

Sabbatical Report

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ESL/Language Arts
Chabot College
Fall 2011**

- Summary of Sabbatical Proposal
- Statements of Specific Objectives
- Description & Documentation of Objectives

Summary of Sabbatical Proposal:

The purpose of my sabbatical leave was to investigate, review, read, and select novels appropriate for a wide-range of ESL students, compile an annotated bibliography about the novels I read, and then develop a variety of materials and online companion modules based on four selected novels, one for each level.

Each of our ESL core courses requires that the students read one full-length novel or more. 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 rewarding and 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 further pleasure reading. Therefore, selection of appropriate novels and development of useful and stimulating teaching materials are very important.

In light of the need for such resources and materials, the end goal of my sabbatical project was to provide materials and activities to our ESL students and instructors that have a multifaceted use:

- The annotated bibliography serves as a reference point for instructors to research, review, and select novels for use in their classes. It also provides links on internet resources for each novel and author, where available.
- The materials incorporate reading, speaking, listening, and grammar/writing skills and integrate many of the course objectives in our core courses.
- Some of our ESL students wish to do independent study on their own; therefore, they can 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. The companion modules are well suited for those students wishing to include a reading component as part of their learning plan for ESL 128.
- The companion modules can 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 can access the materials on the computers in the Language Center and supplement their learning by meeting with a tutor to reinforce language skills or review the learning activities on the modules.
- The materials on the modules are also available in print format, so instructors who are using one of the novels in their class can also access the materials and use whatever they find suitable. They can 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. The learning modules could serve as part of the curriculum for such a course in the event we decide to offer one.

In short, the annotated bibliography and the companion modules are highly adaptable and useful in a variety of learning situations. The annotated bibliography, available on Chabot's ESL website and on the *ESL Instructors' Materials Sharing Blackboard* site, is divided into four sections: one section for each core course. For each novel, I included information on the author, ISBN number, a brief synopsis of the story, pros and cons of the story, reading level, and online links to information about the author and learning resources. The learning materials for the four selected novels are presented in four separate online modules on Blackboard and, whenever possible, as word documents. Each module follows a basic format and begins with background information about the novel to set the stage for further reading. The exercises in each module are a combination of exercises and activities designed to practice and test vocabulary development, discussion/writing/reading skills, grammar, whole language, and critical thinking skills. At the end of the module, students are given an opportunity to critically review the novel and the strengths and weaknesses of the module. This will provide valuable feedback for further adaptation, 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, has updated and improved our selection of novels currently being taught in the core classes as well as provided online materials for students who wish to improve their reading skills independently through working with a tutor in the Language Center or with their instructor and classmates in the classroom. Moreover, the assignments 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. This project has also allowed me to enhance my understanding of the use of computer technology to incorporate online language practice into our core curriculum. It has also provided a foundation of materials upon which to build and expand our computer-based learning resources.

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

Plan: I will research what kinds of online 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.

Completion and Documentation of Objective 1

There are numerous online platforms and communities where teaching materials can be shared with others and made available for specific purposes. Some of these are free interactive blog hosting sites, such as Blogger.com or LiveJournal.com. Others are shared communities for learning, such as the video-based Teachertube.com, the secure, social learning network at Edmodo.com, the online learning tool of Blackboard.com, the open-source course management system from Moodle.org, and the interactive teacher community at PrometheanPlanet.com. They all require a subscription and are either free or available for a modest charge. Some of them require software to be downloaded first. Some are more secure and easier to use than others. There are advantages and disadvantages to all of these.

After several discussions with our online learning expert Lisa Ulibarri, it became clear to me that Blackboard.com was the most suitable for my project. Here are the main reasons for this selection:

- Blackboard is Chabot College's primary online learning site.
- Blackboard is supported by our IT staff and training workshops are available.
- Chabot students also have Blackboard support/help if they need it.
- Blackboard rolls out periodic updates to its platform.
- Since Blackboard is used by our college for online learning, I want my students to become familiar with it before they attempt non-ESL classes or even online classes.
- Blackboard has numerous tools such as the journaling, assessments, surveys, blogging, modules, discussion boards, and gradebooks, among others.
- Blackboard allows all or part of a site's content area to be copied over to another site.
- Blackboard has applications for iPhone®, iPod touch®, iPad®, Android™, BlackBerry®, and Palm® that students can download for easy access from their cellphone account.
- Blackboard is easily accessible at Chabot College and elsewhere 24 hours a day.
- I already use Blackboard in my ESL classes, so I have some familiarity with its features.

Thus, after reviewing all the options, Blackboard.com was the clear choice for this particular aspect of my project.

Objective 2: Selection of Novels (10%)

Plan: I will investigate, select, and read 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 compile an annotated bibliography. From this group of novels, I will select four – one for each level - that I find suitable in content, length, language, and adaptability for writing learning materials.

Documentation: I will submit annotated bibliographic information on the novels I read.

Completion of Objective 2

In order to investigate and find out about possible novels for this project, I went to public libraries and scanned their shelves in the children and young adult sections. I also visited major bookstores, used bookstores, and online book suppliers such as Amazon.com to get ideas about what was available. I found a number of blogs and public school websites, too, which were devoted to reviewing novels for children and young adults.

