



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

Spring 2024

Faculty

Class

Name: Kirsten Lutes

Section: 34828, 34829, 34830

Email: [klutes@whatcom.edu](mailto:klutes@whatcom.edu)

Location: Kelly Hall Room 210

Office Phone: (360) 383-3792 (voicemail only)  
Day/Time: Tue/Thur, 12-12:50pm

Office Location: Cascade Hall Room 149  
Start date: April 2, 2024

Office hours: Thursdays 11am-12pm  
End date: June 14, 2024



Dashboard



Calendar



To Do



Notifications



Inbox 1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

## Course

Credit hours: 2

Prerequisites: None

Co-requisite(s): None

Recommended preparation: None

Required preparation: permission of instructor.

AAS degree requirements: Pre-College Course

Fulfills additional requirements: None

## Textbooks:

None required. Materials will be provided by instructor.

## Other resources:

- Access to a Computer



Dashboard



Calendar



To Do



Notifications



Inbox

1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

## Textbooks:

None required. Materials will be provided by instructor.

## Other resources:

- Access to a Computer
- Access to Canvas
- Access to MS Word
- Access to an **English-English** dictionary

**Course description:** This course is designed to teach ESOL students the interpersonal communication skills necessary for active participation in college-level course group discussions, including techniques for leading group discussions. In addition, listening skills required to succeed in college lecture courses will be taught.

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



Dashboard



Calendar



To Do



Notifications



Inbox

1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

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

1. Volunteer answers, giving comprehensible responses.
2. Ask for clarification.
3. Ask follow-up questions.
4. Express opinions/ideas with reasons/details.
5. Interrupt others appropriately.
6. Rephrase information when others need clarification.

**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. 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.



Dashboard



Calendar



To Do



Notifications



Inbox

1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

**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. 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



Dashboard



Calendar



To Do



Notifications



Inbox 1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

## Grading:

This is a Pass/Fail class. Your grade will be an “S” (Satisfactory) or a “U” (Unsatisfactory)

course. You must earn an average grade of 70% or higher. Your grade will be calculated as

below. To earn participation points, you must be present in class, active, and willing to participate in all activities during the class.

- Participation 50%
- Attendance 50%

## Participation:

To earn participation points, you must be active and willing to participate in all activities during

the class. There may also be opportunities to be assessed by brief demonstrations and



Dashboard



Calendar



To Do



Notifications



Inbox

1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

## Participation:

To earn participation points, you must be active and willing to participate in all activities during the class. There may also be opportunities to be assessed by brief demonstrations and presentations of oral skills learned in the class.

## Attendance:

Attendance is very important to your success in this course as it is half of your final grade. Attendance is taken within the first few minutes of class. If you are more than 5 minutes late to class, this will be counted as a "tardy". Three "tardies" will equal one absence.

If you must be absent due to an emergency or serious illness, send an email to your instructor explaining the situation. Do this before the class time. If you are absent more than 4 times in any



Dashboard



Calendar



To Do



Notifications



Inbox

1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

**Affirmation of inclusion:** 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:** WCC does not discriminate



Dashboard



Calendar



To Do



Notifications



Inbox

1

# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

Switch To Light Mode

**Non-discrimination policy, Title IX, and sexual misconduct:** 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](#)) and the student rights and responsibilities policy ([WAC 132U-125](#)) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has experienced sexual misconduct is encouraged to contact a WCC counselor in [academic advising and career services](#) (Laidlaw 116, 360.383.3080) 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 & ADA coordinator at 360.383.3049.



Dashboard



Calendar



To Do



Notifications



Inbox

1

# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

Switch To Light Mode

**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

**Guidelines for interacting with other students ["netiquette"]:** The Whatcom Community College 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:



Dashboard



Calendar



To Do



Notifications



Inbox



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

**Guidelines for interacting with other students ["netiquette"]:** The Whatcom Community College 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 are an essential part of the scholarly environment. Keep in mind that the people in your classes may come from backgrounds and have views that may vary significantly from your own.
- Flaming is not appropriate under any circumstances. While everyone (learners and



Dashboard



Calendar



To Do



Notifications



Inbox

1

# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

## Switch To Light Mode

Flaming is the posting of messages that are deliberately hostile and insulting in an online social context.

- 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 hurtful or offensive. Don't assume that the use of emoticons, such as :- ) are 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.
- The best way to learn a language is to **USE** that language. For that reason, **please use English-only** in this class in speaking and writing online. It is also a show of respect for your classmates who do not share your language.

