



## ESL 255 & ESL 455, section 03Y (Winter 2025)

<b>Mondays</b>	1:30 pm - 4:20 pm	<b>Location:</b> room L-32 (in-person)
<b>Wednesdays</b>	1:30 pm - 4:20 pm	<b>Location:</b> online ( <a href="#">Zoom</a> )

In addition to class time, please expect **12 hours of homework** each week. This averages to about 1 - 2 hours each day. The homework will help you review what we learn in class - regular practice is the key to success!

## 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 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](mailto: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!](#)

### Embedded Tutor

An embedded tutor is a fellow De Anza student who will join our classes each week. We are so lucky to have the wonderful **Sudan Ye** as our embedded tutor this winter! During class, please feel free to chat with Sudan, ask her questions, and practice English together. Please read her introduction:

My name is **Sudan Ye**, and I originally come from China. I moved to America a few years ago and have been diligently improving my English communication skills since then. After completing all my ESL classes in the spring, I am now majoring in Child Development. My goal is to transfer to a university and earn a bachelor's degree. I have two years of experience working in a preschool, and I am currently a full-time student at De Anza College. I am eager to explore new opportunities in the future. In my free time, I enjoy watching variety shows, learning Pilates, and I'm starting to learn how to play tennis. I'm excited to work with all of you this quarter!



## About ESL 255/455

This class will help improve your English skills so that you can gain more confidence and reach your personal, academic, and professional goals.

Together, we will practice our academic reading and writing skills every week. We will critically read articles in our textbook on various topics such as learning through video games, laughter as medicine, and the impacts of sugar. We will practice summarizing these articles and responding with well-developed paragraphs. We will also read a short and captivating novel about a rabbit made of china that might just bring you to tears. 😊

In addition, we will build our English grammar and vocabulary as we read and write. We will also use class discussions, mini lectures, and digital tools to help us learn.

You have the option of taking this class for college credit (**ESL 255**) or non-credit (**ESL 455**). Students from both sections will be in the same classroom learning together!

All requirements and policies for non-credit classes (**ESL 455**) are exactly the same as credit classes (**ESL 255**), including course content, assignments, grading and attendance. **Non-credit students are expected to come to every class, study, and do homework just like credit students.**

ESL 255: credit	ESL 455: non-credit
<ul style="list-style-type: none"><li>• 6 college units</li><li>• Tuition payment required</li><li>• Letter grading (A, B, C, D, F)<ul style="list-style-type: none"><li>◦ ESL 255 students can <a href="#">request Pass/No Pass grading</a></li></ul></li></ul>	<ul style="list-style-type: none"><li>• 0 college units</li><li>• No tuition required (free)</li><li>• Pass/No Pass grading</li><li>• Can earn a <a href="#">Certificate of Competency: ESL - High Intermediate Level</a><ul style="list-style-type: none"><li>◦ Required courses: <b>ESL 451 &amp; ESL 455</b></li></ul></li></ul>
Passing both <b>ESL 251/451</b> (high intermediate listening & speaking) and this class <b>ESL 255/455</b> qualifies students to take low advanced level ESL classes (ESL 261/461 and ESL 265/465).	

### Student Learning Outcomes

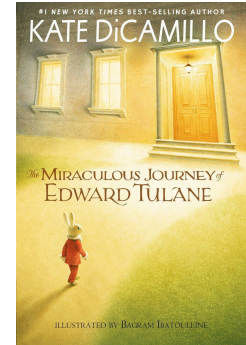
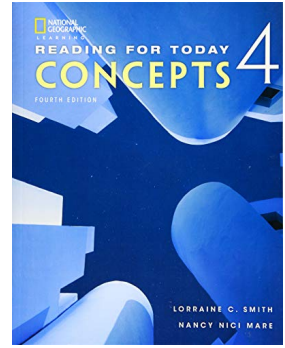
- **Develop** high intermediate English reading comprehension skills and vocabulary building skills in extended written materials.
- **Demonstrate understanding and usage** of high intermediate vocabulary in readings and writing.
- **Write** well-developed, single and connected narrative, descriptive, and explanatory paragraphs demonstrating high intermediate grammar and vocabulary in response to reading materials.
- **Evaluate** own writing for rhetorical structure, clarity, organization, and grammatical correctness by means of revision and editing.