My criteria for selection weren't too narrow, but I tried to consider the following when deciding whether to read a particular novel or not:

- Had the novel won a literary award or prize?
- Would it be suitable for adult learners of diverse backgrounds?
- Did it blend action sequences with description?
- Was the language fairly simple and easy to follow?
- Did the story teach something new for our students?
- Did the language avoid difficult dialects, regional expressions, slang?
- Did the writer use more common words than technical words?
- Was the text easy to maneuver?
- Was the length appropriate?
- Was the novel fairly popular and well received?

My goal was to read and select novels for our students to use that spanned levels from about second grade through high school. For ESL 110A and ESL 110B (our two lowest level core courses) I was naturally looking at stories geared toward elementary school reading levels. I wanted to avoid the obvious kinds of picture or board books for really young children as I felt those weren't suitable for our adult population. However, at this level, it's hard to find stories that address mature themes. In my search, I discovered that folktales or historical novels can provide wonderful reading experiences for beginning adult ESL learners. They have a sense of timelessness to them and typically can be enjoyed by readers both young and old.

For our higher levels, ESL 110C and ESL 110D, I decided that young adult novels often can provide stories that contain universal themes which older adults would also enjoy reading about. I also decided that I wanted to read a variety of stories, in other words, I wanted to include stories that were multicultural as well as monocultural. Stories that had a historical component or

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that are well known. I included stories that are funny as well as stories that deal with life-changing events.

Other novels, which I included in the annotated bibliography, cover universal themes such as death and dying, racism, illness, divorce, personal identity. Some of the more recently published young adult novels included in the bibliography deal with more contemporary issues such as date rape, bulimia, and disabilities. Naturally, not all these stories will appeal to our instructors. The choice is theirs to make whether or not they want to adopt one of these novels for use in their classes.

It was very difficult selecting which novels to read. I had so many available but in the end, I chose novels that I could either find for a nominal cost at used bookstores or that were available for check out in the public libraries. I read more novels than I included in the annotated bibliography. Some novels just didn't seem interesting or I found them quite boring; hence, they never made it onto the list. This particular objective actually consumed much more than 10% of the project time, but it was clearly the most enjoyable component.

Description of Documentation of Objective 2

The **Annotated Bibliography** is available for examination in hardcopy and online. The hard copy of it has been included in one of the binders that I submitted along with the other materials.

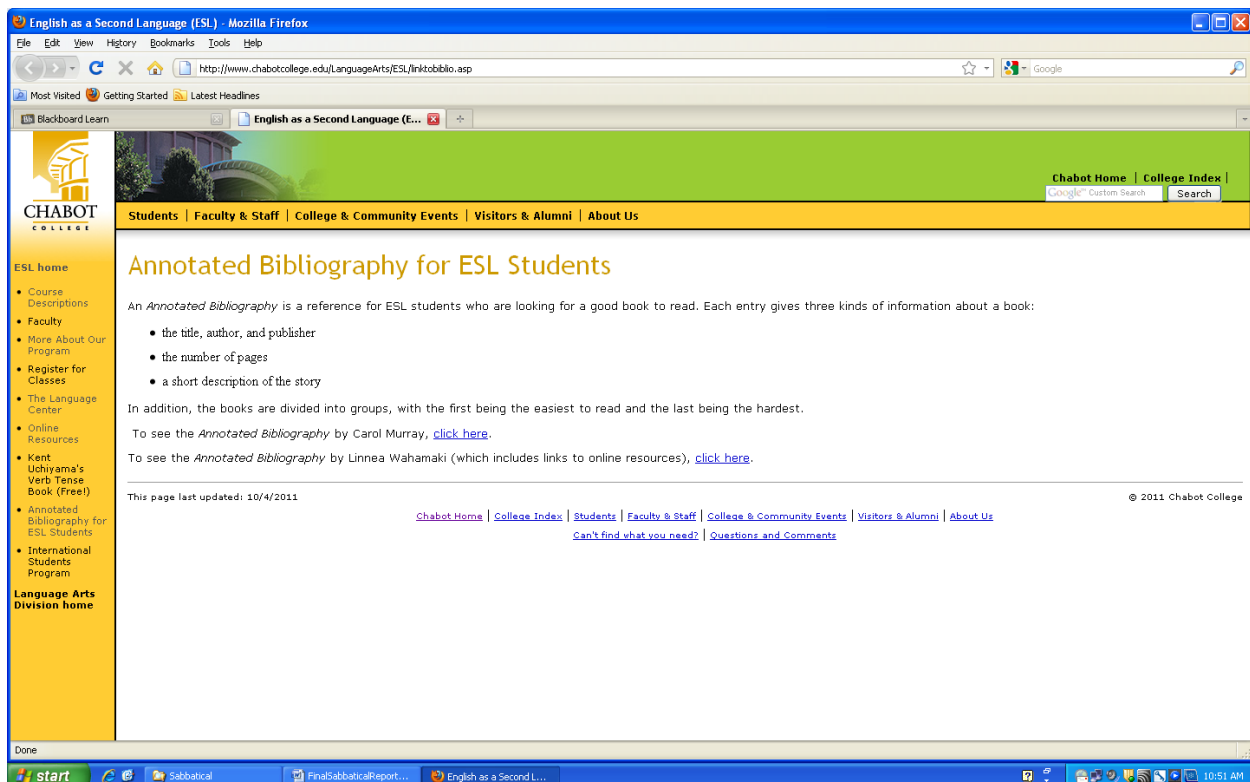
The electronic copy of the annotated bibliography is available for examination on Chabot College's ESL website:

<http://www.chabotcollege.edu/LanguageArts/ESL/linktobiblio.asp>

Scroll to the bottom of the page and click on:

To see the *Annotated Bibliography* by Linnea Wahamaki (which includes links to online resources), [click here](#).

