

Syllabus

ESOL 1040: Academic Speaking & Listening II

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Fall 2024
Anastasiia Kryzhanivska

ESOL 1040: Academic Speaking & Listening II

Fall 2024 | 1040-1001(76056) | Class meetings: MWF 9:30-10:20 am | East Hall 306

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Fall 2024 [Academic Calendar](#)



*Please, call me Ana
Professor Ana or Professor Kryzhanivska is also ok*

Why should you want to take ESOL 1040 class?

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, pronunciation, oral grammar, and vocabulary. You'll listen to authentic listening assignments, study vocabulary, practice presentation skills, and improve your pronunciation. You'll also set your own goals for improving your English skills. 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.

What should you be able to do by the end of this 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.



Required Materials

- ◆ Regular access to technology and/or a digital device with the capability to use Outlook email, [Microsoft Office](#), and Canvas
 - see section [Tech Expectations](#) for more details on how technology will be used in this class
- ◆ **Good news:** you are not required to purchase a textbook for this course!

*Important Notes: Canvas is the central location for all of our work in ESOL 1040: it's where I post materials 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 (such as unplanned class cancellations or questions about your work). **You are responsible for checking both Canvas and BGSU email frequently.** I also encourage you to exchange contact/social media info with your classmates, so you have a way to interact with each other outside of our formal class spaces.*



How are you evaluated?

[Pie chart description:

Presentations – 30%

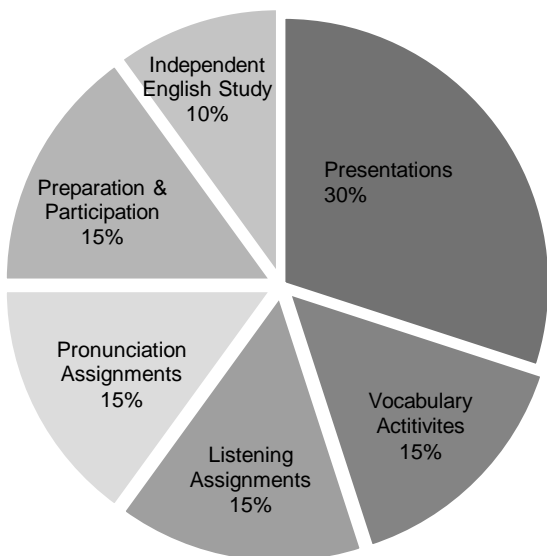
Vocabulary Activities – 15%

Listening Assignments – 15%

Pronunciation Assignments – 15%

Preparation & Participation – 15%

Independent English Study – 10%]



The following grading scale will be used in this class:

S (Satisfactory) – 70-100%

U (Unsatisfactory) – 0-69%

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 coursework

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.

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.

Summary: Requirements for Passing ESOL 1040

- ◆ Meet attendance requirements (see [Attendance](#))
- ◆ Demonstrate sufficient progress in both speaking and listening skills
- ◆ Complete all formal presentations (two individual presentations, impromptu speech, and one group project)
- ◆ Earn a course grade of at least 70%. Grades will be calculated based on the breakdown above.
 - *Failure to fulfill any **one** of the above requirements is sufficient grounds for a grade of U.*

Project & Assignment Grades

During the semester, you will get feedback on your 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.

Grades in this course are based on a combination of factors: the **quality** of your work as well as the **effort** you give to your work. The more time and effort you give to your work, the higher your grade will be.

Most minor assignments in this class will be graded for completion (effort), which means that you will receive maximum points if you meet the minimum assignment requirements and submit your work on time.

For example, Independent English Study, most Preparation & Participation, and some Vocabulary assignments are evaluated based on effort using the **2-point scale**: 2– meets assignment requirements; 1– doesn't meet assignment requirements. Missing assignments will receive a grade of 0.

Listening, Pronunciation, majority of Vocabulary, and a select number of other assignments are evaluated based on quality and/or effort with details provided on Canvas.

All formal presentations are evaluated based on quality and effort on a **Satisfactory/Unsatisfactory scale** and given a **numerical score out of 100**. To receive the Satisfactory grade, the projects must meet the minimum requirements for a C-grade level. Additionally, the projects can receive a higher grade due to *Boosters* or a lower grade due to *Busters*. Detailed requirements for every project are provided on Canvas.

In addition to the feedback that you receive on your assignments, I will also be using the “Navigate” system on MyBGSU to communicate with you and your advisor about any problems with your attendance or performance that might keep you from passing the course.

How much time should you put into this class?

