



ESOL 113 Syllabus
Academic ESOL composition and reading skills I
Spring Quarter 2024

Faculty	Class
Name: John Toof	Section: 34835
Whatcom email: jtoof@whatcom.edu	Location: KLY 208
Whatcom phone: 360 383-3571	Days/time: xxx
Office location: CAS 154C	Start date: 4-3-24
Office hours: Mondays 2:30-3:30 and by appointment	End date: 6-14-24

Course

Credit hours: 6.00 (6.00 lecture) (0.00 lab) (0.00 work site)

Prerequisites: Placement through ESOL assessment process.

Co-requisite(s): None

AAS degree requirements: Unlisted elective

Fulfills additional requirements: None

Textbooks

Great Writing 3, 5th edition, by Keith Folse, Elena Vestri, David Clabeaux National Geographic Learning/Cengage ISBN=978-0-357-02084-5

Other resources

- Access to Canvas.
- Readings about global issues and sustainable solutions

Materials

1. 3-ring binder notebook
2. 8 ½ x 12 lined notebook paper
3. College blue books

Course description: Low-Advanced ESOL. Designed to develop student's ability to write basic essays. Emphasis is on controlling grammar at sentence level and organizing ideas into well-constructed essays with adequate support. Course includes reading academic text and summary writing. S/U grading.

Course outcomes: Upon successful completion of this course, each student should be able to...

1. Write an introduction for an essay.

2. Write a concluding paragraph.
3. Organize supporting ideas.
4. Use appropriate transitions to connect ideas.
5. Use appropriate vocabulary.
6. Correct grammar, spelling, and punctuation errors, once identified by instructor.
7. Summarize ideas in assigned reading without copying phrases from the original text.
8. Identify a set of terms used in conferencing, including subject, verb, tense, preposition, prepositional phrase, pronoun, possessive, infinitive, subordinator, independent and dependent clause.

Core learning abilities: WCC's core learning abilities (CLAs) - communicating, information literacy, quantitative reasoning, social justice, and thinking - are overarching skills that are taught and reinforced throughout our curriculum and a student's time at WCC. These skills are integral to students' professional and personal lives. This course will give you the opportunity to practice and develop one or more of these core learning abilities.

Course format

Standard – This class meets in person. The best way to reach me outside of class is by email or Canvas message. You can also attend my office hours or schedule an appointment to meet with me.

Course requirements and policies

All ESOL courses are graded either S (Satisfactory) or U (Unsatisfactory). At the end of the quarter I will give you a grade report to inform you of your final average for this course. You must have a grade of 75% or above to get an S grade for this course.

Here is how I will assess your grade for this class:

- | | |
|-----------------------------------|--------------------|
| • Homework and in-class work | 25% of final grade |
| • Out of class final drafts (OCE) | 25% of final grade |
| • Quizzes and tests | 20% of final grade |
| • In-class Essays (ICE) | 20% of final grade |
| • Reading Journals & Attendance | 10% of final grade |

For a few homework assignments I will not give a grade; I will just give a check if it is correct. I will also use the system below. Some of your homework and in-class work will be graded with the following marks:

+	Very good work	100 points
✓+	Good work	90 points
✓	Satisfactory work	80 points
✓—	Poor work	70 points
—	Very poor work	60 points

Late Homework –Please complete your assignments by the due date. If you miss homework, you will get 35% at best. **HOMEWORK MORE THAN A WEEK LATE WILL NOT BE ACCEPTED.** Missed quizzes can be arranged to be taken at the Testing Center.

Reading Response Journals

I believe that reading and writing are very connected and that, in general, good readers make good writers, and international student readers of English make good writers of English. These are the primary motivations behind assigning reading journals to Transition ESOL students. I primarily want to read **what you thought about what you read**; therefore, your RRJ should be mostly (more than 50%) about **what you thought about what your read**. For ESOL 113, students will be required to complete and turn in 10 reading journals.

You will read **1 hour a week independently of my reading assignments**. You do not have to read the one hour in one sitting. You can read 30 minutes one day, and 30 minutes another. Every Monday, please submit your reading journal in a blue book in this manner:

Name
Date
Source/Title of book/article
Number of pages read
Time spent reading

Homework and Essay Drafts

Notice that homework comprises the largest percentage of your final grade. The work that you do outside of class demonstrates to me the seriousness of your wanting to succeed in your classes. I assign homework that I think will help you become a better writer, reader, and user of English grammar.

Use of AI programs (ChatGPT)

The use of AI writing tools such as ChatGPT is acceptable in this class, however you must state at the beginning of your assignment what AI tool you used, list the search parameters you used to generate your response, and **highlight the sections in the written response that are your own words or your revisions to the AI generated text.** Follow the example declaration provided in Canvas, if you use an AI writing tool on an assignment.

