



ESL 273 & ESL 473, section 52Z (Spring 2025)

Class Time: [online asynchronous](#) - no class meetings **Location:** Canvas (online)

This course has no class meetings. Instead, you will complete the class activities and homework online and independently. In total, you can expect to spend about **12 hours per week** on activities and homework for this class.

This class is very full with students on the waiting list. **If you don't submit the work for Week 1 by the deadlines and don't ask for an extension, you will be dropped from the class.** 😞

Instructor Information

Hello! My name is **Katelyn Endow** and I will be your instructor this spring. Please call me Katelyn (*k-eight-lin*). 😊

I have been teaching English for about 10 years in places such as San Francisco, Los Angeles, and Japan. I started teaching at De Anza College in 2023, and I absolutely love it so far! I am so excited to meet all of you!

Please ✉️ email me anytime at endowkatelyn@fhda.edu

I typically respond within 24 hours Mon - Fri, 9am - 5pm (California Time).

Office Hours

- **Mondays:** 1pm to 2pm (my office in **building F1, room 11H** and [Zoom](#))
- **Thursdays:** 1pm to 3pm (**L-47** Language & Communication Village and [Zoom](#))
- **Fridays:** 10am to 11am ([Zoom](#))

More student meeting times are available on [Calendly](#)!



About ESL 273/473

Thank you for registering for our class and choosing to study at De Anza! **ESL 273 (credit) / 473 (noncredit)** is an advanced-level course for students whose native language is not English. Together, we will learn about the principles of academic essays in the U.S. so that you feel confident and prepared for college-level writing.

The only way to improve your academic English is by actively engaging in your learning. If you work hard, by the end of this quarter you will improve. If you put maximum effort into your work, you will be surprised at how much progress you can make. Don't worry - you don't have to do it alone. Your classmates and I are here to help you. Please reach out and let me know how I can support you. 😊

You have the option of taking this class for college credit (**ESL 273**) or non-credit (**ESL 473**). Students from both sections will be in the same class learning together!

All requirements and policies for non-credit classes (**ESL 473**) are exactly the same as credit classes (**ESL 273**), including course content, assignments, grading and attendance. **Non-credit students are expected to complete activities, study, and do homework just like credit students.**

ESL 273: credit	ESL 473: non-credit
<ul style="list-style-type: none"> • 4 college units • Tuition payment required • Letter grading (A, B, C, D, F) <ul style="list-style-type: none"> ◦ ESL 273 students can request Pass/No Pass grading • Units and GPA not transferable to 4-year universities 	<ul style="list-style-type: none"> • 0 college units • No tuition required (free) • Pass/No Pass grading • Can earn a Certificate of Competency: ESL Advanced Level (ESL 472 & 473) • Can earn a Certificate of Competency: English Writing, Grammar and Proofreading (ESL 473 & 474)
<p>Passing both this class ESL 273/473 and ESL 272/472 qualifies students to take transfer-level ESL 5 or EWRT 1A (both fulfill De Anza GE Area A1 - English Composition).</p>	

Student Learning Outcomes

At the end of this quarter, you will be able to:

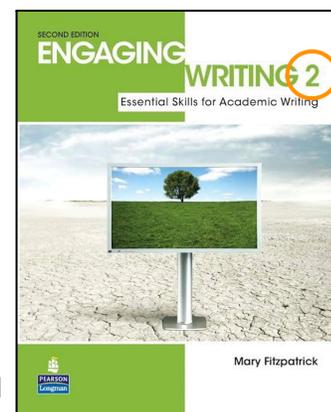
- **Write** well-developed essays that analyze and synthesize main ideas and differing viewpoints from a variety of academic reading materials.
- **Demonstrate** advanced grammar, sentence structure, and vocabulary in writing.
- **Evaluate** your own writing for rhetorical structure and clarity by means of revision and editing.

