

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

APPLICATION FOR SABBATICAL LEAVE

(Pursuant to Agreement between Chabot-Las Positas Community College District and Chabot-Las Positas Faculty Association)

I. General Information (please print or type)

Date of Application: Sept. 4, 2009

A. Applicant's Name:

Wahamaki Linnea Eileen  
(last) (first) (middle)

Address:

[Redacted] (street)  
[Redacted] CA [Redacted] (city) (state) (ZIP)

Division Language Arts

Subject Area ESL

Home Phone [Redacted]

Office Phone (510) 723-7420

B. Has this proposal ever been approved but not funded, or approved, funded, but not taken by the applicant?

Yes  No  If "yes," give date of approval \_\_\_\_\_

C. Period for which leave is requested (please list entire period—see note regarding split leaves on next page.)

Semester Fall SPRING Year 2010 2011

Semester \_\_\_\_\_ Year \_\_\_\_\_

D. Do you plan to use banked load to increase your sabbatical leave salary? (See contract section 12A.4.g)

Yes  No  If yes, use the attached form (also available on the Human Resources website).

Applicant's Signature: Linnea Wahamaki

Received and Reviewed by: Marcia Corso  
Signature of Dean

Gege Kelly  
Signature of Vice-President, Academic Services

Applications due on September 15 by 5:00 p.m. in the office of the CIO at the applicant's college. (Should this date fall on a holiday, Saturday, or Sunday, the following instructional day shall be the due date.)

RECEIVED

Date: February 22, 2010

To: Sabbatical Committee, Chabot College

From: Linnea Wahamaki

Re: Sabbatical Leave

I am requesting that my sabbatical leave date be changed from Fall 2010 to Spring 2011. Because of staffing difficulties as well as ESL Program Review commitments, Dean Corcoran has suggested that I change my sabbatical leave from the fall semester to the spring semester. I agree with Dean Corcoran that it would be a better option to take leave one semester later than originally requested. Please let me know if this is possible.

Thank you,

Linnea Wahamaki

Language Arts/ESL

## APPLICATION FOR SABBATICAL LEAVE

### II. Purpose of Leave

*Sabbatical leaves may be granted for purposes of study or travel of a kind and in an amount which will so improve and update capabilities that during future employment the unit member will be of increased value to the District and to the students of the District.*

Section 12A.1. Agreement Between Chabot-Las Positas Community College District and the Chabot-Las Positas Faculty Association (July 1, 2005-June 30, 2009)

**In a general statement, explain how your proposal is related to the above statement.**

The purpose of my leave is to investigate, review, and select novels appropriate for a wide-range of ESL students and then develop a variety of materials based on the selected novels. The materials will be presented in online modules as well as in handout format.

Each of our ESL core courses requires that the students read one full-length novel. For many of our students, this may be their first experience reading an English language novel; hence, it is imperative that it be a fun yet valuable experience. By selecting novels which are timeless but also thought provoking, our students will hopefully come away with a positive attitude about what they have read and learned and perhaps an even greater desire for pleasure reading. Therefore, selection of appropriate novels and development of useful and stimulating teaching materials is very important.

The goal of my sabbatical project is to develop a series of materials that will accompany four different novels for four levels of instruction. These materials will incorporate reading, speaking, listening, and grammar/writing skills. Moreover, these materials will be easy and fun to use, and they will be made available online as "companion modules" to all Chabot College ESL students and instructors. The materials will have a multifaceted use:

- Some of our ESL students wish to do independent study on their own; therefore, they could access these materials and work their way through a novel at their own pace and get language practice that can lead to success in their other classes.
- Many of our students are enrolled in ESL 128, our Faculty-Student Tutorial. These modules would be well suited for those students wishing to include a reading component as part of their learning plan for ESL 128.
- These modules could also be used as supplementary materials for students wishing to improve their language skills by working in conjunction with a tutor in the Language Center. The Language Center allows drop-in attendance, and students could access the materials on the computers in the Language Center and supplement their learning by meeting with a tutor to reinforce or review the learning activities on the modules.
- The materials on the modules would also be available in print format, so instructors who are using one of the novels in their class could also access the materials and use whatever they find suitable. They could also ask students to complete specific parts of the module in preparation for class discussions or assignments.

- My colleagues and I have been discussing the pros and cons of offering a hybrid ESL course. These reading modules could serve as part of the curriculum for such a course in the event we decide to offer one.