Attendance

For this quarter, I am trying a new strategy to help you get a better grade by coming to class. Because students who fail usually do so because they miss classes, I am counting attendance (together with your RRJs) as 10% of your final grade. **If you are more than 5 minutes late to class, I will mark you on Canvas as absent. If you are absent more than 5 times this quarter (that is more than one week of classes), you will not be able to pass this class.**

Tests/Quizzes

You will be tested on grammar points, including a **grammar terms quiz on which you will have to score 75% or higher in order to advance beyond this ESOL 113 class.** You will also have reading comprehension and summary quizzes.

Student equipment check out: Students can check out a laptop for the quarter using the device checkout agreement available in MyWCC under the My Account tab.

Access and disability services : Any student with a disability requiring auxiliary aids, services, or other reasonable accommodations should contact the access and disability services office in Laidlaw 134 to make an appointment (ads@whatcom.edu, 360.383.3139, or 360.255.7182 [videophone for deaf callers]).

Affirmation of inclusion (required): WCC is committed to maintaining an environment in which every member of the College community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races, ethnicity, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities, and disabilities. Toward that end, faculty, students, and staff will treat one another with respect and dignity; promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate; and influence curriculum, teaching strategies, student services, and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe, and collegial environment.

Non-discrimination policy, Title IX, and sexual misconduct (required): WCC does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, genetic information, or age in its programs and activities. WCC's [discrimination and harassment policy](#) (615), [Title IX \[sexual misconduct and harassment\] policy](#) (616), and [student rights and responsibilities policy](#) (620) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has experienced sexual misconduct is encouraged to contact a WCC counselor (Laidlaw 134, 360.383.3139) to receive confidential support and learn about reporting options. Any disclosure of such misconduct shared with another faculty or staff member is non-confidential and requires a report to WCC's Title IX coordinator, who has been designated to handle such reports. Inquiries regarding non-discrimination, Title IX, and sexual misconduct policies can be directed to the Title IX coordinator at 360.383.3400.

Accommodations for reasons of faith or conscience Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations, so grades are not affected. Such requests must be made to the instructor within the first two weeks of the quarter and should specify the exact dates the student will miss. The instructor and student will then identify the specific reasonable accommodations for the missed class sessions.

Student conduct expectations

Classroom Expectations

Your prospects for success in this course will be greatly enhanced if you are:

Prompt – Be ready for class at **9:30AM**; please don't be late.

Prepared – Homework due before class and you are ready for class activities.

Perseverant – Try to **use your new language, English, throughout class time.**

Participatory – Interact, volunteer, extend yourself to explore new aspects of yourself.

Polite – Limit eating in class and show **respect** to whomever is speaking by listening and not interrupting. Help create a **safe** learning environment.

- **Use cell phones only for dictionaries.**
- **Please, no texting while in class**

Tentative course schedule

Spring 2024

ESOL 113 - Tentative Class Schedule

*The following is the projected plan of assignments, due dates, and topics to cover in this class. These details are tentative and subject to change. **Always check Canvas for changes and announcements.***

Week #	Monday	Wednesday	Friday
Week 1 4/1-4/5		Intro to 113 -Syllabus -Syll Quiz Day2 -Correction Codes --Reading Journals -Diagnostic - Elements of Great Writing pp4-7	Syll Quiz 5 Features of Good Writing: U1 pp7-9; Topic Sentences, Support Sentences; Titles: U1 pp.10-16 Gram: Sentences v. Fragments :p,17; Count vs. Non-Count Nouns ; p. 18; Supporting Details, p. 19 Concluding Sentences, pp. 20-21 -GI Study guide 1 RRJ1 due 4/8
Week 2 4/8-4/12	RRJ1 due 3 Features of Good Paragraph , pp. 22-23 BBV ,p25-27; BBS , pp27-28 34-37 -Purpose; pp 38-40 – Audience & Clarity; Analysis, p 41 GI discussion GI Chap 1 test 4/14	Grammar -Clear Pronoun Reference pp 42-44 – Consistent Pronoun Reference, pp 44-45 U2 pp 46-50 - Unity & Coherence	U3 Types of Paragraphs - Cause & Effect , pp 60-62 - Comparison , pp 63-64 - Classification , pp65-66 + Activity 9, p. 70 BBV – pp. 51-53 BBS – pp54-56 RRJ2 due 4/15 GI Chapter 1 Quiz GI Chap 2 “What’s Up with Population”
Week 3 4/15-4/19	RRJ2 due U3 Types of Paragraphs -Problem-Solution , pp71-72 Grammar – Subject-Verb agreement – pp.67-68 - Word Forms, p69 OCP - Activity 20, p 79 for 4/19 GI Chap 2 study guide	Building Better Vocabulary , pp 73-76 -Word associations -Collocations - Suffixes	OCP 1 + Peer Review OCP 2 for 4/22 Academic Integrity Meeting 11:30 to 11:45 RRJ3 due 4/22 GI Chap 4 “How Many People Can the Earth Support?”
Week 4 4/22-4/26	RRJ3 due Conference with OCP2 BBS , pp 76-78 Final OCP due 4/24 ICP = 4/28 GI – U4 study guide + discussion	- Final OCP due -conferencing GI Chaps 2-4 Quiz	RJ4 due 4/29 ICP 1 – Paragraph Writing KUL 207) GI Chap 5
Week 5 4/29 – 5/3	RRJ4 due Classification Paragraph/Essay U. 4 - Comparing paragraph-essay, pp	COCE 1 due 5/5 –some topic ideas on page 96 Outline COCE1 in class – p.98 Grammar: Adjective Clause, p. 92-93 GI Chap 5 - Discussion	-Peer Review -COCE 2 due 5/6 Writing PROCESS p97-98 GI Chap 5 Quiz RRJ5 due 5/6