On the next page is a screen shot of this web page:

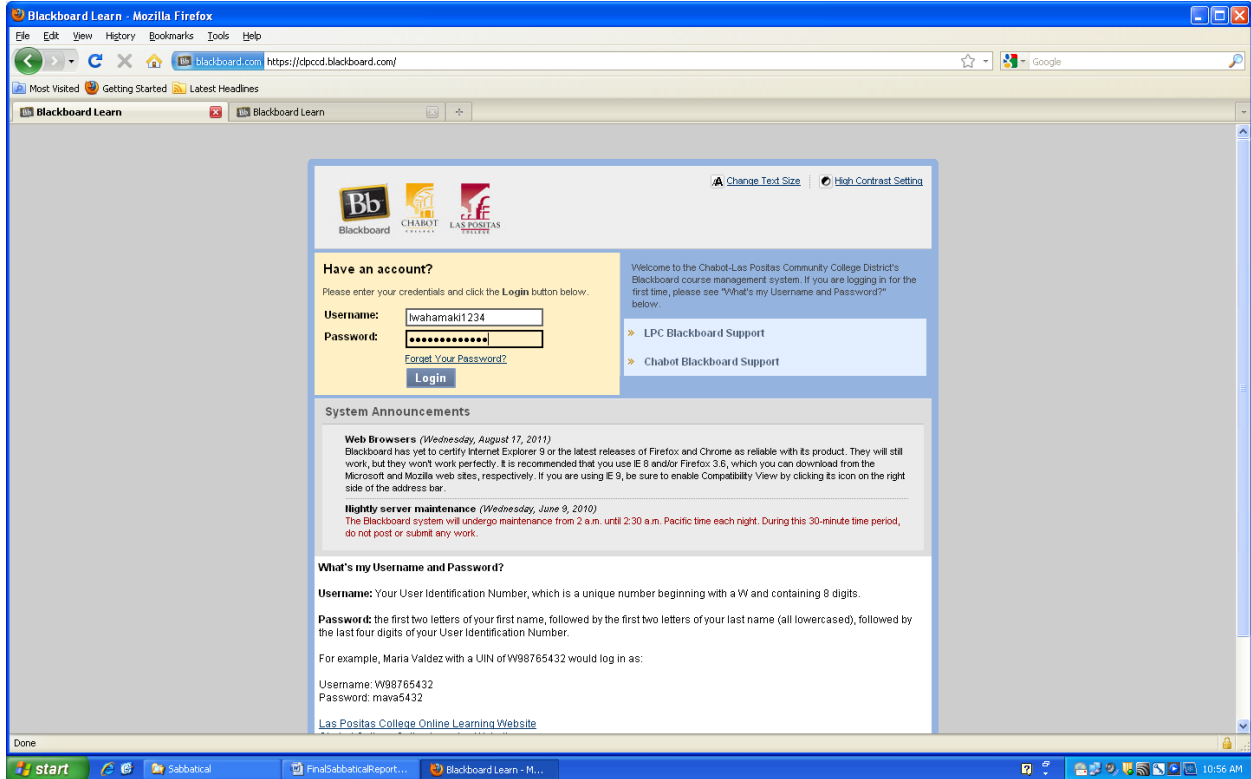


The annotated bibliography can also be read online through accessing the *ESL Instructor's Materials Sharing Blackboard* site at Chabot College. To access this site, click [HERE](#). Use the following to log on:

Username: *lwahamaki1234* (That's a lowercase "L" in front of my last name, not the number "1")

