



ESL 5, section 02Y (Winter 2025)

Class Time: Tuesdays 1:30 pm - 3:45 pm

Location: room L-33 (in-person)

Class Time: 3-hours asynchronous

Location: Canvas (online)

In addition, please expect to spend about **10 hours per week** on homework for this class.

This class is very full with a waiting list. **During Weeks 1 & 2, you will be dropped from the class if you are absent or don't submit enough work and lack communication.** 😞

Instructor Information

Hello! My name is **Katelyn Endow** and I will be your instructor this fall. In class, please call me Katelyn (*k-eight-lin*). 😊

I have taught English (ESL) and Written Composition for about 10 years in San Francisco, Los Angeles, and Japan. I started teaching at De Anza College last year, and I absolutely love it so far! I am so excited to meet all of you!

Please ✉ email me anytime at endowkatelyn@fhda.edu

Office Hours

- **Mondays:** 12pm to 1pm (my office in building **F1**, room **11h**)
- **Tuesdays:** 11am to 1pm (**L-47** Language & Communication Village and [Zoom](#))
- **Thursdays:** 2pm to 3pm ([Zoom](#))

More meeting times are available on my scheduling website [Calendly!](#)



About ESL 5

Thank you for registering for our class and choosing to study at De Anza! ESL 5 is an academic writing course for students whose native language is not English.

When it comes to writing, deliberate practice and effort will always surpass talent. Together, we will collaborate on sharpening our critical reading, writing, and thinking skills so that you are prepared to meet your future goals in college and beyond. We will also reflect on our identities as writers and the impact our writing can have on us and others.

Credit from ESL 5 is transferable to all **California State University** (CSU) and **University of California** (UC) schools.

In addition, ESL 5 fulfills the requirements for **De Anza GE Area 1** (English Composition) and the **Environmental Sustainability and Global Citizenship** (ESGC) graduation requirement.

Student Learning Outcomes

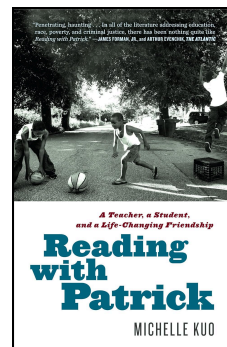
- **Analyze and evaluate** college-level fiction & nonfiction texts.
- **Write essays**, including research-based writing, demonstrating academic rhetorical strategies, and documentation.
- **Demonstrate** college-level grammar, sentence structure, and vocabulary in writing.

Prerequisites

- A passing grade in both **ESL 272/472** and **ESL 273/473**; or
- Recommendation from the [ESL Guided Self-Placement](#)

Required Materials

- **"Reading with Patrick"** (2017) by Michelle Kuo
 - ISBN-13: 978-0812987140
 - [Amazon](#) (paperback, Kindle, audiobook)
 - [Santa Clara County Library](#) (hardback, eBook, audiobook)
 - [San Jose Public Library](#) (hardback)
 - [De Anza Library](#) (1 copy available to borrow for the entire quarter)
 - [De Anza Bookstore](#) (new, rental)



- **Eli Review Subscription** (peer review website)
 - 7-day free trial
 - [From Eli Review](#) (\$21.95 for one term)
 - [From Bookstore](#) (\$29.50 for six months)



- **Course code:** **cable854golfer**
- **Device** to access Canvas, Eli Review, Padlet, and other online materials (laptop or desktop computer preferred)
- **Google Docs** or **Microsoft Word** (Apple Pages will work, but it is not preferred)
- **Note-taking materials** for class (notebook, pencil, laptop, etc.)

Access & Accommodations




The Disability Support Programs and Services Division (DSPS) is available to help with reasonable accommodations. For more information, please visit: <https://www.deanza.edu/dsps/>


If there is anything I can do to improve your experience in the course, please reach out to me with feedback and suggestions. I would love to speak to you about reasonable accommodations such as in-class breaks or flexibility with assignments. You do not need documentation from DSPS before talking to me!


Class Activities


Learning Activities


 **Reading Journals:** For each of our reading assignments, you will post a response and comment on a few ideas from classmates. Your thoughts on the form will help guide our in-class discussions.

- Assigned articles, websites, videos, etc. (Canvas; about 1 hour per week)
- Chapters from "Reading with Patrick" (Padlet; about 90 minutes per week)

 **Free Writes:** Most weeks, we will practice free writing in response to a prompt. Our goal is to write a lot (anything that comes to your head!) without worrying about structure, content, grammar, or spelling. This is one of the best ways to generate ideas for longer assignments, so I strongly believe in taking the time to practice this each week.