Prerequisites

- A passing grade in both **ESL 261/461** and **ESL 265/465** (Low-Advanced ESL); or
- Recommendation from the [ESL Guided Self-Placement](#)

Required Materials

- **Textbook "Engaging Writing 2 (TWO): Essential Skills for Academic Writing"** (2011) by Mary Fitzpatrick
 - **ISBN-13:** 9780132483544
 - Used is OK! (don't spend more than \$45)
 - No access code needed
 - There are **10 copies** available at the De Anza library that you can borrow for the entire quarter. The early bird gets the worm!
 - [De Anza Bookstore](#) (new and used)
 - [Amazon](#) (used)
- **Device** to access Canvas, Padlet, and other online materials
- **Google Docs** or **Microsoft Word** (Apple Pages will work, but you will need to save files as PDF)



Access & Accommodations

The Disability Support Programs and Services Division (DSPS) is available to help students arrange 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 accommodations and making the course more accessible. You do not need documentation from DSPS before talking to me!

Class Activities

Writing Process

I strongly believe to produce effective writing, we need to "review early and review often." ([Meeks et al.](#)) Therefore, cycles of peer review and revision will happen frequently in our class.

You are authentic readers of each others' writing. Your unique perspective can offer your classmates with valid and helpful feedback. This practice of critical reading and thinking will also help you improve your own writing skills.

What you read, you too can imitate.
What you detect, you too can correct.
What you explain, you too can retain.
What you suggest, you too can try.
[\("Giver's Gain"\)](#)

Regular Peer Review Cycle

- **Due Wednesday:** Outline or Draft
- **Due Friday:** Peer Review
- **Due Sunday:** Revision Plan

Learning Activities

We will also have materials from our textbook "Engaged Writing 2" and on Canvas to help us learn the conventions (practices and norms) of academic writing in the US.

Learning Activities include:

- Free Writes
- Padlet discussion posts (video and text)
- Weekly Reflections and more!

Essay Assignments

Essay 1: Logical Division - Identity Toolkit (take-home)

- 1000 - 1250 words (5 paragraphs)
- **Due:** May 11 (Sun)

Essay 2: Compare & Contrast - Technology (timed writing: 110 minutes)

- 800 - 1000 words (4 - 5 paragraphs)
- **Deadline Window:** May 14 - 18 (Wed - Sun)

Essay 3: Group Essay - Online Learning Strategies

- 250+ words (1 body paragraph per group member)
- 1 or more sources
- **Due:** June 1 (Sun)



Essay 4: Argumentative - Controversial Topics (take-home)

- 1000 - 1250 words (5 paragraphs)
- 3 or more sources
- **Due:** June 22 (Sun)

Essay 5: Argumentative - College & Education (timed writing: 110 minutes)

- 800 - 1000 words (4 - 5 paragraphs)
- **Deadline Window:** June 23 - June 26 (Mon - Thu)

Grading Policy (Learning Experiences)

Medal	What you get	Criteria
 Gold Learning Medal	<ul style="list-style-type: none"> • Strong community with your instructor and peers • Abundant practice in and knowledge of academic writing skills • An "A" grade (Pass) 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing Process: 90% or more <input type="checkbox"/> Learning Activities: 90% or more <input type="checkbox"/> Group Essay: <input checked="" type="checkbox"/> Complete <input type="checkbox"/> Individual Essays: At least 2 Gold 🏆 and 2 Silver 🥈
 Silver Learning Medal	<ul style="list-style-type: none"> • Developing community with your instructor and peers • Moderate practice in and knowledge of academic writing skills • A "B" grade (Pass) 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing Process: 80% or more <input type="checkbox"/> Learning Activities: 80% or more <input type="checkbox"/> Group Essay: <input checked="" type="checkbox"/> Complete <input type="checkbox"/> Individual Essays: At least 1 Gold 🏆 and 3 Silver 🥈
 Bronze Learning Medal	<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"/> Writing Process: 70% or more <input type="checkbox"/> Learning Activities: 70% or more <input type="checkbox"/> Group Essay: <input type="checkbox"/> Partial Credit <input type="checkbox"/> Individual Essays: At least 2 Gold 🏆 OR Silver 🥈, and 2 Bronze 🥉

Notes:

- Students must check **ALL** criteria for a Learning Medal to earn it.
 - **Example:** A student checks all **Gold Medal criteria** except for Writing Process Activities, which is 85%. This student earns the **Silver Learning Medal**.
- Students who do not meet all 🥉 Bronze Medal criteria will receive a **"No Pass"** grade.
 - ESL 273 students who meet two or more 🥉 Bronze Medal criteria will get a "D" letter grade. Those who meet 1 or fewer will get an "F" letter grade.