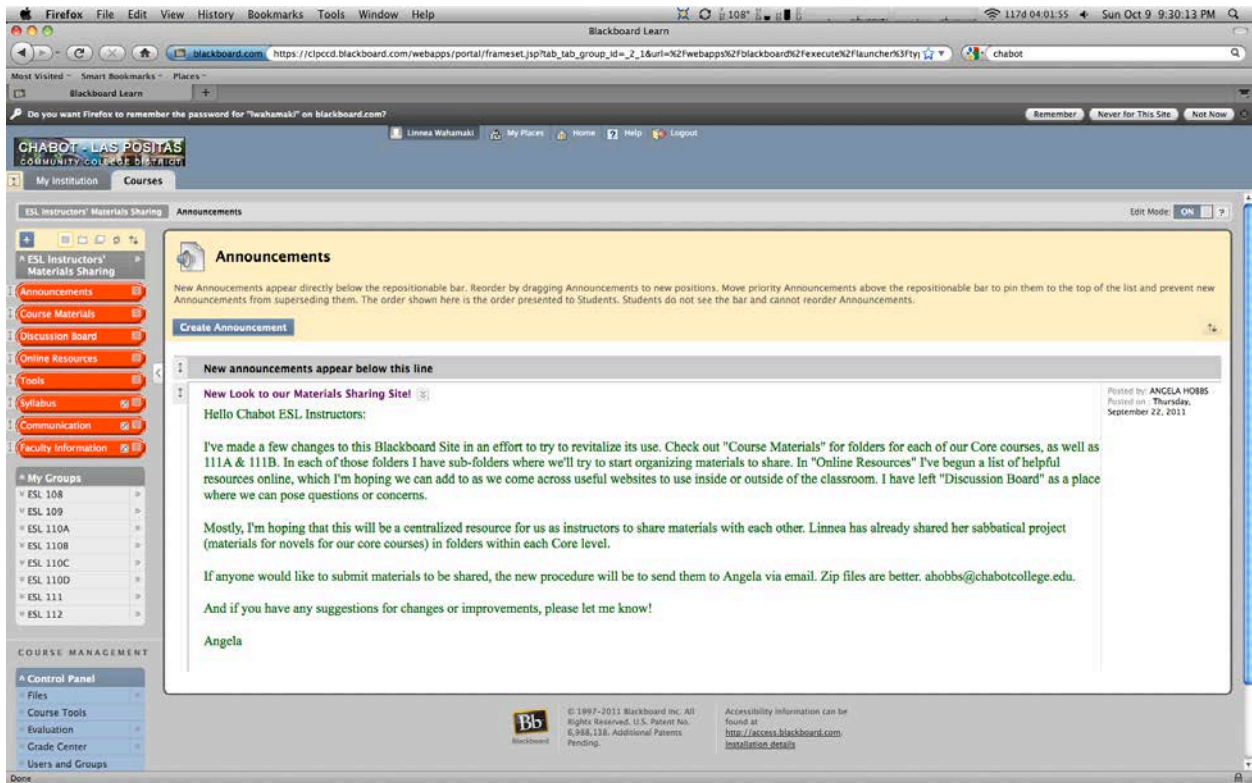
Password: *lwahamaki1234*

On the next page is a screen shot of this web page:



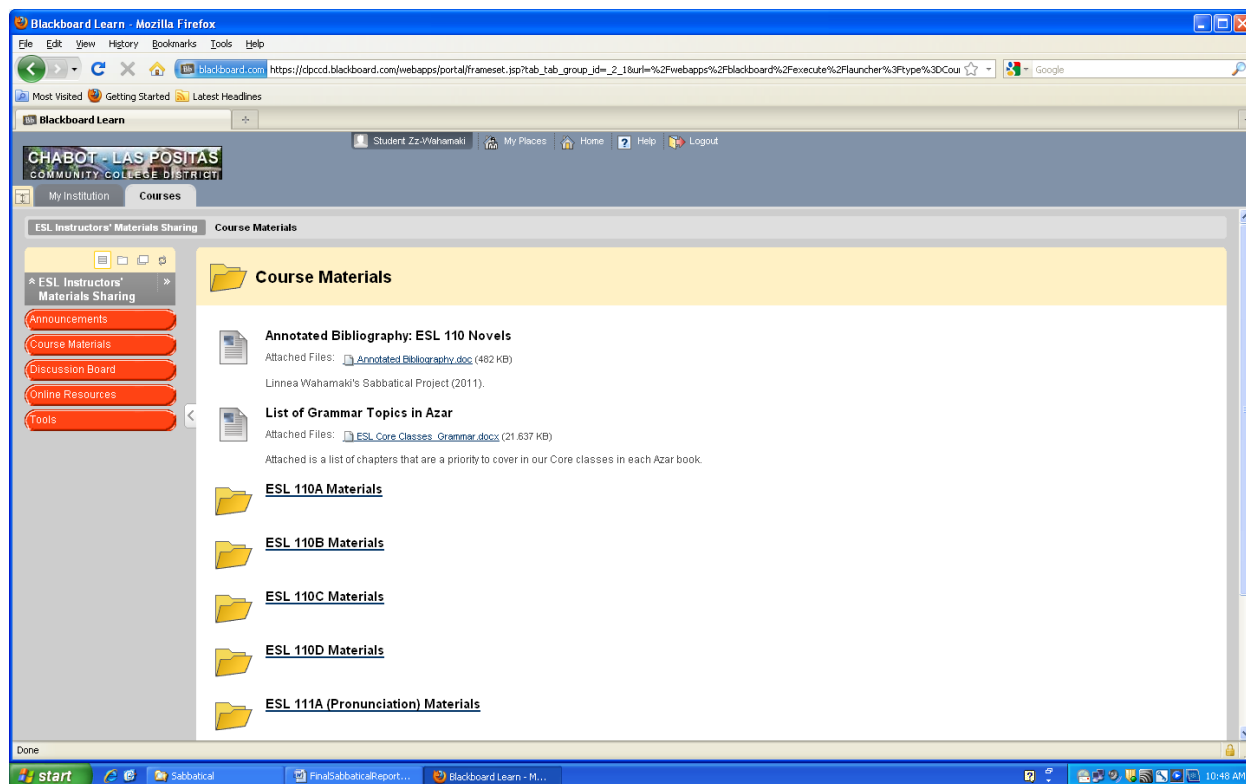
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Then, under *My Courses*, click on ESL Instructors' Materials Sharing. This will take you to the *Announcements* page below.



Click on the red *Course Materials* button and it will open up to a new page.

The annotated bibliography is posted at the top of the page.



I read and included a total of 48 novels in this bibliography. Since there are many learning materials and information about the authors and their novels already available online, I also included some of the most popular Internet links for each novel if they were available. This information may be useful if our instructors want to consider adopting one of the novels on the list for a class. It should be noted, however, that online links may change or suddenly disappear from the Internet. I have copies of most of the novels in my office 453E; however, some of the novels were not purchased but instead checked out for a brief period of time from a public library, so I don't have copies of every single item on the annotated bibliography

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.