	84 Parts of Essay, pp. 86-91 -Intro to Classification (COCE) Essay, pp. 93 GI-U5 study guide		
Week 6 5/6-5/10	RRJ5 due COCE 2 due -Conference with OCE 2 Identifying Purpose, p.99 Final COCE Essay due 5/13 GI- Chap 6	BBS- pp 102-104 GI Chap 6 study guide	RRJ6 due 5/13 Final typed COCE due 5/13 GI Chap 6 Quiz
Week 7 5/13- 5/17	RJ6 due Final typed OCE COCE due	Individual Mid-quarter Conferences	ICE 2 –Classification KUL 207 RRJ7 due 5/20 GI – Read U 7 “People and the Planet”
Week 8 5/20- 5/24	RRJ7 due GI Chap 7 study guide GW3 U5: Cause-Effect Essay, pp108-109 Freewrite	GW3 -Intro to C/E Essay -organizing, pp. 110-111 -supporting details, p112 -C-E outline=Act3, p. 113 From paragraph to essay, pp114-116 -Act 5, p. 116 -Act 6, p. 116 -Act. 7, p.117 CEOCE 1 due 5/24	Grammar Cause-Effect Essay -CEOCE due -CEOCE 1 peer review -C-E Structures, p. 118 -Expressing past tense, p119 RRJ8 due Wednesday 5/29 CEOCE2 due 5/29
Week 9 5/27- 5/31	Memorial Day (Ski-to-Sea!!) No classes WCC closed	RRJ8 due CECOE2 due -conferences Discussion preview of C-E Essay= Grammar: -Act. 11, p. 120, using present & past verbs -Nouns + Prepositions= Act. 12, p. 121 Act. 13, p122 Using “hooks” -Act. 14. P. 122 Using connectors & transitions -Act. 15, p. 123 GI Chap 7- discussion	C-E Essay C-E Essay Editing for errors -Act. 16, p. 124 Using correct grammar -Act. 17, p. 125 Analyzing C-E essay, p. 125 RRJ9 due 6/3 Final CEOCE due 6/3 GI Chap 9 “Sustainable Solutions”
Week 10 6/3- 6/7	RRJ9 due Final typed CEOCE GI Chap 9 Study Guide GI Chap 9 discussion	Conference with final CEOCE GI Chaps 7&9 quiz	ICE 3 – Cause/Effect ICE KUL 207

Finals Week 6/10-6/14	Conferences with ICE3	ESOL Final Grades	End of Spring Quarter!! Enjoy your summer!!
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Additional Notes:

*GI = Global Issues

*RRJ = Reading RESPONSE Journal

*ICE/P = In-Class Essay/Paragraph

*OCE/P = Out-of-Class Essay/Paragraph

*BBS = Building Better Sentences

*BBV = Building Better Vocabulary

One Holiday in Spring Quarter = Monday, May 27 = Memorial Day (Ski to Sea Weekend in Bellingham)

Expectations for in-person instruction safety and illness protocols. Conducting this class in person requires all participants to follow the established safety rules to ensure the safety of all. If you are unable to meet these requirements for any reason, you should not enroll in this course and we encourage you to consider one of WCC's online offerings.

Guidelines for interacting with other students ("netiquette"). The WCC netiquette statement states that students participating in WCC's online courses agree to interact with others in a positive, cooperative, and supportive manner and display respect for the privacy and rights of others. This statement is inclusive of, but not limited to, the following guidelines:

Be courteous about what you say to or about others in any electronic format. In electronic communication, the golden rule is "remember the human"; there is a real person with real feelings on the receiving end of your post.