### Prerequisites

- A passing grade in **ESL 244/444** (Intermediate ESL); or
- Recommendation from the [ESL Guided Self-Placement](#)

## Required Materials

- Textbook **"Reading for Today 4: Concepts"** 4th Edition (2016)  
by Lorraine Smith & Nancy Mare
  - ISBN-13: 978-1305579996
  - [Buy on Amazon](#)
    - new: \$45 / used: \$25 - \$50
  - [Rent or buy from the De Anza Bookstore](#)
    - rent: \$26 / purchase used: \$50 / purchase new: \$66
- Novel **"The Miraculous Journey of Edward Tulane"** (2015)  
by Kate DiCamillo
  - ISBN-13: 978-0763680909
  - [Buy on Amazon](#)
    - paperback: \$9 / digital Kindle: \$7
  - You can also borrow this book from your local library!
- **Device** with Internet access, a working camera, and a working microphone
  - Please have your **camera ON** during the entire class time!
- **Note-taking materials** (pen, pencil, notebook, laptop, etc.)
- **Digital tools** for course materials and submitting homework
  - **Zoom:** video conference software for online class time
  - **Canvas:** online learning platform for students to access class materials and submit assignments
  - **Google Docs:** online word processor that we will use for peer review
  - **Google Slides:** interactive online presentation program that we will use during Zoom classes
  - **Padlet:** web application that allows users to make posts on a virtual wall



## 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


### Reading

-  **Textbook Articles:** Each chapter has an article that explores the chapter's theme in detail. You will first read the article at home for homework. Then, we will practice close reading skills and discuss major ideas and details with our classmates.
-  **The Miraculous Journey of Edward Tulane:** In addition to the non-fiction articles in our textbook, we will read a fiction novel together as a class. This novel is a good chance to practice "extensive reading" where we will read more for enjoyment, improving our reading stamina, and developing language fluency.




### Writing

-  **Free Writes:** Sometimes, the hardest part about writing is getting started. Free Writing will help us practice writing as much as we can without worrying about spelling, grammar, etc. We will then use some of the ideas from our Free Writes in our writing assignments.
-  **Summaries:** For each textbook article, we will either write a summary or response paragraph. When summarizing, we will identify the main ideas of an article and practice writing them concisely, in logical order, and in our own words.
-  **Response Paragraphs:** For some articles, we will respond to a related prompt with a structured and well-developed paragraph that includes a topic sentence and supporting details. These paragraphs will go through stages of drafting, peer review, and revision before submitting a final draft. We will complete three response paragraphs, including one during the midterm exam.
-  **Weekly Reflections:** There will be a lot of activities and information every week, so it can be easy to forget what we did! Reflections help us to slow down and remember some of the important points. At the end of each week, you will tell me [1] something you learned, [2] how you are doing, and [3] any questions you have.

### Grammar

-  **Focus on Grammar 4 (FOG4) Software:** We will use this software to practice grammar at home. There are also helpful videos that can help you review grammar points from class. While we will have some grammar instruction and practice during class time, most of the practice will happen at home with the FOG software. We will have a FOG software orientation at the beginning of the term.

### Vocabulary

-  **Vocabulary Journal:** There will be a vocabulary list of about 20 - 30 words for each textbook article. We will find definitions, example sentences, pronunciations, and even images to help us learn each word. Reviewing your Vocabulary Journal **daily** will help you practice and remember these important words!
-  **Vocabulary Exercises:** Our textbook includes many activities to help you practice and master the vocabulary. In addition, I encourage you to try and use new vocabulary as much as possible in your speaking and writing.
-  **Edward Tulane Vocabulary:** In addition, there will be 3 vocabulary words for us to focus on in every chapter of the novel. You will practice these words in short novel quizzes each week.

## Midterm and Final Exams

**Midterm: Monday, February 10** (in-person, Week 6)

**Final: Monday, March 24** (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!

## Academic Integrity

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

I am confident that you can 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 English 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 trust and respect each other. However, certain behaviors can make it harder to learn because they break honesty and respect. These behaviors include:

- not taking enough time to do a good job on assignments
- skipping assignments and non-graded activities
- looking at course materials quickly without really thinking about the ideas

## Student Code of Conduct







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

- plagiarizing by copying from websites or other students
- re-using an assignment from another class
- copying text from a digital tool including **artificial intelligence (AI) text generators** (ChatGPT, etc.) and **Google Translate**


Please do not use AI in this class! We are here to practice English and develop our own language skills.