Assignment Grades

Academic language skills require consistent time, effort, and **plenty of mistakes**. Mistakes are often seen as bad, unfavorable, and even shameful. However, mistakes are actually necessary and even productive for our learning. Failure is an opportunity to problem solve and find solutions that lead to success. In order to be bold and creative with our writing, we need to be open to taking risks and making mistakes.

Your assignments will be assessed based on **thoughtful effort and engagement** and *not* on perfection. If you meet the criteria for each assignment, you will get full points.

Homework Grades

All homework (Writing Process Activities, Learning Activities) and your **Essay 3 body paragraph** 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%)
-  **Insufficient:** The assignment lacks many of the criteria. (50%)
-  **Incomplete:** The assignment is **missing**, more than 48 hours late, or suspected of academic dishonesty. (0%)

Essay Grades

Individual Essays 1, 2, 4, and 5 will receive one of the following marks:

-  **Gold** (High Pass): The essay meets **all** assignment criteria. The writer demonstrates **strong** understanding and skill in ideas, organization, development, and language.
-  **Silver** (Pass): The essay meets **all** assignment criteria. The writer demonstrates **adequate** understanding and skill in ideas, organization, development, and language.
-  **Bronze** (Low Pass): The essay meets **some** assignment criteria.
-  **Revise** (No Pass): The essay is **off topic** or **lacks** most of the assignment's criteria.
-  **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. The first timed writing assignment (Essay 2) can also be revised for a higher mark. However, the second timed writing assignment (Essay 5) cannot be revised.

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 the due date. Please do not wait until the last minute! I am more than happy to give extra time to students who ask in advanced. However, I cannot give 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 Writing Process or Learning Activity** for a higher grade (must be revised **within 1 week** of receiving a grade)

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

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**

Using assignments, essays, discussion posts, etc. from a different class or quarter is called “self-plagiarism” and cannot be used for this class. I will assume your work is original and created for ESL 273/473 during the **Spring 2025** quarter.

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 source or 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.

Artificial Intelligence (AI) Policy

What is (generative) AI? AI is a computer program that learns from “reading” large amounts of data. This allows AI to create text, images, and more by guessing what comes next in a sentence or image based on what it has seen before. (Source: [What is generative AI?](#), 2024)

👍 What is acceptable and encouraged	👎 What is not acceptable and discouraged
<ul style="list-style-type: none"> ● Asking AI to explain a concept from class (grammar, vocabulary, etc.) ● Using AI as a “thought partner” to help you reflect and think critically about your ideas ● Assisting you in brainstorming AFTER you brainstorm fully own your own. AI should not replace your own thinking and engagement, but it can help “add on” and refine your ideas. ● Finding basic, background information about your topic ● Fine-tuning your thesis statements and topic sentences ● Translating a single word or phrase from English to another language ● Asking for a literal translation of your English writing to another language ● Identifying common language errors in your writing without correcting them for you ● Giving feedback during the writing process, but AI should not revise your work for you. 	<ul style="list-style-type: none"> ● Impersonating (pretending to be) you in class activities and assignments, such as using AI to compose discussion posts ● Writing a draft of a writing assignment ● Writing entire sentences or paragraphs for class assignments ● Revising or editing work for you ● Using ideas from AI to replace your own thinking and engagement. Practice writing out your ideas in full first before asking AI to help add on to your ideas. ● Using AI to find internet sources for you without evaluating those sources yourself. You MUST check all AI suggested sources to confirm if they are real and credible.

If you use AI to enhance your learning or assist your work, acknowledge when, where, how, and why you use it, even sharing a link to the conversation you had with AI. Be prepared to explain every aspect of your paper and why you made certain rhetorical and language choices.