 **Weekly Reflections:** At the end of each week, you will reflect on your participation and learning in and outside of our class. The right answer is your honest answer - don't feel like you have to impress me. You will get full credit for thoughtful answers.

 **Quizzes:** We will have a few quizzes to help reinforce important points from class. In addition, there will be reading and vocabulary quizzes for our novel Reading with Patrick. Quizzes can be taken as many times as you'd like until to deadline to get the score you want.

 **Padlets, Rhetorical Precis (summaries), and more:** There will be other in and out of class assignments that will fit under "Learning Activities." Look on our Canvas Modules - anything with an emoji will be checked for credit.

Eli Review

Research shows ([Sommers, 1980](#)) that expert writers have just as messy first drafts as student writers. What expert writers do differently is make big changes, more often, to arrive at a better result!

Eli Review is an online tool that will facilitate our drafting, peer review, and revision in class. Our goal is to draft early and spend most of our time on revising and take bold risks to improve our writing.

Most of our weeks will follow an Eli Review Cycle:

- **Draft:** Due Tuesday before class
- **Peer Review:** Due Thursday night
- **Revision Plan:** Due Sunday night

Course code: **cable854golfer**

Midterm and Final Exams

Midterm: Tuesday, February 18 (in-person, Week 7)

Final: Tuesday, March 25 (in-person, 1:45pm - 3:45pm***)

*****NOTE:** The time for our final exam is at a slightly different from our usual class time. These times are determined by [De Anza's Final Exam Schedule](#). Please mark this time and date in your calendar!

Assignment Grades

Like any skill, academic reading and writing skills require time, focus, and plenty of mistakes to develop. Therefore, you will be assessed based on the effort, spirit, and thought you put into your assignments rather than the quality of your writing.

Each of your assignments (Eli Review and Reflection) will receive one of the following marks:

Homework Grades

Graded Writing Process Activities and Learning Activities will receive one of the following marks:

- ✔ **Complete:** The assignment meets all criteria and was completed in the manner and spirit asked. No further work is needed. (100%)
- 🟡 **Partial Credit:** The assignment meets most of the criteria. (75%)
- 🔴 **Needs Attention:** The assignment lacks many of the criteria. (50%)
- 😞 **Incomplete:** The assignment is **missing**, more than 48 hours late, or suspected of **academic dishonesty**. (0 - 25%)

Late Work

Part of the criteria for each assignment is a deadline. Turning in work **within 48-hours** of the original deadline will result in 🟡 **Partial Credit** for the assignment.

For example, if an assignment is due at 11:59pm on a Sunday night, you have until the Tuesday at 11:59pm to turn in the assignment late for Partial Credit.

Assignments submitted over 48-hours late will not receive credit unless previously negotiated with Katelyn.

Peer Review is the only assignment that cannot be turned in late! Your classmates are counting on your timely feedback to complete their revision plans and revise their essays.

If you know that you will need extra time on an assignment, please contact Katelyn before it is due (but not last minute, right before it's due!!). I am more than happy to give reasonable extensions to students who ask for them. I cannot grant extensions once a deadline has passed. Communication is 🗝️ key!

FLEX Passes

Sometimes life hits us and we could use a little FLEXibility. At the beginning of the quarter, every student will receive **three (3) FLEX Passes**. You can use a FLEX Pass to:

- **Extend a deadline** by 1 week
- **Revise a homework assignment** for a higher grade
- **Make up attendance** (an "Absence" will become a "Late," or a "Late" will become a "Present")


To use a FLEX Pass, please fill out the FLEX Pass form on Canvas, email Katelyn, or visit her during Office Hours.


Note: Major Assignments may be revised and resubmitted as many times as needed until you get the mark you want - no FLEX Pass needed!


Major Assignment & Exam Grades


The three Major Assignments as well as the Midterm & Final Exams will receive one of the following marks:

 **Gold** (High Pass): The essay fulfills all of the criteria for success. The writer demonstrates a strong understanding and skill in ideas, organization, development, and language.

 **Silver** (Pass): The essay fulfills all of the criteria for success. The writer demonstrates an adequate understanding and skill in ideas, organization, development, and language.










 **Bronze** (Low Pass): The essay fulfills some of the criteria for success. The writer demonstrates a developing understanding and skill in ideas, organization, development, and language.

 **Revision Needed** (No Pass): The essay does not adequately address the prompt or lacks many of the criteria for success.