Completion of Objective 3

The pre-reading activities are introduced before the students begin to read the novel. I want my students to become acquainted with the novel before they start the first page. Such activities give students the background knowledge necessary for understanding the story better. They serve to activate the existing knowledge my students may already possess on the general topic or clarify any cultural information that may be necessary to comprehend the plot and characters better.

For the 110A level, this involves physical familiarization with the actual book itself and a discussion of what the students think the book may be about by reading the title page, looking at illustrations in the book, and scanning the back cover of the book for further information. At the higher levels, the exercises include a greater familiarity and discussion of the general topic of the book. This includes watching videos, looking at maps and photographs, drawing out students' prior knowledge about the general topic, brainstorming vocabulary, and writing responses to their predictions about what they think the story is about.

All the pre-reading activities are intended to prepare and make my students feel more comfortable about reading the story; what they bring to the printed page affects how they understand what they are reading and how they interact with the story. Students are often surprised and happy to find out that they do indeed have their own framework through which to view the story and, hence, are more excited about a new reading experience.

As I was writing the materials for the four selected novels, I did a lot of research on the web and looked for suitable photos, videos, interviews, and historical information that would supplement the activities. Given the wealth of information available on the Internet, pre-reading activities could make up lesson after lesson. However, the activities I included in the companion modules are intended for one or two lessons prior to beginning the novels.

Documentation of Objective 3

The pre-reading activities are posted on the Blackboard companion modules for each course shell (ESL 110A, B, C, and D). Just click on the "PreRead Activities" button for each novel to access these activities and files. These files are also posted on the *ESL Instructors' Materials Sharing* site in the folders for each of ESL 110 courses.

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The pre-reading activities are also printed out along with the handouts for each novel and are available as hard copies in the binder I submitted for each novel.

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 students progress through the chapters of the novel.

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

Completion of Objective 4

One of the biggest frustrations English language learners face when reading a novel is trying to understand the new vocabulary. I want my students to enjoy reading a story; I don't want it to become such a burden that they get so frustrated and annoyed and then give up. Increased vocabulary assists students in expanding their knowledge. Thus, the vocabulary handouts and activities that I included for the four novels are intended to give students more background information so that as they read, they will have an increased understanding.

One way to make learning vocabulary easier is to group words according to topic, so in addition to vocabulary lists and definitions for each chapter in each novel, I also made up charts for students to fill out. I prepared activities that give students the chance to try to guess the meaning from context. I made up exercises that require the students to reflect on a group of words and then rank them in order of understanding so that they can think about what they already know or don't know. Some vocabulary is introduced in the pre-reading activities, too, through images. I have included some crossword puzzles and some quizzes.

Through direct instruction of new vocabulary as well as through strategies for independently inferring word meanings from the context in which they are being used, my hope is that my students will have an easier time reading the stories and come away with increased confidence when having to tackle a new, unknown text.

Documentation of Objective 4

The vocabulary handouts and activities are posted on the Blackboard companion modules for each course shell (ESL 110A, B, C, and D). Just click on the "Vocabulary" button for each novel to access these activities and files. These files are also posted on the *ESL Instructors' Materials Sharing* site in the folders for each of ESL 110 courses.

The vocabulary handouts and activities are also printed out along with the handouts for each novel and are available as hard copies in the binder I submitted for each novel.

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 journaling 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.

Completion of Objective 5

One of the best ways for my students to understand what they have read is to discuss it with their peers. Peer discussions allow for clarification of things they didn't realize they misunderstood. The discussion activities include true/false statements, information questions, and open-ended questions. I have also included questions that allow my students to make predictions and share their opinions about the themes, characters, and plots of the novels. In the discussion board threads on Blackboard, students can have written discussions with their classmates and their instructor on various topics pertaining the novel.

Documentation of Objective 5

The discussion materials are posted on the Blackboard companion modules for each course shell (ESL 110A, B, C, and D). Just click on the "Discussion Ques." button and the "Discussion Board" button for each novel to access these activities and files. These files are also posted on the *ESL Instructors' Materials Sharing* site in the folders for each of ESL 110 courses.

The discussion materials are also printed out along with the handouts for each novel and are available as hard copies in the binder I submitted for each novel.

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

Plan: I will develop a variety of exercises that 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.

Completion of Objective 6

I have included a variety of writing assignments and tasks for my students to complete. Journaling is an important component of the grammar and writing materials. For the higher levels, the journals and written assignments can be completed and submitted online through Blackboard. I have incorporated the grammar indirectly into most of the writing tasks as I don't want to belabor grammatical structures to the point that the students lose interest in the writing topics. I have also included several letter-writing assignments where students take on the roll of a character in the story and incorporate plot elements into their letters. This allows them to try to relate to the character on a more personal level. I have also found that my students enjoy writing summaries and responses to what they are reading and thus have added these to Blackboard. At the lower levels, guided book reports are a good way to allow students to express in fairly simple language what the story was about. For the higher levels, I have incorporated character, theme, and plot analysis into the writing assignments. Keeping our SLOs in mind, the writing assignments are aligned with those for each level and progress from sentences and paragraphs to essays.

Documentation of Objective 6

The grammar and writing materials are posted on the Blackboard companion modules for each course shell (ESL 110A, B, C, and D). Just click on the "Writing Assignmt." button, the "Journals" button, and "Passage Pickers" for each novel to access these activities and files. These files are also posted on the *ESL Instructors' Materials Sharing* site in the folders for each of ESL 110 courses.

The discussion materials are also printed out along with the handouts for each novel and are available as hard copies in the binder I submitted for each novel.