Weekly Schedule (Spring 2025)

Tentative schedule - changes may be necessary

Date	Topics	Writing Homework
Week 1 Apr 7 - 13	<ul style="list-style-type: none"> ● Course Orientation ● What is a paragraph? ● Expository Writing ● "How to Make The Most Of Online College" 	● Online Strategy Paragraph
Week 2 April 14 - 20	<ul style="list-style-type: none"> ● Essay Structure ● Logical Division Writing ● Essay 1 Brainstorm ● "To Be An American, Black, Catholic, and Creole" ● Identity Toolkit (Big "D" Discourse) 	● Essay 1 brainstorm
Week 3 April 21 - 27	<ul style="list-style-type: none"> ● DES Helpful Feedback ● Parallel Structure & Cohesion ● Developing Body Paragraphs 	● Essay 1 outline, peer review, and revision plan
Week 4 April 28 - May 4	<ul style="list-style-type: none"> ● Noun Modifiers & Adjective Clauses ● Introductions & Conclusions ● Think-Pair-Share with AI 	● Essay 1 draft, peer review, and revision plan
Week 5 May 5 - 11	<ul style="list-style-type: none"> ● Compare/Contrast Writing <ul style="list-style-type: none"> ○ Cohesion ○ Side-by-Side / Point-by-Point Outlines ● Brainstorming with AI 	● Essay 2 brainstorm Submit Essay #1 (Identity Toolkit)
Week 6 May 12 - 18	<ul style="list-style-type: none"> ● Compare & Contrast Language ● Quotations 	● Essay 2 outline Timed Writing Essay #2 (Technology)
Week 7 May 19 - 25	<ul style="list-style-type: none"> ● TEA Paragraphs ● Evaluating Sources ● Paraphrasing 	● Essay 3 draft, peer review, and revision plan ● Essay 4 brainstorm
Week 8 May 26 - June 1	<ul style="list-style-type: none"> ● MLA Citations (in-text citations & Works Cited) ● Argumentative Writing ● "College for All" - yes or no? 	Submit Essay #3 (Group Essay) ● Essay 4 topic proposal
Week 9 June 2 - 8	<ul style="list-style-type: none"> ● Defining Key Terms ● Opposing Points of View & Refutations ● Conditional Statements & Modal Verbs 	● Essay 4 outline, peer review, and revision plan
Week 10 June 9 - 15	<ul style="list-style-type: none"> ● More Strategies for Introductions and Conclusions 	● Essay 4 draft, peer review, and revision plan
Week 11 June 16 - 22	<ul style="list-style-type: none"> ● Essay #5 Brainstorm 	Submit Essay #4 (Controversial Topics) ● Essay 5 outlines
Finals June 23 - 27		Timed Writing Essay #5 (Education)

Important Dates (Spring 2025)

April

- **Apr 7** (Mon): First day of the spring quarter - classes start!
- **Apr 20** (Sun): Last day to [add classes](#); Last day to [drop classes](#) without a W
- **Apr 21** (Mon): [Schedule of classes](#) available for **Summer 2025**

May

- **May 11** (Sun): **Essay #1 due** (Logical Division - Identity Toolkit)
- **May 12** (Mon): **Summer 2025** registration begins
- **May 14 - 18** (Wed - Sun): **Essay #2 Window** (Timed Compare & Contrast - Technology)
- **May 26** (Mon): **Memorial Day holiday** - no classes, offices closed
- **May 30** (Fri): Last day to [drop classes](#) with a W

June

- **June 1** (Sun): **Essay #3 due** (Group Essay - Online Learning Strategies)
- **June 19** (Thurs): **Juneteenth holiday** - no classes, offices closed
- **June 22** (Sun): **Essay #4 due** (Argumentative - Controversial Topics)
- **June 23** (Mon): [Schedule of classes](#) available for **Fall 2025**
- **June 23 - 26** (Mon - Thu): **Essay #4 Window** (Timed Argumentative - Education)
- **June 23 - 27** (Mon- Fri): [Final Exams Week](#)
- **June 25** (Wed): Last day to submit essay revisions
- **June 30** (Mon): First day of Summer Session - classes start!

July

- **July 21** (Mon): **Fall 2025** registration begins