## Learning Medals (Grading Policy)

Learning Medal	What you get	How to get it
 <b>Gold Medal</b>	<ul style="list-style-type: none"> <li>Strong community with your instructor, embedded tutor, and classmates</li> <li>Lots of English practice!</li> <li>An <b>"A" grade (Pass)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Homework:</b> 90% or more</li> <li><input type="checkbox"/> <b>Quizzes:</b> 90% or more</li> <li><input type="checkbox"/> <b>Exams:</b> 85% or higher</li> <li><input type="checkbox"/> <b>Response Paragraphs:</b> 3 Gold </li> <li><input type="checkbox"/> <b>Attendance:</b> 90% or higher (can miss 2 classes)</li> </ul>
 <b>Silver Medal</b>	<ul style="list-style-type: none"> <li>Community with your instructor, embedded tutor, and classmates</li> <li>English practice</li> <li>A <b>"B" grade (Pass)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Homework:</b> 80% or more</li> <li><input type="checkbox"/> <b>Quizzes:</b> 80% or more</li> <li><input type="checkbox"/> <b>Exams:</b> 75% or higher</li> <li><input type="checkbox"/> <b>Response Paragraphs:</b> 3 Silver  or higher</li> <li><input type="checkbox"/> <b>Attendance:</b> 80% or higher (can miss 4 classes)</li> </ul>
 <b>Bronze Medal</b>	<ul style="list-style-type: none"> <li>Some community with your instructor, embedded tutor, and classmates</li> <li>Some English practice</li> <li>A <b>"C" grade (Pass)</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Homework:</b> 70% or more</li> <li><input type="checkbox"/> <b>Quizzes:</b> 70% or more</li> <li><input type="checkbox"/> <b>Exams:</b> 65% or higher</li> <li><input type="checkbox"/> <b>Response Paragraphs:</b> 3 Bronze  or higher</li> <li><input type="checkbox"/> <b>Attendance:</b> 70% or higher (can miss 6 classes)</li> </ul>

### Notes:





- Students must fulfill ALL criteria for a Learning Medal to earn it.
  - Example:** A student's Homework, Quizzes, Exams, Response Paragraphs fulfill the **Gold criteria**. However, Attendance meets the **Silver criteria**. This student earns the **Silver Learning Medal**.
- ESL 255 students with letter grading will discuss their final grade with Katelyn during Weeks 11 and 12.
- Students who do not meet all of the criteria for the  Bronze Medal will receive a "No Pass" grade. The instructor will decide a "D" or "F" grade for ESL 255 students who have letter grading.

## Assignment Grades



Improving English takes time, effort, and **plenty of mistakes**. Mistakes are often seen as bad and even shameful. However, making mistakes is one of the best ways to learn - we can problem solve and find solutions for future success. In this class, we will make lots of mistakes!

Your assignments will be graded based on **following directions** and **thoughtful effort**. If you meet the criteria for each assignment, you will get full points even if there are some mistakes.

All assignments will receive one of the following marks:

-  **Complete:** The assignment meets all of the criteria. No further work is needed. (100%)
-  **Partial Credit:** The assignment meets most of the criteria. (75%)
-  **Needs Attention:** The assignment meets some of the criteria. (50%)
-  **Incomplete:** The assignment is missing or might be academically dishonest. (25%)

## Late Work

A criteria for each assignment is a deadline. Turning in work late will bring your mark down. For example, a  **Complete** assignment will turn into  **Partial Credit**.

Late work will be accepted until the Sunday of the following week. For example, Week 2 homework can be submitted by Sunday of Week 3 (Feb 26) for partial credit. **If you submit work late, please email Katelyn to ensure she sees it and gives you credit!**

However, late work for Week 11 is due by Wednesday, March 26 (finals week).

**If you need extra time on an assignment, please talk to Katelyn before it is due.** I am more than happy to give reasonable extensions if you ask. I cannot extend a deadline once it has passed.

## Attendance Policy

Your attendance and active participation are important to your learning experience. **Please try to schedule your appointments outside of our class time!**

However, there may be days where you need to miss a class due to family duties, feeling unwell, stress, or unexpected events. **There are at least 2 free absences for each Learning Medal** so please take a break from class if needed.

