

ESOL 115 Transition Composition and Reading Skills II

Fall 2024



Instructor: Inés Poblet

E-mail: ipoblet@whatcom.edu

Phone: 360-383-3585

Course Numbers: ESOL 115 #Section 14957/14958

Class Schedule & Location: MWF 9:30-11:20 in KLY 208 (Fridays we will walk to CAS 104 to use the computer lab)

Credits: 6

E-mail: ipoblet@whatcom.edu (or message me through *Canvas!*)

Office Hours: This means the time that you can visit me to talk about your questions or just say hello! See details below:

- Wednesdays 1-2pm in the Writing Center (The Learning Commons 130)
- We can also meet on Zoom by appointment. Here is my Zoom Personal Meeting ID 382 816 7380 (<https://whatcom-edu.zoom.us/j/3828167380>)

Course Description:

ESOL 115: Advanced ESOL - This course is designed to introduce students to a variety of features of essay writing, including the role of thesis statements, introductions, conclusions, and various means of organization. Emphasizes controlling grammar and developing the ability to use complex sentences. Students with "P" grade in ESOL 113 may take ESOL 115 but must be concurrently enrolled in ESOL 91, 92, or 93. S/P/U grading.

Required texts & materials:

- The textbooks for this course are free and online. You will be able to find the textbook pages you will need directly in each Canvas Module as we work through each week of the quarter. The materials come from an education

website called: "Open Education Resources" (OER). Please let me know if you have any questions about this!

- Access to Canvas on the www.whatcom.edu web page for class announcements, files, grades, and other resources
- An English-English dictionary (online, app or paper format - optional)

Course Outcomes:

ESOL 115: Upon successful completion of this course, each student should be able to...

1. Write essays with enough details to support their thesis statement.
2. Organize essays by connecting ideas fluently.
3. Write a variety of introductions and conclusions.
4. Use sentences with complex structures, reduced forms and varied sentence starts.
5. Edit writing following grammatical rules.
6. Summarize and paraphrase academic passages.
7. Incorporate source information in an essay.
8. Use a set of grammatical terms.

Core Learning Abilities:

WCC's core learning abilities (CLAs) – Communicating, Information literacy, Quantitative reasoning, Social justice, Thinking – are skills 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 communication.

Course format:

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 using Zoom.

MLA format requirements for essays:

All assignments must be typed and follow basic MLA format. Each assignment must have the following:

- Double-spaced heading on top left of first page with the following:
- Student's first and last name

- Instructor's last name
- Class
- Date
- Title of assignment (e.g., Essay #1, Draft 1), centered in the upper middle corner of page
- 1-inch margins on all four sides of page
- Size 12 type, Times New Roman style font

In addition, **all work must be double-spaced**. Use the TAB key to indent the beginning of each paragraph, and do not skip an extra line in between paragraphs.

Sayumi Chen

Professor Poblet

ESOL 113

Draft #3

27 September 2021

Title of Assignment

Late or missing assignments: If you experience a problem, are sick, or miss class/can't participate and cannot complete an assignment by the due date, communicate with your instructor so that I can help you. If you miss too many assignments, you will fall behind in the course and may not be able to pass. Please reach out to me for help!

Online classroom rules and guidelines:

- All students are expected to display respectful behavior towards other students and the teacher.
- Please help maintain a positive learning environment for everyone.
- When you work with your classmates and teacher, please remember to show kindness and support. We are all learning and will need help and encouragement from each other to be able to succeed!
- My promise to you is that I will answer any comment, question or message within a *24-hour period* M-F. I typically do not check messages on the weekend (Sat-Sun.). Thank you for your patience!
- Lastly, please know that my role as your instructor is to support your learning and success. Please ask if you have any questions or need help.

Grading:

This is an S/U course. In order to pass this course, you must earn an average grade of 70% or higher. Your grade will be calculated as follows:

- Classwork & Participation = 25% of grade
- Essay Drafts and Reflections = 40% of grade
- Reading Activities (Talk to the Text, Discussions, and Comprehension Quizzes) = 30% of grade
- **Note:** You can check your grade on Canvas at any time! Check your grade often and please ask me if you have a question about your grades!