 **Incomplete**: The essay is missing or is suspected of [academic dishonesty](#).

You may revise and resubmit essays as many times as you'd like to improve your mark. This includes the midterm exam but not the final exam.

Grading Policy (Learning Experiences)

	What you get	Criteria
 <p>Gold Learning Experience</p>	<ul style="list-style-type: none"> • Strong community with your instructor and peers • Abundant practice in critical reading, writing, and thinking skills • An "A" grade (Pass) 	<ul style="list-style-type: none"> <input type="checkbox"/>  Gold on all Major Assignments <input type="checkbox"/>  Silver or higher on the midterm & final <input type="checkbox"/> 90% or higher on Learning Activities <input type="checkbox"/> 90% or higher on Eli Review <input type="checkbox"/> Attend 10 or more classes (can miss 1)
 <p>Silver Learning Experience</p>	<ul style="list-style-type: none"> • Developing community with your instructor and peers • Regular practice in critical reading, writing, and thinking skills • A "B" grade (Pass) 	<ul style="list-style-type: none"> <input type="checkbox"/>  Silver or higher on all Major Assignments <input type="checkbox"/>  Silver or higher on the midterm & final <input type="checkbox"/> 80% or higher on Learning Activities <input type="checkbox"/> 80% or higher on Eli Review <input type="checkbox"/> Attend 9 or more classes (can miss 2)
 <p>Bronze Learning Experience</p>	<ul style="list-style-type: none"> • Some community with your instructor and peers • Some practice in and knowledge of academic writing skills • A "C" grade (Pass) 	<ul style="list-style-type: none"> <input type="checkbox"/>  Bronze on all Major Assignments <input type="checkbox"/>  Bronze or higher on the midterm & final <input type="checkbox"/> 70% or higher on Learning Activities <input type="checkbox"/> 70% or higher on Eli Review <input type="checkbox"/> Attend 8 or more classes (can miss 3)



Uh, oh... let's talk

- Minimal community with your instructor and peers
- Minimal practice in and knowledge of academic writing skills
- A "D" or "F" grade (No Pass)

- One or more **Major Assignments** is incomplete
- 😞 **Incomplete** midterm or final
- Less than **70%** on **Learning Activities**
- Less than **70%** on **Eli Review**
- Miss 7** or more classes (absent 4 or more classes)

Note: Students will have the chance to negotiate their final letter grade at the end of the quarter by writing an additional "Letter to Affect Change" to Katelyn.

Academic Integrity

[De Anza's Academic Integrity Guide](#)

I have strong confidence in your abilities to complete the coursework on your own. We all learn in different ways and at different times. This class is not a race. We are here to support and encourage each other as we practice academic writing together.

If you are ever unsure or feel like you are struggling, please ask questions or come to office hours for help. I am here for you, and I want to see you succeed!

Integrity

Learning works best when students and teachers share mutual trust and respect. However, certain behaviors can make it harder to learn because they break the rules of honesty and respect. These behaviors include:

- spending less time than necessary to do an adequate job
- skipping assignments and non-graded activities
- clicking through course materials without engaging with the ideas



Plagiarism

The previous behaviors are your personal choices that could affect your grade and learning experience. Other behaviors, however, move beyond 'choices' and violate academic rules and even laws. These include:

- plagiarizing text by copying directly from websites or other students
- re-using an assignment that you already turned in for another class
- buying or copying text from other people or digital sources including **generative artificial intelligence (Gen AI) text generators** (ChatGPT, etc.) and **Google Translate**

Please do not copy and paste text from AI, Google Translate, or other AI powered language tools for any assignment in this class. During class, we will discuss and practice how AI can be used in productive ways during the writing process. However, we want your writing to reflect your unique ideas and perspectives. AI can be a helpful tool, but it is not a replacement for your own thinking.

Plagiarism is a form of cheating or fraud. It occurs when a student uses someone else's (or in the case of AI, *something else's*) work and presents it as their own. Plagiarism may include using ideas, sentences, paragraphs, or entire texts without giving credit to the original author.

However, there may be times when collaboration, paraphrasing, and sticking to a template may feel like plagiarism when in fact it is not. If you are not sure if you are violating the rules, please talk to me before turning in the work in question.

Student Code of Conduct

I will assume your work is original and created for ESL 5 during the **Winter 2025** quarter. One of the best parts of my job is reading about your unique ideas and perspectives in the work that you create for our class.

However, if I suspect that some work is not your own, (language, ideas, etc.) I will follow this procedure:

First Time: I will send an email about the assignment in question. Please answer honestly so that we can maintain integrity and fairness in our class. You can either email me back or see me during office hours. The assignment be marked as Incomplete until we reach a resolution.