(adapted from Diana DePasquale)

Per federal requirements, a 3-credit course equates to, on average, a minimum of 3 hours per week engaging with course instruction and an additional 6 hours per week completing assigned work outside of class.

Study Tip: Block out time slots in your calendar *throughout the week* to study for this class. For more tips on how to succeed in this class, see section [How to Do Well in ESOL 1040](#).

Tech Expectations

(inspired by and adapted from Warnock, 2009)

Although ESOL 1040 is a face-to-face class, we will still be using technology to support our learning. In the table below, I map out the technologies we will use in our class and the pedagogical need for them, as well as provide links to guides, instructions, and screenshots on how to use them. Additional instructions are also posted on Canvas.

| Pedagogical need | Technology for that purpose | Links and instructions |
|---|--|---|
| Class announcements | Canvas Announcements | Make sure instant notifications about announcements are turned on in your preferences on Canvas. Visit a page with instructions on how to do that. |
| Communication | BGSU email, Canvas Messages | Expect to hear back from Ana within 24 hours M-F 9am-6pm . Ana does not usually respond to emails outside of these hours and on the weekends. Make sure instant notifications about Canvas messages are turned on in your preferences on Canvas (instructions are same as above). |
| Office hours and one-on-one meetings | In-person & in Zoom bgsu-edu.zoom.us/my/akryzh | In addition to in-person office hours, Ana hosts remote meetings, too. You can choose the option you are most comfortable with. Instructions on how to access Zoom. Ana will have her Zoom room open during her office hours. Stop by! |
| Scheduling one-on-one appointments with Ana outside of her office hours | YouCanBookMe | If you'd like to meet with Ana outside of her office hours, her availability is automatically synched with her calendar to make it up-to-date and can be accessed through kryzhanivska.youcanbook.me . Follow the instructions on the screen to reserve a time slot. |

| Pedagogical need | Technology for that purpose | Links and instructions |
|------------------------------------|---|--|
| Assignment submissions | Canvas Assignments | Instructions on how to submit assignments (including assignments with multiple files). Instructions on how to view feedback from Ana. Instructions on how to view the grade breakdown in a rubric. Instructions on how to use Calendar on Canvas to keep track of assignments and more. |
| Grades, feedback, and comments | Canvas Grades | Instructions on how to understand Canvas Grades, view Ana's feedback, comments, rubric, and predict your total grade in the course. |
| Discussions (all-class and group) | Canvas Discussions | Instructions on how to post in Discussion Board Posts on Canvas. |
| Group projects | Canvas or other tools of your choice | Instructions on how to get the most of the group work using Canvas. |
| A reliable way of saving your work | Office 365 OneDrive, Dropbox, Google Drive, or other tools of your choice | Instructions on how to access and use BGSU-supported OneDrive storage. Dropbox overview . Google Drive overview . |

How to do well in ESOL 1040

Check out the tips in this section on how to become a better student

Set Up a Study Routine

Consistency is key in building study habits. Determine the time of day when you're most alert and productive and make that your dedicated study time. A routine helps your brain get into 'study mode' more easily. It's also helpful because research shows that learning happens over time, not all at once. Therefore, it's wise to put some time on your calendar to study for this class a little bit every day rather than cramming everything in fewer days.

Embrace Collaboration

Work with your peers in study groups or collaborative projects. Sharing ideas and discussing concepts with others can enhance your learning and expose you to different viewpoints.

Balance Group and Solo Study

While group study can be beneficial, solo study is also crucial. It allows you to work at your own pace and focus on areas that specifically challenge you. Find a balance that suits you.

Be Engaged

Since improving language skills requires active practice, you are expected to be prepared for each class and to participate during class. Class participation includes: speaking in English, staying focused on the task at hand, taking notes, sharing your opinions, checking answers to homework exercises with your classmates, and completing various other activities to practice writing, grammar, and vocabulary.

Communicate

All of our work is designed to help you learn and develop your English skills and reach our course learning outcomes. If there is a reason that your engagement is dwindling, please let Ana know as soon as possible to work out a plan of action. If you need to miss a class or submit work late for various reasons outside of your control, you must communicate with Ana as soon as possible to plan for completing any classwork that is missed and to ensure that you remain on track. When you cannot make it to the in-person class (e.g., sickness, snowstorm, broken car, etc.), you may choose to join the class through Zoom (see section [Tech Expectations](#)).