**If you miss class for any reason, you still need to complete the work you missed.** I am happy to meet with you to talk about what we did in class or assignment details. Please let me know how I can help you learn and succeed!

## Late Arrivals & Leaving Early

Please try your best to be on time and ready to learn when our class starts at 1:30pm. I highly recommend arriving to the classroom or logging in to Zoom a few minutes early.

**Arriving late or leaving early two times will count as one absence.** Arriving more than 30 minutes late to class will count as an "absence."

## Excused Absences

If any of our classes conflicts with one of your religious holidays or official De Anza College activities, **please let Katelyn know within the first 2 weeks of the quarter.**

Absences for other valid reasons such as illness, accidents, or injury might be excused. Please communicate with Katelyn as soon as possible - written documentation such as a doctor's note may be required.

## First Day (Monday, January 6, 2025)

**You may be dropped from ESL 255/455 if you are absent from the first class.**

If you cannot come to our first class for a very serious reason (illness, hospitalization, etc.), please tell Katelyn as soon as possible **before** class to hold your spot.

In addition, you may be dropped during Week 1 or 2 if...

- You are absent and don't communicate with the teacher
- Not enough work is turned in on Canvas

Students in danger of being dropped will receive an email - please read and reply to that email!

## FLEX Passes

Sometimes life happens 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 let her know before or after class.

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


👍 If you email or talk to Katelyn **before** an assignment is due, there is a good chance you will get an extension without needing to use a FLEX pass.

## 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 9** (Sun):  **Football Super Bowl LIX (59)**
- **Feb 10** (Mon): **ESL 255/455 Midterm Exam**
- **Feb 14 - 17** (Fri - Mon): **Presidents' Holiday** - no classes, offices closed
- **Feb 18** (Tue): Spring 2025 registration begins
- **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 24 - 28** (Mon- Fri): [Final Exams Week](#)
- **Mar 24** (Mon): **ESL 255/455 Final Exam (1:45pm - 3:45pm in L-32)**

### 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
<b>Week 1</b> Jan 6 - Jan 12	<b>Reading for Today Ch 1:</b> Learning through Video Games: Fact or Fiction?  <b>Grammar:</b> <ul style="list-style-type: none"> <li>Compound Sentences (FANBOYS coordinating conjunctions)</li> <li>Complex Sentences ( subordinating conjunctions)</li> </ul>	<b>Reading for Today 4</b> <ul style="list-style-type: none"> <li>- <b>Vocabulary Journal 1</b></li> <li>- <b>Read:</b> Ch 1 article (pp. 5-7)</li> <li>- <b>Ch 1</b> Reading Analysis</li>   <li>- <b>Self-Introduction Paragraph</b></li> <li>- <b>Student Survey</b></li> <li>- <b>Syllabus Quiz</b></li> <li>- <b>Weekly Reflection 01</b></li> </ul>
<b>Week 2</b> Jan 13 - Jan 19	<b>Reading for Today Ch 1:</b> Learning through Video Games: Fact or Fiction? <ul style="list-style-type: none"> <li>Discuss Ch 1 article on Monday</li> </ul> <b>Reading for Today Ch 2:</b> The Birth-Order Myth  <b>FOG4 Grammar:</b> <ul style="list-style-type: none"> <li>Unit 01: Simple Present and Present Progressive</li> <li>Unit 02: Simple Past and Past Progressive</li> <li>Unit 03: Simple Past, Present Perfect, and Present Perfect Progressive</li> </ul>	<b>Reading for Today 4</b> <ul style="list-style-type: none"> <li>- <b>Ch 1</b> Vocabulary Practice</li> <li>- <b>Write:</b> Ch 1 Summary</li>   <li><b>FOG4:</b> Units 1 - 3</li> <li><b>Weekly Reflection 02</b></li> </ul>
<b>Week 3</b> Jan 20 - Jan 26	<b>Reading for Today Ch 2:</b> The Birth-Order Myth  <b>FOG4 Grammar:</b> <ul style="list-style-type: none"> <li>Unit 04: Past Perfect and Past Perfect Progressive</li> </ul> <div style="background-color: #90ee90; padding: 2px;"><b>Martin Luther King Jr. Holiday: NO CLASS (Monday, Jan 20)</b></div>	<b>Reading for Today 4</b> <ul style="list-style-type: none"> <li>- <b>Vocabulary Journal 2</b></li> <li>- <b>Read:</b> Ch 2 article (pp. 23-24)</li> <li>- <b>Ch 2</b> Reading Analysis</li>   <li><b>Edward Tulane</b></li> <li>- <b>Read:</b> Ch 1 - 3</li>   <li><b>FOG4:</b> Unit 4</li> <li><b>Weekly Reflection 03</b></li> </ul>
<b>Week 4</b> Jan 27 - Feb 2	<b>Reading for Today Ch 2:</b> The Birth-Order Myth <ul style="list-style-type: none"> <li>Discuss Ch 2 article on Monday</li> </ul> <b>Edward Tulane:</b> Chapters 1 - 3  <b>FOG4 Grammar:</b> <ul style="list-style-type: none"> <li>Unit 05: Future and Future Progressive</li> <li>Unit 06: Future Perfect and Future Perfect Progressive</li> </ul>	<b>Reading for Today 4</b> <ul style="list-style-type: none"> <li>- <b>Ch 2</b> Vocabulary Practice</li> <li>- <b>Draft:</b> Ch 2 Response <span style="background-color: yellow;">draft</span></li> <li>- <b>Vocabulary Journal 3</b></li> <li>- <b>Read:</b> Ch 3 article (pp. 41-42)</li> <li>- <b>Ch 3</b> Reading Analysis</li>   <li><b>Edward Tulane</b></li> <li>- <b>Quiz:</b> Ch 1 - 3</li> <li>- <b>Read:</b> Ch 4 - 6</li>   <li><b>FOG4:</b> Units 5 - 6</li> <li><b>Weekly Reflection 04</b></li> </ul>