Academic dishonesty/plagiarism:

In the US, there is the belief that every person has ownership of their knowledge, ideas and writing. Students must acknowledge the owner of the ideas or words that they use in their academic writing, projects, and presentations. At WCC, “Prohibited Conduct” means doing something dishonest or helping someone else do something dishonest. Here are some examples of prohibited conduct: cheating, plagiarism, and/or fabrication. WCC follows a strict academic dishonesty procedure. If a student is accused of plagiarism or academic dishonesty, the college will follow a procedure to keep track of the incident(s). There will also be consequences to the student including a warning, a change in student record to show that the student is “not in good standing”, and in extreme cases, a dismissal from the college. If you have questions about academic dishonesty and/or plagiarism, please ask your instructor for help!

Student equipment check out: Students can check out a laptop for the quarter using this [device checkout form](#).

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 academic advising and career services or call 360.383.3080 or 360.255.7182 (videophone) to make an appointment.

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 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.

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.

Guidelines for contacting the instructor.

I will respond to emails and messages through Canvas within 24 hours during Mondays-Fridays (weekdays in Pacific Standard Time). Because of time zone differences, it may be possible that I may not be able to respond to you for a few hours. Please know that as soon as I can, I will reply to your questions and concerns. Thank you for your understanding.

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 computers that may be used to complete coursework. Also, laptops can be checked out for the quarter using this [device checkout form](#). 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.

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

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 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.

The [virtual one-stop](#) has moved online and now offers many support services virtually.

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 phone and zoom appointments.

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

The [virtual 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 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.

The Writing Center:

- We're available when classes are in session.
- In person: Learning Commons 130, next to the Media Center
- Email: Ask a question or request feedback writingcenter@whatcom.edu (We respond to email during open hours.)
- Zoom by appointment: <https://whatcom-edu.zoom.us/j/7097236154> (For Zoom appointment, call or email us.)
- Phone: 360.383.3094

ESOL 115
Tentative Class Schedule

	Monday:	Wednesday:	Friday:
Week 1 9/25-9/27	x	Intro to class Diagnostic Writing/ Journal #1	Creating Our Classroom Culture: Shared Values, Self Care & Support Computer Lab
Week 2 9/20-10/4	Creating Our Classroom Culture: Setting Goals Introduce Reading #1	Understanding the Assignment Reading #1: Discussion Journal #2	Brainstorming Strategies Essay #1: Draft 1 Computer Lab
Week 3 10/7-10/11	Introductions Reading Quiz #1	Introductions Journal #3	Introductions Essay #1: Draft 2 Computer Lab
Week 4 10/14-10/18	Thesis Statements	Thesis Statements Journal #4	<u>Academic Integrity Presentation</u> Essay #1: Draft 3 (Final Draft) Computer Lab
Week 5 10/21-10/25	Body Paragraphs Introduce Reading #2	Body Paragraphs Reading #2: Discussion Journal #5	Body Paragraphs Essay #2: Draft 1 Computer Lab
Week 6 10/28-11/1	Individual Conferencing	Individual Conferencing	Essay #2: Draft 2 Computer Lab

Week 7 11/4-11/8	Developing Support Reading Quiz #2	Developing Support Journal #6	Developing Support Essay #2: Draft 3 (Final Draft) Computer Lab
Week 8 11/11-11/15	No Class - Holiday	Conclusions Journal #7	Conclusions Computer Lab
Week 9 11/18-11/22	Integrating a source Introduce Reading #3	Integrating a source Reading #3: Discussion	Integrating a source Essay #3: Draft 1 Computer Lab
Week 10 11/25	Integrating a source Reading Quiz #3	No Class - Holiday	No Class - Holiday
Week 11 12/2-12/6	Review & Reflection Activities	Review & Reflection Activities Journal #8	Final Lab Day - Essay #3: Draft 2 (Final Draft) Computer Lab
Week 12 12/9-12/13	Individual Conferencing	Individual Conferencing	No Class - Check Canvas for final grade details