In short, these modules would be highly adaptable and useful in a variety of learning situations. Each module will follow a basic format and will begin with background information about the novel to set the stage for further reading. The exercises in each module will be a combination of exercises and activities designed to practice and test vocabulary development, discussion/writing/reading skills, grammar, whole language, and critical thinking skills. I will also align some of the activities with the Student Learning Outcomes for each course, where appropriate. At the end of the module, students will be given an opportunity to critically review the novel and the strengths and weaknesses of the module. This will provide valuable feedback for further improvement or additions to the modules.

The benefits to Chabot College, and more specifically to our ESL Program and its students, are that each packet of materials, or module, will update and improve our selection of novels currently being taught in the core classes as well as provide online materials for students who wish to improve their reading skills independently, or through working with a tutor in the Language Center, or with their instructor and classmates in the classroom. It will also give our students valuable learning experience on accessing and using computer technology to improve their language skills. Developing a familiarity and a comfort zone with technology can only help and benefit our students as they progress through their coursework in other areas. Furthermore, this project will allow me to enhance my understanding of the use of computer technology to incorporate online language practice into our core curriculum. It will also provide a foundation of materials upon which to build and expand our computer-based learning resources.

### **III. Specific Objectives and Methods for Achieving These Objectives**

#### **Objective 1: Research of Online Platforms for Modules (10%)**

Plan: I will research what kinds of platforms are available to upload and store activities and handouts and decide which one will be the most suitable for the goals of this project.

Documentation: I will submit summarized notes from my research and reasons for why I selected a particular online platform.

#### **Objective 2: Selection of Novels (10%)**

Plan: I will investigate a wide selection of novels for use in the four different levels of our ESL core courses: ESL 110A, ESL 110B, ESL 110C, and ESL 110D. As a result of this research, I will select four novels – one for each level - that I find suitable in content, length, language, and adaptability.

Documentation: I will submit annotated bibliographic information on four novels.

### **Objective 3: Development Pre-reading Materials (15%)**

Plan: I will develop pre-reading activities designed to pique the students' interest in the novel and to give them some background information about the novel and its author. Such activities will be used before the students start to read the novel and will be designed to generate thoughtful questions and lively discussion points (for classroom use) as well as enhance students' understanding of the context of the novel.

Documentation: I will submit copies of handouts of these materials as well as the website link.

### **Objective 4: Development of Vocabulary Materials (15%)**

Plan: I will develop vocabulary exercises designed to acquaint the student and give them practice with some of the main vocabulary and idioms that they will encounter in the novel. These may be in the form of lists, charts, quizzes, puzzles, or games. Some of the exercises are intended as pre-reading activities, others as supplementary exercises as the students progress through the chapters of the novel.

Documentation: I will submit copies of handouts of these materials as well as the website link.

### **Objective 5: Development of Discussion Materials (15%)**

Plan: I will develop discussion exercises for each novel. These will be in the form of closed end questions as well as open ended questions intended to test the students' comprehension of the chapters as well as enable the students to engage in more thoughtful discussions or journalings on various topics and themes about the novel, its characters, its plot, and its setting.

Documentation: I will submit copies of handouts of these materials as well as the website link.

### **Objective 6: Development of Grammar and Writing Materials (15%)**

Plan: I will develop a variety of exercises which progress in difficulty levels and align with the grammar and writing skills and expectations for each course level. Some of the activities may be suitable as small collaborative group work in a class setting, others as individual grammar or writing tasks.

Documentation: I will submit copies of handouts of these materials as well as the website link.

### **Objective 7: Selection of Internet Activities (10%)**

Plan: For each novel, I will search out existing and appropriate internet/online activities to complement the novels. These may include information about the author, setting, or characters, or they may include but not be limited to visual or interactive sites, such as maps, photographs, or video clips, that provide enhanced content for the students' better understanding of a particular aspect of the novel.

Documentation: I will submit links of these websites and, if possible, printed pages from the websites.

### **Objective 8: Uploading of Materials Online (10%)**

Plan: Each novel will have an accompanying companion module online so that students can access and complete the materials from any computer. All of the handouts will also be loaded onto the Chabot College server where ESL faculty will have access to them in case they want to download and print them out for use in the appropriate course along with the corresponding novel.

Documentation: I will submit the links for this site where the modules are stored as well as the link where the materials stored.