Additional Notes on Learning

(adapted from Jason Tham, Aug. 4, 2020; and Dr. Chris Jones, July 11, 2020)

As we pursue learning together, I strive to keep the following guiding principles:

Take Care of Your Well-being

Remember to balance your academic life with activities that promote physical and mental health. Exercise regularly, eat healthily, and ensure you get enough sleep. Managing stress through mindfulness or relaxation techniques can also improve your academic performance

Celebrate

Celebrate your accomplishments. Any achievements, major or minor, are a testament to your dedication and perseverance. We will enable a culture of celebration in this class. Share with me your successes (and failures) and I will acknowledge them however you prefer.

Safe Space

(adapted from Amanda McGuire Rzicznek & Elizabeth Loo Zemanski, 2020)

I would like our class to be a safe space for ALL races, cultures, ethnicities, genders, identities, ages, and abilities. I expect all of us, including myself, to interrupt any language or behavior that is racist, homophobic, transphobic, sexist, ableist, ageist, classist, and that makes anyone feel excluded or othered. Also, I expect all of you to keep me accountable. Call me out in the moment or send me a private email. I appreciate and value the feedback. We are all learning together as we dismantle systematic racism and bigotry. I will do better. We will do better. If you ever feel unsafe in our class, please contact me immediately so we can work together to foster peace.

Assignment Details

(choose “Sort by Type” on Canvas to view assignment categories and their weight)

Presentations

30%

To practice presentation skills and to employ speaking and listening concepts from class, you will give various presentations throughout the semester:

- Two individual presentations
- One group assignment
- One impromptu speech

These presentations assess Learning Outcomes #3 and 5 ([p. 2](#)). They will be graded using rubrics provided in advance on Canvas.

Vocabulary Activities

15%

You’ll learn new vocabulary throughout the semester, sometimes from lists I provide; other times from words you share with each other. You’ll complete activities with this vocabulary. These assignments address Learning Outcome #2 ([p. 2](#)). Some are graded for completion (effort) only; others are graded both completion and accuracy.

Listening Assignments

15%

While the assignments will vary, you will actively listen to audio and video materials throughout the semester to develop/assess listening comprehension, focus on a pronunciation element discussed in class, and/or prepare for class discussions. You will complete one or two listening assignments per week (except for weeks when you are scheduled to complete class presentations). These assignments address Learning Outcome #1 ([p. 2](#)). They are set up as Canvas Quizzes with every question graded for completion (effort), accuracy, or both.

Pronunciation Assignments

15%

Pronunciation work will be assigned from online resources. You will complete specific assignments following detailed instructions on Canvas. These assignments address Learning Outcome #4 ([p. 2](#)). They will be graded both for completion (effort) and accuracy with feedback provided.

Preparation & Participation

15%

Throughout the semester, you’ll complete activities to help you practice your language skills, grammar, and vocabulary as well as to interact with your classmates. You are expected to participate actively by completing these smaller assignments throughout each unit. Specific instructions will be provided on Canvas. These activities prepare you to complete other course assignments successfully. They also address Learning Outcomes #3 and 5 ([p. 2](#)). They will be graded for completion (effort).

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 academic vocabulary, speaking/presentation skills, listening, 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 (effort) only.

Course Calendar

* subject to change
Check Canvas regularly for updates!

| Week | Date | In-class Activities and Goals | Assignments due that day |
|--|-------------------------------|---|---|
| 1 Welcome to ESOL 1040! | MON Aug. 26 | Course Introduction | Log in to Canvas; explore course Reassessment (OPTIONAL) due Tuesday , midnight |
| | Wed Aug. 28 | Syllabus Speed Interviews Listening Assignments Color Vowels & Names | Canvas & Syllabus Survey Student Agreement |
| | FRI Aug. 30 | Listening Assignment #1 Vocabulary Game Tips for Vocab Learning | Listening Assignment #1 Vocab Listening Assignment #1 |
| 2 Exploring Academic Culture in the U.S.: Part 1 | MON Sept. 2 | Labor Day – No Classes | |
| | WED Sept. 4 | Vocabulary Assignment #1 D Independent English Study Goal Setting Pronunciation Practice | Independent English Study Vocabulary Assignment #1 |
| | FRI Sept. 6 | Listening Assignment #2 D Intro to Project #1 Topic Brainstorming Pronunciation Practice | Listening Assignment #2 Vocab Listening Assignment #2 Independent English Study (Sunday) |
| 3 Exploring Academic Culture in the U.S.: Part 2 | MON Sept. 9 | Academic Honesty Using AI Discussion Pronunciation Practice | Listening Assignment #3 Vocab Listening Assignment #3 |
| | WED Sept. 11 | Interview Questions Drafting Editing Questions | Project #1 Topic Due Pronunciation Assignment #1 Due Read: Question Formation |
| | FRI Sept. 13 | Transcription Practice D Pronunciation Practice | Interview Questions Listening Assignment #4 Independent English Study (Sunday) |
| 4 Exploring Academic Culture in the U.S.: Part 3 | MON Sept. 16 | Paraphrasing Practice Presentation Sign-Up | Pronunciation Assignment #2 Read: Interview Tips Start Interviews |
| | WED Sept. 18 | Presentation Moves Presentation Analysis | Paraphrasing for Presentation Vocabulary Assignment #2 Conduct Interviews |
| | FRI Sept. 20 | Fluency Activity Discussion Outline Editing | Presentation Outline Rough Draft Presentation Fluency Activity Independent English Study (Sunday) |

