and I'll reply within the next business day.

**I know many classes use an 11:59pm deadline. I've chosen 10pm instead to help you prioritize your own health and well-being, hoping you can get your work done *and* get a full night of sleep. I do not check for assignment submissions until the following morning. If you do your work at night and need a bit of flexibility, that is fine (for example, there's no penalty if you submit at 11pm instead of 10pm). If you need an extra day or two on an assignment, see the Late Work and Oops Token policies in the syllabus to learn about your options.*

Week	Unit & Topics	Assignments Due
1	Welcome to ESOL 1040! Course Overview & Canvas Basics Unit 1: Learn Better	Syllabus Quiz Vocab Size Test Student Survey
2	Unit 1: Learn Better	Begin Weekly Assignments: Chit Chat, Words of the Week, Independent English Study TED Listening Assignments
3	<i>(Labor Day is Monday, 9/4)</i> Unit 1: Learn Better	TED Listening Assignments Pronunciation Assignment
4	Unit 1: Learn Better	Unit 1 Presentation
5	Unit 2: Changing Perspectives	TED Listening Assignments
6	Unit 2: Changing Perspectives	TED Listening Assignments Pronunciation Assignment
7	Unit 2: Changing Perspectives	Unit 2 Presentation
8	<i>Fall Break: October 9-10</i> Unit 3: Group Project	Group Project: Begin Working on Your TED Unit
9	Unit 3: Group Project	Group Project: Continue Working on Your TED Unit
10	Unit 3: Group Project	Group Project: Finish Your TED Unit
11	Unit 4: Student-Led TED Units	TED Listening Assignments
12	Unit 4: Student-Led TED Units <i>(Veteran's Day is Friday, November 10)</i>	TED Listening Assignments
13	Unit 4: Student-Led TED Units	TED Listening Assignments
14	Unit 5: Final Presentation Semester Review & Reflect <i>Thanksgiving Break: November 22-24</i>	TED Listening Assignments
15	Unit 5: Final Presentation Semester Review & Reflect	Pronunciation Assignment Retake Vocab Size Test
Finals	Unit 5: Final Presentation Final Exam Meeting Time (<i>per BGSU Exam Schedule</i>): Monday, 12/4 from 11:30am-2pm	Final Presentation

All icons from <https://icons8.com>. Some policies adapted from University and English Department templates.