- **If you used any AI or digital tools (like a translator),** please let me where in the assignment and how you used them. You may be asked to revise or completely redo the assignment until it meets the standards to receive credit.
 - **Note about Grammarly:** It is OK to use Grammarly to help polish your academic English in this class. However, Grammarly is powered by a type of AI and therefore may trigger the AI detector. In this case, please explain to me how and where you used Grammarly to revise your writing. **I highly recommend saving a separate draft before using Grammarly** as evidence just in case.
- **If your work is your own,** please briefly share your process for completing the assignment. You could mention your approach, strategies, or personal experiences that influenced your work.

Second Time: If there is another incident of academic dishonesty, we will need to have a conversation about the assignment and continued behavior. Please sign up for a time to talk on [Calendly](#). The assignment be marked as Incomplete until we reach a resolution.


In addition, I may decide to submit an [academic dishonesty report](#) to the college at any time. A first report has zero impact on your student record. Multiple reports will require a conversation with the college on how to help overcome a habit of academic dishonesty.

Important Dates (Winter 2025)


January

- **Jan 6** (Mon): First day of the winter quarter - classes start!
- **Jan 19** (Sun): Last day to [add classes](#); Last day to [drop classes](#) without a W
- **Jan 20** (Mon): **Martin Luther King Jr. Holiday** - no classes, offices closed
- **Jan 27** (Mon): [Schedule of classes](#) available for Spring 2025

February

- **Feb 2** (Sun): **Major Assignment 1: Book of Delights due**
- **Feb 9** (Sun):  **Football Super Bowl LIX (59)**
- **Feb 14 - 17** (Fri - Mon): **Presidents' Holiday** - no classes, offices closed
- **Feb 18** (Tue): **ESL 5 Midterm Exam**; Spring 2025 registration begins
- **Feb 23** (Sun): **Major Assignment 2: Letter to Affect Change due**
- **Feb 28** (Fri): Last day to [drop classes](#) with a W

March

- **Mar 9** (Sun):  **Daylight Savings Time** begins - at 2am, turn your clocks forward by one hour to 3am
- **Mar 23** (Sun): **Major Assignment 3: Inquiry Project due**
- **Mar 24 - 28** (Mon- Fri): [Final Exams Week](#)
- **Mar 25** (Tues): **ESL 5 Final Exam (1:45pm - 3:45pm in L-33)**

April

- **Apr 7** (Mon): First day of the spring quarter - classes start!

Weekly Schedule (Winter 2025)

Tentative schedule - changes may be necessary

Date	Topics	Homework
Week 1 Jan 6 - Jan 12	Unit 1: The Book of Delights The Job of Delights podcast (This American Life) Free Write: Delight #1 Create Eli Review accounts	Due Sunday night - Student Information Survey - Introduction Padlet post and responses - Reading Journal: Shitty First Drafts (Canvas) - Weekly Reflection Due next Tuesday before class - Read: Preface & 3 Delights - Delight Journal: 5 delight free writes - Draft: Delight #1 (Eli Review)
Week 2 Jan 13 - Jan 19	Computer Lab - AT 305/307 Unit 1: The Book of Delights Preview: Reading with Patrick (RWP) Discuss: Shitty First Drafts, Gay's 3 Delights Hyponyms (details and specifics) Describe-Evaluate-Suggest Feedback	Due Thursday night - Peer Review: Delight #1 (Eli Review) Due Sunday night - Revision Plan: Delight #1 (Eli Review) - Reading Journal: Feedback & Improvement (Canvas) - Weekly Reflection Due next Tuesday before class - Watch: Where joy hides and how to find it (TED Talk) - RWP Journal: Introduction (Padlet) - Check Your Understanding: Reading - Delight Journal: 5 delight free writes - Draft: Delight #2 (Eli Review)
Week 3 Jan 20 - Jan 26	Unit 1: The Book of Delights Reading with Patrick - Introduction Discuss: Where joy hides and how to find it Preface & About the Author Figurative Language	Due Thursday night - Peer Review: Delight #2 (Eli Review) Due Sunday night - Revision Plan: Delight #2 (Eli Review) - Reading Journal: In Praise of the 'F' Word (Canvas) - Weekly Reflection Due next Tuesday before class - Read: Letter to Steph Curry - RWP Journal: Ch 1 (Padlet) - Check Your Understanding: Reading & Vocabulary