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| 5 Exploring Academic Culture in the U.S.: Part 4 | MON Sept. 23 | Project #1 Presentations | Project #1 Presentation Due Project #1 Reflection (OPTIONAL) |
| | WED Sept. 25 | Project #1 Presentations | Project #1 Presentation Due Project #1 Reflection (OPTIONAL) |
| | FRI Sept. 27 | Project #1 Presentations | Project #1 Presentation Due Project #1 Reflection (OPTIONAL) Independent English Study (Sunday) |
| 6 Advice & Opinions: Part 1 | MON Sept. 30 | Review/ Preview Modals and Giving Advice PREP Advice Model | Intro to Project #2 |
| | WED Oct. 2 | Pronunciation Practice: Thought Groups | Vocabulary Assignment #3 |
| | FRI Oct. 4 | Practice Advice Speech PREP Opinion Model | Pronunciation Assignment #3 Independent English Study (Sunday) |
| 7 Advice & Opinions: Part 2 | MON Oct. 7 | Fall Break – No Classes | |
| | WED Oct. 9 | Pronunciation Practice: Thought Groups | Vocabulary Assignment #4 |
| | FRI Oct. 11 | Practice Opinion Speech Pronunciation: -s and -ed endings | Pronunciation Assignment #4 Independent English Study (Sunday) |
| 8 Advice & Opinions: Part 3 | MON Oct. 14 | Listening Assignment #5 D Public Speaking Techniques | Listening Assignment #5 Vocab Listening Assignment #5 |
| | WED Oct. 16 | Project #2 Presentations | Advice and Opinion Speech Practice Project #2 Reflection (OPTIONAL) |
| | FRI Oct. 18 | Project #2 Presentations | Advice and Opinion Speech Practice Project #2 Reflection (OPTIONAL) Independent English Study (Sunday) |

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|--|------------------------------|---|---|
| 9 Looking for Solutions: Part 1 | MON Oct. 21 | Review/ Preview Intro to Project #3 Listening Assignment #6 D | Intro to Project #3 Listening Assignment #6 |
| | WED Oct. 23 | Brainstorming Podcast Group Work | Secrets to Great Podcasts Project #3 Topic due |
| | FRI Oct. 25 | Pronunciation: Rhythm & Linking | Podcast Planning Independent English Study (Sunday) |
| 10 Looking for Solutions: Part 2 | MON Oct. 28 | Research, Source Evaluation, SIFT Method Pronunciation Practice | Start Research for Podcast |
| | WED Oct. 30 | Pronunciation Practice & Review | Vocabulary Assignment #5 |
| | FRI Nov. 1 | Outline Podcast Group Work | Research for Podcast Due Independent English Study (Sunday) |
| 11 Looking for Solutions: Part 3 | MON Nov. 4 | Podcast Q&A Sign-Up Podcast Group Work | Start Podcast Outline |
| | WED Nov. 6 | Podcast Outline Editing | Podcast Outline Due Music & Artwork (OPTIONAL) |
| | FRI Nov. 8 | The Importance of Practice Honor Code Audience Questions Intonation Review | Pronunciation Assignment #5 Independent English Study (Sunday) |
| 12 Looking for Solutions: Part 4 | MON Nov. 11 | Veterans Day – No Classes | |
| | WED Nov. 13 | <i>No in-person class meetings (Ana is attending a professional conference)</i> | Honor Code Due Project #3 Due Project #3 Reflection (OPTIONAL) |
| | FRI Nov. 15 | | Pronunciation Assignment #6 Independent English Study (Sunday) |