Date	Topics	Homework
<b>Week 5</b> Feb 3 - Feb 9	<b>Reading for Today Ch 3:</b> Highs and Lows in Self-Esteem <ul style="list-style-type: none"> <li>• Discuss Ch 3 article on Monday</li> </ul> <b>Edward Tulane:</b> Chapters 4 - 6  <b>FOG4 Grammar:</b> <ul style="list-style-type: none"> <li>• Unit 12: Adjective Clauses with Subject Relative Pronouns</li> <li>• Unit 13: Adjective Clauses with Object Relative Pronouns</li> </ul>	<b>Reading for Today 4</b> <ul style="list-style-type: none"> <li>- <b>Revise:</b> Ch 2 Response final</li> <li>- <b>Ch 3</b> Vocabulary Practice</li> <li>- <b>Write:</b> Ch 3 Summary</li> <li>- <b>Review Ch 1 - 3</b></li> </ul> <b>Edward Tulane</b> <ul style="list-style-type: none"> <li>- <b>Quiz:</b> Ch 4 - 6</li> <li>- <b>Read:</b> Ch 7 - 10</li> </ul> <b>FOG4:</b> Units 12 - 13 <b>Weekly Reflection 05</b>
<b>Week 6</b> Feb 10 - Feb 16	<b>Edward Tulane:</b> Chapters 7 - 10  <p style="text-align: center;"><b>Monday, February 10: Midterm Exam</b>  <b>In-person, room L-32</b></p> <p style="text-align: center;"><b>Ch 3 Response</b> included in midterm</p>	<b>Edward Tulane</b> <ul style="list-style-type: none"> <li>- <b>Quiz:</b> Ch 7 - 10</li> <li>- <b>Read:</b> Ch 11 - 14</li> </ul> <b>Weekly Reflection 06</b>
<b>Week 7</b> Feb 17 - Feb 23	<b>Reading for Today Ch 4:</b> Sugar: A Not-So-Sweet Story  <b>Edward Tulane:</b> Chapters 11 - 14  <b>FOG4 Grammar:</b> <ul style="list-style-type: none"> <li>• Unit 14: Modals and Similar Expressions: Review</li> <li>• Unit 15: Advisability in the Past</li> <li>• Unit 16: Speculations About the Past</li> </ul> <p style="background-color: #e0ffe0; padding: 2px;"><b>President's Holiday: NO CLASS (Monday, Feb 17)</b></p>	<b>Reading for Today 4</b> <ul style="list-style-type: none"> <li>- <b>Vocabulary Journal 4</b></li> <li>- <b>Read:</b> Ch 4 article (pp. 61-62)</li> <li>- <b>Ch 4</b> Reading Analysis</li> </ul> <b>Edward Tulane</b> <ul style="list-style-type: none"> <li>- <b>Quiz:</b> Ch 11 - 14</li> <li>- <b>Read:</b> Ch 15 - 17</li> </ul> <b>FOG4:</b> Units 14 - 17 <b>Weekly Reflection 07</b>
<b>Week 8</b> Feb 24 - Mar 2	<b>Reading for Today Ch 4:</b> Sugar: A Not-So-Sweet Story <ul style="list-style-type: none"> <li>• Discuss Ch 4 article on Monday</li> </ul> <b>Reading for Today Ch 5:</b> Laughter Is the Best Medicine for Your Heart  <b>Edward Tulane:</b> Chapters 15 - 17  <b>FOG4 Grammar:</b> <ul style="list-style-type: none"> <li>• Unit 17: The Passive: Overview</li> <li>• Unit 18: The Passive with Modals and Similar Expressions</li> <li>• Unit 19: The Passive Causative</li> </ul>	<b>Reading for Today 4</b> <ul style="list-style-type: none"> <li>- <b>Ch 4</b> Vocabulary Practice</li> <li>- <b>Draft:</b> Ch 4 Response</li> <li>- <b>Vocabulary Journal 5</b></li> <li>- <b>Read:</b> Ch 5 article (pp. 77-79)</li> <li>- <b>Ch 5</b> Reading Analysis</li> </ul> <b>Edward Tulane</b> <ul style="list-style-type: none"> <li>- <b>Quiz:</b> Ch 15 - 17</li> <li>- <b>Read:</b> Ch 18 - 21</li> </ul> <b>FOG4:</b> Units 17 - 19 <b>Weekly Reflection 08</b>