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.

Completion of Objective 7

The Internet activities serve as supplemental resources for students and teachers. There is so much material on the various websites that it can be overwhelming when asking students to do web research. I have included a variety of links that support the numerous activities and learning goals for the four novels. Some of the links offer help, instruction, and resources for vocabulary, writing, grammar, and reading skills. Other links take the user to sites where there is information about the author, novel, or the elements of literature. The purpose of this component to the Blackboard shells is to enhance the learning experience and give my students a place to go where they can independently further their own language skills.

Documentation of Objective 7

The internet activities are posted on the Blackboard companion modules for each course shell (ESL 110A, B, C, and D). Just click on the "External Links" button for each novel to access these activities and links. Here are partial screen shots of each *External Links* page from the Blackboard shells for the four novels:

The Ghost Fox

Blackboard Learn - Mozilla Firefox

File Edit View History Bookmarks Tools Help

blackboard.com https://dpcdd.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCoua

Most Visited Getting Started Latest Headlines

Blackboard Learn

Student Zz-Wahamaki My Places Home ? Help Logout

CHABOT - LAS POSITAS
COMMUNITY COLLEGE DISTRICT

My Institution Courses

ESL 110A (developmental) GF: External Links

ESL 110A (developmental)

Announcements
Staff Information
SLO
GF Welcome
GF Pre-Read Assignment
GF Vocabulary
GF Discussion Ques
GF Writing Assignmt
GF Passage Pickers
GF Journals
GF Chapter Summary
GF Book Report
GF Tests
GF External Links
GF Discussion Board
GF Surveys
Help

GF: External Links

- Interview with Laurence Yep**
An interview with the author at Papertgers.org.
- About Laurence Yep**
A page all about the author and his books.
- About Folk Tales**
A page that discusses the differences between folk tales and fairy tales.
- More About Folk Tales**
Read a nice selection of folk tales online.
- Chinese Folk Tales**
Are you interested in reading other Chinese folk tales? Click on the link above and it will take you to an annotated bibliography of Chinese Folk tales.
- American Folktales**
Check this website out if you'd like to try to read some American Folktales.
- California Distance Learning Project**
Click on the link and it will take you to the *California Distance Learning Project*. This site has a collection of very practical topics geared to an adult education audience. It includes audio-enhanced reading, vocabulary, "pick an answer", and a definition matching game. The site has easy navigation and lively animated graphics.
- Word of the day**

Done

start Sabbatical FinalSabbaticalReport... Blackboard Learn - M... 1:02 PM

Hush

Blackboard Learn - Mozilla Firefox

File Edit View History Bookmarks Tools Help

blackboard.com https://dpcdd.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCoua

Most Visited Getting Started Latest Headlines

Blackboard Learn

Student Zz-Wahamaki My Places Home ? Help Logout

CHABOT - LAS POSITAS
COMMUNITY COLLEGE DISTRICT

My Institution Courses


ESL 110B (developmental) H: External Links

ESL 110B (developmental)

Announcements
Staff Information
SLO
H Welcome
H PreRead Activities
H Vocabulary
H Discussion Ques
H Writing Assignmt
H Journals
H Discussion Board
H External Links
Tools
Help

H: External Links

ESL WEBSITES for practicing your language skills...



Check out these links below...they'll take you to Internet websites which have lots of fun exercises for you to improve your English skills on your own.

- ESL Activities**
Practice your grammar and vocabulary and try some crossword puzzles.
- Unscramble the Sentences**
Practice the parts of speech by unscrambling words to make sentences.
- Purdue Online Writing Lab**
Check out this link to review the structure of a paragraph.
- Online Reading Activities**
Click on the Intermediate Reading list and try out some activities.

Done

start Sabbatical FinalSabbaticalReport... Blackboard Learn - M... 1:02 PM

Ties That Bind, Ties That Break

The screenshot shows a Blackboard Learn interface for a course titled "ESL 110C (developmental)". The page is titled "TB: External Links". On the left, there is a navigation menu with red buttons for "Announcements", "Staff Information", "SLO", "TB Welcome", "TB PreRead Activities", "TB Vocabulary", "TB Discussion Ques.", "TB Writing Assignmt.", "TB Journals", "TB External Links", "TB Discussion Board", "Tools", and "Help". The main content area lists several external links, each with a globe icon:

- [About the Author - Lensey Namioka](#)
- [Longman Dictionary Online](#)
- [Maps of China](#)
- [More Maps](#)
- [CIA Factbook on China](#)
- [Lonely Planet Guide to China](#)
- [About ESL - A Website for Learning English](#)
- [Celebrate Languages - A Free and Comprehensive Site for ESL Learners](#)

California Blue

The screenshot shows a Blackboard Learn interface for a course titled "ESL 110D (developmental)". The page is titled "CB: External Links". On the left, there is a navigation menu with green buttons for "Announcements", "Staff Information", "SLO", "CB Welcome", "CB PreRead Activities", "CB Vocabulary", "CB Discussion Ques.", "CB Journals", "CB Writing Assignmt.", "CB External Links", "CB Discussion Board", "Tools", and "Help". The main content area lists several external links, each with a globe icon:

- [Interview with David Klass](#)
Who is David Klass?
- [David Klass - Myspace](#)
Learn more about David Klass.
- [Longman Dictionary Online](#)
Look up words you don't understand.
- [Idiom Dictionary](#)
Learn the meanings of hundreds of idioms.
- [Children's Butterfly Site](#)
Learn about thousands of beautiful butterflies.
- [All About Butterflies](#)
An excellent resource for studying butterflies.
- [All About Track and Field](#)
Read about the exciting sport of track and field.
- [California Logging History](#)
Learn more about the history of logging in California.