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|--|---|---|--|
| 13 Looking for Solutions: Part 5 | MON Nov. 18 | In-Class Podcast Q&A | Prepare for Q&A |
| | WED Nov. 20 | In-Class Podcast Q&A | Prepare for Q&A |
| | FRI Nov. 22 | Review/ Preview Intro to Project #4 Start Project Planning | Intro to Project #4 Independent English Study (Sunday) |
| 14 Reflective Wrap-up: Part 1 | MON Nov. 25 | Start Project Outline | Project Planning Due |
| | WED Nov. 27 | Thanksgiving Break – No Classes | |
| | FRI Nov. 29 | | |
| 15 Reflective Wrap-up: Part 2 | MON Dec. 2 | Outline Editing Semester Review | Project Outline Rough Draft Due |
| | WED Dec. 4 | Fluency Activity D Project Preparation | Fluency Activity Vocabulary Assignment #6 |
| | FRI Dec. 6 | Semester Review & Reflect | Pronunciation Assignment #7 Class Evaluations Independent English Study (Sunday) |
| Finals Reflective Wrap-up: Part 3 | Dec. 9-13 Week of Finals | <p>Honor Code & Presentation Materials due before our Final Exam Project #4 Presentation during Final Exam Dear Future Student Letter (OPTIONAL) Permission Form (OPTIONAL)</p> <p><i>BGSU requires all undergraduate courses to meet at their appointed final exam time. I will share details of our final exam week activity as the date draws closer. For now, be sure to add our final exam meeting time to your calendars.</i></p> | |

Due Dates and Schedule

To help us all stay organized and settle into a schedule, there is a routine to due dates for this class. Most assignments in ESOL 1040 are due **Monday, Wednesday, and Friday before class**. Some reflective assignments are due by **11:59pm**. Independent English Study is always due on **Sunday by 11:59pm**.



University and Course Policies

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](#).

Classroom Etiquette

In order to promote an inclusive and constructive learning environment, demeaning, marginalizing, and otherwise negative language and behavior will not be tolerated in the classroom. Respect and courtesy toward the instructor, classmates, and classroom guests are expected. Language and behaviors that are disruptive, abusive, or harassing may result in disciplinary action as specified by the Student Code of Conduct.

Classroom Conduct

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

Title IX

Bowling Green State University (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 be 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 the [TitleIX page](#) to access information about university support and resources.

Attendance

(revised for clarity with Copilot powered by ChatGPT4)

Regular Attendance: Attendance is not only expected but essential. Everything we do in class is designed to help you meet the course learning objectives and do your best work on the formal projects. Class meetings are also your opportunity to deepen your learning of important concepts and ask me questions about your work.

Illness or Quarantine: If you are sick, especially with a fever, or if you have been asked to quarantine or isolate, please prioritize your health and the safety of others and do not come to class.

Emergencies: Life can be unpredictable, and I understand that emergencies may arise. In these situations, just email me to let me know—we can work together to make a plan for you to catch up.

Excessive Absences: If you regularly miss classes and/or are absent for a total of more than two weeks of classes without making alternative arrangements with me, you might receive a grade of a U (Unsatisfactory).

Absence Accountability: It is important to note that this course does not have excused absences which means that you are responsible for all work missed during your absence (see [Missed Work Policy](#) and [Late Work Policy](#) for relevant details). Absences also do not exclude you from participating in designated group activities during class. To assist you in staying current with the course, all materials are available on Canvas. It is your responsibility to review these materials before requesting additional assistance.

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

Religious Accommodations

In addition to attendance policies already listed, you may have up to three (3) 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. You are required to notify me in writing of specific dates requested for excused absences and/or alternative accommodation no later than fourteen (14) calendar days after the first day of instruction for this course. After necessary notification, you should consult with me to determine an appropriate alternative opportunity that will be provided to help you complete your academic responsibilities for the course. These requests will remain confidential. The Office of Registration & Records maintains a list of [accommodated religious holidays](#). Please note that this list is not exhaustive of all holidays. For more information about the [Student Religious Accommodations policy](#), you may contact the Dean of Students at odos@bgsu.edu or 419-372-2843.

Late Work Policy

(revised for clarity with Copilot powered by ChatGPT4)

Timely Submissions: It is important to make every effort to complete assignments on time. This ensures that you get the maximum benefit from in-class discussions, that your work is graded promptly, and that you won't fall behind on other assignments.

Automatic 48-Hour Extension: I understand that you might need extra time on a few assignments during the semester. Therefore, all students receive **automatic 48-hour extensions** that allow you to turn in assignments within 48 hours after the regular due date with no penalty (no excuses needed, no questions asked). For example, if an assignment is due on Monday, you can use an extension to submit your work on Wednesday instead.