Be respectful and open to opinions and ideas that differ from yours. The exchange of diverse thoughts, ideas, and opinions is an essential part of the scholarly environment. Keep in mind the people in your classes may come from backgrounds and have views that may vary significantly from your own.

Flaming – the posting of messages that are deliberately hostile and insulting in an online social context – is not appropriate under any circumstances. While everyone (learners and instructors alike) is encouraged to share ideas and opinions openly, you should never use insults or resort to name-calling, even if you disagree strongly with what someone else has written.

When responding to messages or posts made by others, address the ideas, not the person.

Be careful when using sarcasm and humor. Without social cues, such as facial expressions and body language, a remark meant as humorous could come across as hurtful or offensive. Do not assume the use of emoticons, such as :-), is enough to convey your tone or intent.

Capitalizing whole words is generally seen as SHOUTING and is often offensive to the reader. Use all capital letters sparingly, such as to highlight a meaningful word or point.

Guidelines for contacting the instructor.

We will be meeting regularly on Mondays, Wednesdays, and Fridays in Kelly Hall, room 208 from 9:30AM until 11:20 AM. If you have a cold, please wear a mask and use sanitizer. If you don't feel well, contact me by email and stay home.

Classroom meetings

We will be meeting regularly on Mondays, Wednesdays, and Fridays in Kelly Hall, room 208 from 9:30AM until 11:20 AM. If you have a cold, please wear a mask and use sanitizer. If you don't feel well, contact me by email and stay home.

Technology requirements

Ensure you have regular access to a desktop or laptop computer with an internet connection to complete coursework. High-speed broadband access (LAN, Cable, or DSL) is highly recommended for an optimal learning experience. The College has numerous computer labs and a library with computers that may be used to complete coursework. Also, laptops can be checked out for the quarter using the device checkout agreement available in MyWCC under the My Account tab. While tablets, smartphones, and other mobile devices may allow for completion of some coursework, they are not guaranteed to work in all areas. For example, it is recommended students do not attempt quizzes on Canvas when using a mobile device, such as a smartphone or tablet, due to compatibility issues. Do not use the Canvas app on your mobile device. Log into Canvas on a laptop or computer instead. The app causes serious problems. If you have it on your mobile device, uninstall it. Otherwise, it will open itself without you knowing.

Web browser: Use Firefox or Chrome as your web browser when using Canvas.

Student support services

WCC communicates with students via their [WCC issued student email](#). Students can check email by clicking the WCC email tile in the student portal or by logging into MyWCC.

WCC is committed to supporting the academic success of all its students. The College has adopted a proactive [early alert](#) referral system, which is a collaborative, student-centered initiative involving faculty, advisors, and students. The early alert referral system is a tool for faculty to identify students who are experiencing academic or attendance difficulties during the first few weeks of each quarter. Students who receive an alert will be contacted by someone on the early alert student success team to direct them to appropriate next steps and resources for success. As your instructor, I also encourage you to contact me if you receive an alert so we can discuss options for helping you to be successful in this course and at WCC.

Visit [orca central](#) to access advising, financial aid, and enrollment assistance and to connect with resources. Orca central is located on the main floor of the Heiner Center building and can be reached at 360.383.3080 or orcacentral@whatcom.edu.

The [learning center, the math center, and the writing center](#) offer free in-person and online tutoring and writing support for all courses.

The [student helpdesk](#) is available for technical assistance and device checkout.

[Advising and career services](#) offers in-person, phone, and zoom advising. Call 360.383.3080 for assistance connecting with your advisor.

[WCC's library](#) is open and librarians are available to assist you in person and online.

The [Simpson intercultural center](#) welcomes all students looking for community, connections, and engagement.

The [veteran services office](#) offers support to veterans, service members, and eligible dependents to help them accomplish their educational goals.

Student success coaching and support programs are available for eligible students through the [AIM program](#) (ongoing personalized advising, coaching, mentoring and more) and [TRIO student support services](#) (academic and financial coaching, online tutoring, university visits, and more). Visit their webpages for eligibility requirements.

[Sign up to receive email and text notifications](#) about college closures due to inclement weather or any other unforeseen circumstances. You can also find out about closures on [WCC's website](#) or by calling 360.383.3000. If the College is open, you should always base your decision on whether to attend class on what is safest or best for you.

[Workforce funding](#) offers several funding programs to students experiencing specific life and educational circumstances that may go beyond [financial aid](#) and [scholarships](#). To learn more about workforce funding programs and whether you are eligible, please complete an [inquiry form](#) and one of the program advisors will contact you.