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.

Completion and Documentation of Objective 8

To log onto the online Blackboard modules, you must log onto the Blackboard site for Chabot College. To do this you need a username and password. The username and password for the Sabbatical Committee are the following:

Username: lwahamaki1234 (That's a lowercase "L" in front of my last name, not a number "1")

Password: lwahamaki1234

Blackboard@Chabot login page: <https://clpccd.blackboard.com/webapps/login/>

Please read this note from Blackboard regarding which web browser is most suitable for accessing and using Blackboard:

- **Web Browsers** (Wednesday, August 17, 2011)
Blackboard has yet to certify Internet Explorer 9 or the latest releases of Firefox and Chrome as reliable with its product. They will still work, but they won't work perfectly. It is recommended that you use IE 8 and/or Firefox 3.6, which you can download from the Microsoft and Mozilla web sites, respectively. If you are using IE 9, be sure to enable Compatibility View by clicking its icon on the right side of the address bar.

If you are using an iMac, don't try to access Blackboard with Safari. Some of the content on the pages will not be visible; if possible, use Firefox instead.

Once you've logged onto the Blackboard site, you should see the courses listed below. Each one corresponds to a specific course for which I developed the materials. Just click on the link within Blackboard and the course should open up to the *Welcome page*. Use the buttons on the left-hand side of each shell to navigate around the site and preview the materials.

- [Chabot-Wahamaki-ESL-110A-dev: ESL 110A \(developmental\)](#) (Novel: *The Ghost Fox*)
Instructor: Linnea Wahamaki

The screenshot shows a Blackboard Learn interface in a Mozilla Firefox browser. The browser's address bar displays the URL: `https://dpcdd.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCour`. The page header identifies the institution as "CHABOT - LAS POSITAS COMMUNITY COLLEGE DISTRICT" and the course as "ESL 110A (developmental)".

The left-hand navigation menu includes the following items:

- ESL 110A (developmental)
- Announcements
- Staff Information
- SLO
- GF: Welcome
- GF: Pre-Read Assignment
- GF: Vocabulary
- GF: Discussion Ques
- GF: Writing Assignmt.
- GF: Passage Pickers
- GF: Journals
- GF: Chapter Summary
- GF: Book Report
- GF: Tests
- GF: External Links
- GF: Discussion Board
- GF: Surveys
- Help

The main content area is titled "GF: Welcome" and contains the following text:

Welcome to The Ghost Fox

Welcome to our Blackboard Site for *The Ghost Fox*, the story that we will read this semester in ESL 110A. I will use this site to provide learning materials for you as we work our way through the story. You will also be provided with handouts in class. Have fun and I hope you enjoy our selected reading materials!

Below the text is a book cover for *The Ghost Fox* by Laurence Yep. The cover features a young boy in a blue shirt and a white hat, looking out over a body of water with a boat. The title "The Ghost Fox" is written in a stylized font.

Below the book cover, the following information is provided:

THE GHOST FOX
Laurence Yep
Little Apple, 1997
70 pages – illustrated
ISBN-13: 978-0590472050

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- [Chabot-Wahamaki-ESL-110B-dev: ESL 110B \(developmental\) \(Novel: Hush\)](#)

Instructor: Linnea Wahamaki

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ESL 110B (developmental)

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SLO

H: Welcome

H: PreRead Activities

H: Vocabulary

H: Discussion Ques.

H: Writing Assignmt.

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H: External Links

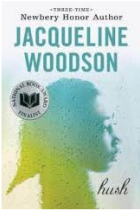
Tools

Help

H: Welcome

Welcome to Hush

Welcome to our Blackboard Site for *Hush*, the novel that we will read this semester in ESL 110B. I will use this site to provide learning materials for you as we work our way through the story. You will also be provided with handouts in class. Have fun and I hope you enjoy our novel and selected reading materials.



Hush

Jacqueline Woodson

Speak, 2010

180 pages

start Sabbatical FinalSabbaticalReport... Blackboard Learn - M... 11:05 AM

Wahamaki

- [Chabot-Wahamaki-ESL-110C-dev: ESL 110C \(developmental\)](#) (Novel: *Ties that Bind, Ties that Break*) Instructor: Linnea Wahamaki

The screenshot shows a Blackboard Learn interface in a Mozilla Firefox browser. The course is titled "ESL 110C (developmental)" and the page is a "TB: Welcome" page. The main content area features a yellow header with the text "TB: Welcome" and a document icon. Below this, the title "Ties That Bind, Ties That Break" is displayed, followed by a welcome message: "Welcome to our Blackboard site for Ties That Bind, Ties That Break, the novel we will read and discuss this semester in ESL 110C. I will use this site to share information and assignments with you as we work our way through the story. I hope you enjoy it, have fun reading it, and learn a lot." A book cover image is shown, with the author "Lensey Namioka" and publisher "Laurel Leaf, 2000" listed below it. The page also includes the number of pages "154 pages" and the ISBN "ISBN-13: 978-0440415992". A partial sentence at the bottom reads: "Ailen lives a happy life with her upper middle class family in China. However, one day her life changes dramatically as her parents demand that". The left sidebar contains a list of navigation links: Announcements, Staff Information, SLO, TB: Welcome, TB: PreRead Activities, TB: Vocabulary, TB: Discussion Ques, TB: Writing Assignmt, TB: Journals, TB: External Links, TB: Discussion Board, Tools, and Help. The taskbar at the bottom shows the Windows start button, several open applications, and the system clock at 11:05 AM.