Extended Extensions: Should you anticipate needing an extension **longer than 48 hours** due to extenuating circumstances, you must make prior arrangements with Ana. Requests for longer extensions must be approved **in advance** to avoid penalties for late submissions.

Projects & Assignments: Projects and assignments submitted after the automatic 48-hour extension period when no prior arrangements with Ana were made, **will result in a penalty of one letter grade for each calendar day they are late**. For example, if an assignment is due on Monday, and you use the 48-hour extension, submitting your work on Thursday will negatively impact your grade: your grade will be a B instead of an A, or C instead of B, and so on.

Preparation & Participation Submissions & other Assignments Graded on a 2-point scale: Preparation & Participation submissions and other assignments graded on a 2-point scale will receive a maximum of 1 point when submitted after the automatic 48-hour extension period when no prior arrangements with Ana were made. These assignments might be accepted until the final project draft in the same unit is submitted.

Policy Reassessment: It's important to note that constant reliance on extensions and late submissions may necessitate a reassessment of this policy on a case-by-case basis. If you **consistently** submit assignments late or frequently require extensions for a significant number of assignments, Ana reserves the right to restrict the number of allowed late submissions or extensions granted. In such cases, you will be required to discuss your situation with Ana to find a suitable and sustainable long-term resolution.

Exceptions: Presentations, peer reviews, listening assignments, and group work assignments are not eligible for extensions. Late submissions of previous work cannot be accepted during finals week without prior arrangements. Automatic extensions cannot be applied to assignments due during finals week. Late submissions due finals week, when no prior arrangements with Ana were made, will result in a penalty of one letter grade for each calendar day they are late.

Late Work Feedback: For all late work, feedback/grades may be delayed.

Missed Work Policy

To make up for missed work you must contact Ana. Makeups will differ depending on the assignment. Possible makeup tasks might include but are not limited to a conference with Ana, a reflection, or an additional assignment. **You may not make up for late work during the week of finals without prior arrangements.** *Note: Missing even one major presentation may bring your total course grade down to a U, or “Unsatisfactory.”*

University Closure

In most cases, the University will not close for winter conditions unless the Sheriff’s Department from the county in which your campus is located declares a Level 3 emergency. Once the decision is made to delay, cancel or close, individuals will be notified through AlertBG, email, the BGSU homepage, BGSU social media channels and the news media (see the [Emergency Cancellation Delay and Closing Policy and Procedures](#) document for a list of radio and television stations).

Public and Collaborative Nature of Your Work

(adapted from Cook, Fall 2020)

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 these spaces, please keep the following expectations in mind:

1. Polite and respectful interaction is key.
2. Mistakes will occur, and that’s ok. I expect an accent to be treated with respect. While all students in this course are expected to challenge themselves to become more effective and accomplished English users, we will not spend time worrying too much about the aspects of English that take many years to acquire, but instead focus on the expression of ideas, communicative competence, and respect.
3. My expectations for language use, grammar, and mechanics are different in informal assignments compared to your formal projects. In informal, completion-only assignments, please do proofread briefly, but don’t agonize over your language. These activities are designed to encourage interaction and exchange of ideas; they do not need to be highly polished. My assessment will be focused on content and completion. Likewise, when you respond to peers’ posts, focus on the message, not the language use. In formal assignments and projects, more attention toward spelling, grammar, and mechanics is expected.
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 it on social media or via email, etc.

Health Policies

Students are expected to follow current BGSU COVID-19 protocols at all times. Failure to comply with these protocols may result in disciplinary action under the Code of Student Conduct. Please refer to [the BGSU COVID-19 website](#) for the most current information about expectations and requirements. Additionally, please review [the COVID-19 FAQ](#) for the most up-to-date information on expectations.

Academic Honesty Policy

(revised for clarity with Copilot powered by ChatGPT4)

Understanding Academic Honesty: We will discuss the norms of academic honesty in detail. In particular, it is important to know that in the U.S., 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 project or write for you or use assignments for more than one class without permission from both instructors.

Support for ESOL 1040 Assignments: Do **NOT** ask for help from family, friends, or private tutors outside of our class. Remember, one of the goals of ESOL 1040 is to help you become a more independent English user, so I need to know what you can write on your own, without help. For assistance with ESOL 1040 assignments:

- Option 1: Meet with me during office hours (or schedule an appointment).
- Option 2: Visit [the Learning Commons](#).