Date	Topics	Homework
<b>Week 9</b> Mar 3 - Mar 9	<b>Reading for Today Ch 5:</b> Laughter Is the Best Medicine for Your Heart <ul style="list-style-type: none"> <li>• Discuss Ch 5 article on Monday</li> </ul> <b>Edward Tulane:</b> Chapters 18 - 21  <b>FOG4 Grammar:</b> <ul style="list-style-type: none"> <li>• Unit 20: Present Real Conditional Sentences</li> <li>• Unit 21: Future Real Conditional Sentences</li> <li>• Unit 22: Present and Future Unreal Conditional Sentences</li> </ul>	<b>Reading for Today 4</b> - <b>Revise:</b> Ch 4 Response final - <b>Ch 5</b> Vocabulary Practice - <b>Write:</b> Ch 5 Summary - <b>Vocabulary Journal 6</b> - <b>Read:</b> Ch 6 article (pp. 93-95) - <b>Ch 6</b> Reading Analysis  <b>Edward Tulane</b> - <b>Quiz:</b> Ch 18 - 21 - <b>Read:</b> Ch 22 - 25  <b>FOG4:</b> Units 20 - 22 <b>Weekly Reflection 09</b>
<b>Week 10</b> Mar 10 - Mar 16	<b>Reading for Today Ch 6:</b> Traditional Medicine: A Non-Western Approach <ul style="list-style-type: none"> <li>• Discuss Ch 6 article on Monday</li> </ul> <b>Edward Tulane:</b> Chapters 22 - 25  <b>FOG4 Grammar:</b> <ul style="list-style-type: none"> <li>• Unit 24: Direct and Indirect Speech</li> <li>• Unit 25: Tense Changes in Indirect Speech</li> <li>• Unit 26: Indirect Instructions, Commands, Advice, Requests, Invitations</li> </ul>	<b>Reading for Today 4</b> - <b>Ch 6</b> Vocabulary Practice - <b>Write:</b> Ch 6 Summary  <b>Edward Tulane</b> - <b>Quiz:</b> Ch 22 - 25 - <b>Read:</b> Ch 26 - coda  <b>FOG4:</b> Units 24 - 26 <b>Weekly Reflection 10</b>
<b>Week 11</b> Mar 17 - Mar 23	<b>Reading for Today Ch 6:</b> Traditional Medicine: A Non-Western Approach  <b>Edward Tulane:</b> Chapters 26 - Coda  <b>Review of the Quarter</b>	<b>Edward Tulane</b> - <b>Quiz:</b> Ch 26 - Coda  <b>Weekly Reflection 11</b>
<b>Finals</b>	<b>Monday, March 24: Final Exam (1:45pm - 3:45pm)</b> <b>In-person, room L-32</b>	