Wahamaki

- [Chabot-Wahamaki-ESL-110D-dev: ESL 110D \(developmental\)](#) (Novel: *California Blue*)
Instructor: Linnea Wahamaki

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CB: Vocabulary

CB: Discussion Ques

CB: Journals

CB: Writing Assignmt.

CB: External Links

CB: Discussion Board

Tools

Help

Done

start Sabbatical PinsSabbaticalReport... Blackboard Learn - M...

11:06 AM

CB: Welcome

Welcome to California Blue

Welcome to our Blackboard site for California Blue, the novel we will read and discuss this semester in ESL 110D. I will use this site to share information and assignments with you as we work our way through the story. I hope you enjoy it, have fun reading it, and learn a lot.

CALIFORNIA BLUE

David Klass

Scholastic Inc., 1st ed., 1996

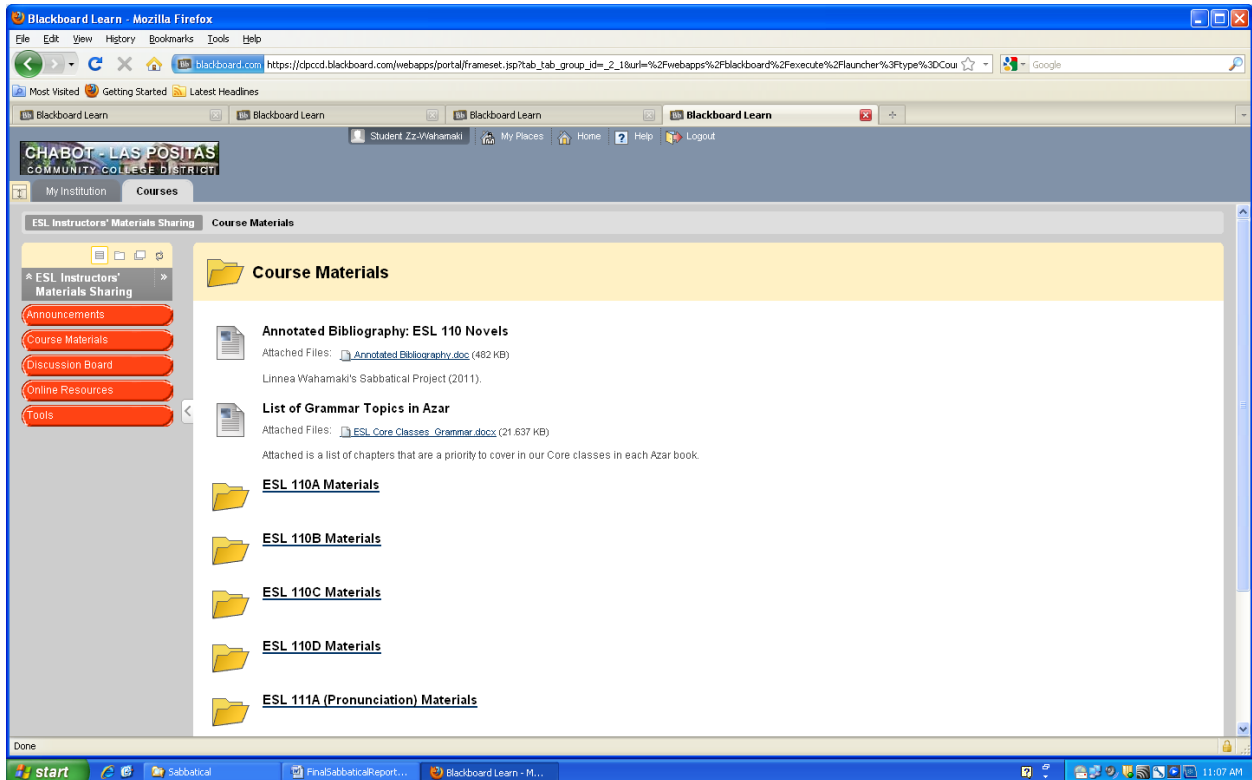
208 pages

ISBN-13: 978-0590466899

ISBN-10: 0590466895

POINT-SIGNATURE
DAVID KLASS
Is the life of our humanity worth the death of an entire novel?

- [ESL Instructors' Materials Sharing](#) (a materials sharing site for Chabot College's ESL instructors). The materials for each novel are stored in the corresponding ESL 110 Materials folder.



Please see the accompanying binders, which contain the hardcopies of most of the materials.

Final Words

Thank you for giving me the opportunity to work on this project. It was most enjoyable and it allowed me to rediscover the wonderful world of stories for audiences both young and old. I have also come away with a greater understanding of how to use Blackboard. Its many features now enhance learning activities and provide supplementary learning opportunities for my students. I now feel much more confident when building my Blackboard sites for all my courses. As I use these materials in my classes or with individual students, I will be able to see firsthand what works and what does not. I am also working with our librarians to purchase as many of the novels in my annotated bibliography as possible for circulation to Chabot's students. I will continue to develop materials as I use other novels from the bibliography, and I look forward to sharing my materials with my colleagues.