University Conduct Standards: Instructors and students at BGSU adhere to the University's Codes of Conduct ([review the full documents online](#)). Please see [the Student Handbook](#) for the university policy on academic dishonesty.

Academic Integrity: 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 (the detailed procedure can be found [here](#)).

Crediting Sources: In all submissions, you must properly acknowledge all sources of information. This includes data or content generated by AI, whether it is quoted directly, paraphrased, or summarized.

Artificial Intelligence Policy

(adapted from MD Sarder, Teaching & Learning Summit 2023, and University of Pennsylvania)

Artificial Intelligence (AI) is everywhere around us. Whether you choose to use it or not, please keep the following principles in mind:

1. The use of AI (such as ChatGPT and alike) should be used to *enhance* learning but does not *replace* it. **You may not submit any work generated by an AI program as your own and must disclose it when AI is used.**
2. Don't trust AI: always verify. Always cross-check AI outputs with credible sources to ensure output accuracy and relevance. Beware of [AI hallucinations](#) (= providing factually incorrect or unrelated output).
3. Think critically. Question assumptions, perspectives, and potential biases presented in the AI-generated outputs. Some examples of AI bias are [here](#).
4. Use AI ethically and responsibly. If used responsibly, generative AI tools can enhance your learning. However, if plagiarism is suspected, per existing policy, your instructor reserves the right to verify learning outcome achievement through alternative assessment. To learn more about the Ethics of AI, you can take [this free online course](#) created by the University of Helsinki.

Specific examples of appropriate and inappropriate use of AI are provided on Canvas.

Technology Policy

(revised for clarity with Copilot powered by ChatGPT4)

Purpose of Devices: Smartphones, laptops, tablets, and other devices should be used as **tools** rather than distractions. Avoid using technology in class for reading emails, browsing the internet, online shopping, texting, completing homework for another class, etc. Such behavior will not only distract you from learning and interacting with others but also will disrupt others.

Consequences: Inappropriate use of technology during class may result in being marked **absent**. Remember that your actions can impact not only your own learning but also the learning environment for others.

Emergency Situation: If you have an emergency, please feel free to quietly leave the room. You do not need to ask permission! ☺ Prioritize safety and well-being.

Tech Expectations: Familiarize yourself with the guides provided for you in [Tech Expectations](#). Consider storing your files (or their backups) in the cloud. This way, even if your computer crashes, you can still submit your assignments. Avoid relying on excuses like “The dog ate my homework” or “My computer crashed.” With numerous cloud storage options available, these excuses are rarely accepted.

Non-academic Activities

Students who engage in university-sanctioned non-academic activities are expected to provide the instructor with documentation from the university organization as well as reasonable notice of the dates he or she will be absent. Should you need to miss a class due to a university-sanctioned activity, understand that absence from classes, even if excused, does not relieve you of responsibility for completing the required work. In such an event, you should consult with me **well before** you miss class to make alternative arrangements for completing any work missed.

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. Refer to the [Veterans](#) page.

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.

Faculty Intellectual Property and Student Free Speech/ First Amendment Rights

My lectures and course materials, including PowerPoint presentations, quizzes, projects, handouts, and other similar materials, are protected by U.S. 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 papers, projects, and any responses. If I am interested in posting your answers or papers on the course website or using them in any other way, I will ask for your written permission.

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.

Land Acknowledgement Statement

Bowling Green State University and its affiliated campuses are situated in the homelands of numerous Indigenous and Native tribal nations. Our campus footprint holds many contemporary and historical ties to the Wyandot, Kickapoo, Miami, Odawa, Potawatomi and multiple other Indigenous tribal nations, present and past, who were forcibly removed to and from the area.

This area's history reveals an arterial network of complex economic and cultural significance. We recognize the stewardship, dedication, and presence of those for whom the Great Black Swamp and the Lower Great Lakes region is home. Through this statement, we aim to trace the past to the present to inform current conditions. It is within BGSU's responsibility as an academic institution to disseminate knowledge about Indigenous peoples and the University's relationships, past and present, with tribal nations and individuals. As such, we recognize the forced relocation of tribal nations to and from this land and we strive to decolonize history and present conditions. We thank Indigenous individuals and communities who have been living and working on the land from time immemorial. This type of acknowledgment must not only be through statement, but in action and practice as well, in order to foster an inclusive, respectful and sustainable community.



Learn more at bgsu.edu/land-acknowledgment.

When you are feeling lost or overwhelmed ...