Date	Topics	Homework
Week 4 Jan 27 - Feb 2	Unit 2: Letter to Affect Change Reading with Patrick - Ch 1 Discuss: In Praise of the 'F' Word Rhetorical Precis: Letter to Steph Curry Draft: Marry Sherry precis (due Tuesday night)	Due Thursday night - Peer Review: Precis: Marry Sherry (Eli Review) Due Sunday night - Major Assignment 1: Book of Delights - Revision Plan: Mary Sherry (Eli Review) - Reading Journal: Three Ways to Persuade (Canvas) - Weekly Reflection Due next Tuesday before class - Resubmit: Mary Sherry Precis (Eli Review) - Draft: Letter Proposal (Eli Review) - RWP Journal: Ch 2 (Padlet) - Check Your Understanding: Reading & Vocabulary
Week 5 Feb 3 - Feb 9	Unit 2: Letter to Affect Change Reading with Patrick - Ch 2 Discuss: Three Ways to Persuade (Ethos, Pathos, Logos)	Due Thursday night - Peer Review: Letter Proposal (Eli Review) Due Sunday night - Revision Plan: Letter Proposal (Eli Review) - Reading Journal: How I'm Different From the Rest of the Kids (Canvas) - Weekly Reflection Due next Tuesday before class - Draft: Letter to Affect Change (Eli Review) - RWP Journal: Ch 3 (Padlet) - Check Your Understanding: Reading & Vocabulary
Week 6 Feb 10 - Feb 16	Unit 2: Letter to Affect Change Reading with Patrick - Ch 3 Discuss: How I'm Different From the Rest of the Kids Rhetorical Precis: How I'm Different From the Rest of the Kids	Due Thursday night - Peer Review: Letter to Affect Change (Eli Review) Due Sunday night - Revision Plan: Letter to Affect Change (Eli Review) - Reading Journal: How Serious is America's Literacy Problem? (Canvas) - Weekly Reflection Due next Tuesday before class - RWP Journal: Ch 4 (Padlet) - Check Your Understanding: Reading & Vocabulary - Read: Essential Questions - Study: Vocabulary for the midterm exam

Date	Topics	Homework
Week 7 Feb 17 - Feb 23	Unit 3: Inquiry Computer Lab - AT 307 Midterm Exam - Rhetorical Precis Reading with Patrick - Ch 4 Essential Questions	Due Sunday night - Major Assignment 2: Letter to Affect Change - Reading Journal: Illiteracy: Women Wear the Chains (Canvas) - Inquiry Project Topic Proposal Due next Tuesday before class - RWP Journal: Ch 5 & 6 (Padlet) - Check Your Understanding: Reading & Vocabulary
Week 8 Feb 24 - Mar 2	Computer Lab - AT 307 Unit 3: Inquiry Reading with Patrick - Ch 5 & 6	Due Sunday night - Post: 3 Sources - Weekly Reflection Due next Tuesday before class - Draft: Source 1 Annotation (Eli Review) - RWP Journal: Ch 7 & 8 (Padlet) - Check Your Understanding: Reading & Vocabulary
Week 9 Mar 3 - Mar 9	Unit 3: Inquiry Reading with Patrick - Ch 7 & 8 Discuss: <ul style="list-style-type: none"> - How I'm Different From the Rest of the Kids - How Serious is America's Literacy Problem? - Illiteracy: Women Wear the Chains 	Due Thursday night - Peer Review: Source 1 Annotation (Eli Review) Due Sunday night - Revision Plan: Source 1 Annotation (Eli Review) - Weekly Reflection Due next Tuesday before class - Draft: Inquiry Project Outline/Draft (Eli Review) - RWP Journal: Ch 9 & 10 (Padlet) - Check Your Understanding: Reading & Vocabulary
Week 10 Mar 10 - Mar 16	Unit 3: Inquiry Reading with Patrick - Ch 9 & 10 Prepare for Final Exam timed writing	Due Thursday night - Peer Review: Inquiry Project Outline/Draft (Eli Review) Due Sunday night - Revision Plan: Inquiry Project Outline/Draft (Eli Review) - Weekly Reflection Due next Tuesday before class - RWP Journal: Ch 11 (Padlet) - Check Your Understanding: Reading & Vocabulary
Week 11 Mar 17 - Mar 23	Unit 3: Inquiry Reading with Patrick - Ch 11 Poster Presentations	Due Sunday night - Major Assignment 3: Inquiry Project - Weekly Reflection
Finals	Tuesday, March 25: Final Exam (1:45pm - 3:45pm) In-person	