## Guidelines for contacting your instructor

In-person office hours can be found at the top of



Dashboard



Calendar



To Do



Notifications



Inbox



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

[Syllabus](#)[Summary](#) [Switch To Light Mode](#)

## Guidelines for contacting your instructor

In-person office hours can be found at the top of this syllabus and on the front page of Canvas. I can also meet with you online by arrangement.

Responses to emailed questions will be made as quickly as possible, usually within 8-12 hours or less during working.

Please remember that my role as your instructor is to support your learning and success. Don't be afraid ask if you have any questions or need help.

## Plagiarism

In the U.S., the act of copying the work of another person without giving the person credit for being the creator of that work is a very serious offense. Plagiarism is punished at colleges and universities; sometimes students who plagiarize fail the assignment, sometimes they fail the course, and sometimes they are expelled from school. You are



Dashboard



Calendar



To Do



Notifications

Inbox 1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

[Syllabus](#)[Summary](#) [Switch To Light Mode](#)

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## Technology requirements

Please 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

[Dashboard](#)[Calendar](#)[To Do](#)[Notifications](#)[Inbox](#) 1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

[Syllabus](#)[Summary](#) [Switch To Light Mode](#)

## Technology requirements

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**Web browser:** Please use Firefox or Chrome as your web browser when you use Canvas.

You can also find links to Canvas instructions on the

[Dashboard](#)[Calendar](#)[To Do](#)[Notifications](#)[Inbox](#) 1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

[Syllabus](#)[Summary](#) [Switch To Light Mode](#)

## Student support services

WCC communicates with students via their [WCC issued student email](#). Students can check email by logging into their [MyWCC account](#).

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 program 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.

The [learning center](#), [writing center](#), and [math](#)

[Dashboard](#)[Calendar](#)[To Do](#)[Notifications](#)[Inbox](#) 1

 Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

successful in this course and at WCC.

The [learning center, writing center, and math center](#) offer free virtual tutoring and writing support.

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

[Academic advising and career services](#) offers in-person, phone and zoom appointments. Please call 360-383-3080 for assistance connecting with your advisor.

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

The [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 through AIM](#) provides



Dashboard



Calendar



To Do



Notifications



Inbox

1



# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

[Syllabus](#)[Summary](#) [Switch To Light Mode](#)

engagement.

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

[Student success coaching through AIM](#) provides ongoing personalized advising, coaching, mentoring, and more to students who meet one of the following criteria: You identify as a person of color; neither of your parents earned a bachelor's degree; you received a Pell/state need grant as part of your financial aid award; you started in Math 94, Math 97, or English 95; or you have a documented disability and registered with WCC's access and disability services.

[Sign up to receive text and email notifications](#) about college closures due to inclement weather or any other unforeseen circumstances. You can also find out about closures on your [MyWCC page](#) and [WCC's website](#), or by calling 360.383.3000. If the College is open, you should always base your decision on whether or not to attend class on what is safest or best for you.



Dashboard



Calendar



To Do



Notifications

Inbox 1

## Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

 Switch To Light Mode

disability services.

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## Tentative ESOL 93 Class Schedule Spring 2024

*Note: All schedules are tentative and subject to revision.*

## Week 1

Class Introduction; Interview a classmate

Discussion Strategies:

## Week 2



Dashboard



Calendar



To Do



Notifications



Inbox

1

# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

Switch To Light Mode

**Week 1**

Class Introduction; Interview a classmate

**Week 2**

Discussion Strategies:  
Article Discussions Introduction

**Week 3**

Discussion Strategies:  
Article Discussions

**Week 4**

Discussion Strategies:  
Listening Activity

**Week 5**

Discussion Strategies:  
Article Discussions

**Week 6**

Discussion Strategies:  
Listening Activity

# Course Syllabus

ESOL93 34828 - S24 - Adv Speak/Listening ESOL

Syllabus

Summary

Switch To Light Mode

## Week 6

Discussion Strategies:

Listening Activity

## Week 7

Discussion Strategies:

Article Discussions

## Week 8

Listening Activity

## Week 9

Discussion Strategies:

Article Discussions

## Week 10

Discussion Strategies

Listening Activity

## Week 11 Discussion Strategies

Final Discussion Activity



Dashboard



Calendar



To Do



Notifications



Inbox

1