Come by my office (face-to-face or online) for help. Seriously, stop by. I want you to succeed and I know that by working together, we can improve your grade and decrease your stress.

Be aware, though, that I am NOT a confidential resource. I might need to report what you tell me.

If you wish to speak to a confidential resource, you can contact any of the following on-campus and local resources:

| Confidential Resource | Phone Number |
|--|-----------------------|
| BGSU Counseling Center (confidential) | (419) 372-2081 |
| The Cocoon (confidential) | (419) 373-1730 |
| Falcon Health Center (confidential) | (419) 372-2271 |
| Wood County Crisis Line (confidential) | (419) 502-HOPE (4673) |
| Psychological Services Center (confidential) | (419) 372-2540 |
| Wellness Connection | (419) 372-WELL (9355) |
| Wood County Hospital | (419) 354-8900 |

[Accessibility Services](#) provides equal access and reasonable accommodations to students with disabilities attending BGSU. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office at phone: 419-372-8495, fax: 419-372-8496, or email: access@bgsu.edu.



Note: class arrangements and accommodations are contingent upon the documentation you will provide at the beginning of the semester as proof of your condition. Class arrangements and accommodations are also possible without documentation but a discussion of your needs with the instructor is necessary.

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.

Looking for extra resources and co-curricular opportunities?



The Learning Commons

The Learning Commons in the Jerome Library is a learning environment that supports students with free tutoring, including [writing consultations](#) at The Writing Center. Consultants provide a real audience for writers, who gain valuable feedback toward revising writing for clarity, logical organization, and overall effectiveness. The Learning Commons [ESOL 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 offers online support as well.

The Collab Lab

The Collab Lab is a hands-on, creative space for students, faculty, staff, and community members to engage in collaborative work. Its goal is to support teams of innovators working together to conceive, create, develop, and refine new products and services leveraging the unique talents inherent to the University community which is centered on design thinking. Find the Collab Lab across from the elevators on the first floor of the Jerome Library.

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 about University computer systems and communications technologies at BGSU. For assistance, you can chat with them online by going to the [Information Technology Services](#) web page, or contact them by phone at (419) 372-0999.

University Libraries

Everything you need to know about accessing the BGSU library resources can be found on the main page for the [BGSU Library](#). If you need research assistance, visit the [Ask Us](#) page. If you need help with your research, you can [chat with a librarian](#) or even text a librarian: at 419-318-1999. You can also make an [individual research appointment with a librarian](#) who specializes in your field. To view a list of subject librarians, visit [this library webpage](#), select the subject that interests you, and note the subject expert at the bottom of the drop-down menu. You can also watch [the BGSU library How-To videos](#) to learn more about the possibilities of our library. Library resources for graduate students can be found [here](#). [Log in to your library account here](#).

ESOL 1040 Student Agreement

(adapted from Lynda Barry's *Syllabus* and Williams Graphic Novel Workshop Syllabus)

1. I understand that ESOL 1040 is an in-person class where I must be an active learner in order to benefit from the course material. I need to be responsible for knowledge-making in this class. In order for me to learn material I need to complete the readings and assignments on the syllabus and participate in discussions and group work.
2. I understand that I will devote *on average* up to 9 hours per week to ESOL 1040 (up to 3 hours per week engaging with course instruction and an additional 6 hours per week completing assigned work outside of class).
3. I understand that this is not a binge course and consistent work is required from me throughout the semester. If my attendance and/or engagement dwindles, I need to reach out to Ana and discuss alternative arrangements and communicate about my needs.
4. I understand that this class is graded on a S/U grading scale.
5. I understand that in order for me to pass the course, I must meet the attendance requirements, complete all formal presentation, and earn a total course grade of at least 70%.
6. I understand that as a member of the academic community, I will always strive to ensure that my work is original and based on thorough research and analysis. I understand that academic honesty is fundamental to the integrity of the academic community and that any violation of this code can have serious consequences.
7. I understand that *ignorantia juris non excusat* (Latin for "*ignorance of the law excuses not*"), and for our ESOL 1040 class it means that a student who is unaware of a policy may not escape liability for violating that policy merely because one was unaware of its content.
8. I understand that I must read the ESOL 1040 syllabus and Canvas site for other requirements and details of this class.
9. I understand that Ana is available for online & in-person office hours, and I also can make an appointment with her at any point in the semester via kryzhanivska.youcanbook.me.
10. One last thing – since it is not a lecture-type class, we will be doing a lot of practical work together. It means that poor participation and engagement will significantly reduce my chances of passing this class.

I understand and will abide by these rules

Full Name

Date