

ESL 0025C - ADVANCED READING AND WRITING

Catalog Description

Prerequisite: Completion of ESL 530C or 830C or ESL 20C with grade of "C" or better

Advisory: Concurrent enrollment in ESL 25G and 25L

Hours: 108 lecture

Description: Language acquisition of college-level vocabulary, reading, writing, and research for advanced English language learners. Students engage in academic coursework with critical expository composition and literary analysis of cultural perspectives including contributions and social experiences of under-represented ethnic or racial groups. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Describe and discuss historical, ethnic, socio-cultural, and American academic influences that affect students with diverse cultural backgrounds.
- CSLO #2: Read college-level materials with comprehension, using critical thinking to identify main ideas, relationships between details, generalizations, fact and inference.
- CSLO #3: Write well-organized, coherent college-level paragraphs, essays, and summaries, from class readings of at least 4500 words, developed with appropriate support development including but not limited to research, definition of terms, facts, statistics, counter-argument(s), expert opinions, personal experience.
- CSLO #4: Demonstrate academic language and syntactic variety while also controlling a range of sentence and grammatical structure.

Effective Term

Fall 2022

Course Type

Credit - Degree-applicable

Contact Hours

108

Outside of Class Hours

216

Total Student Learning Hours

324

Course Objectives

Cultural Component Integrated within course readings, discussion, research, and writing:

1. Analyze and evaluate a variety of cultures, including the American culture, the cultures of their classmates, and the students' own cultures.
2. Examine historical and cultural events and contexts influencing writers and texts with diverse perspectives.
3. Analyze the contributions to knowledge, civilization, and society that have been made by members of various ethnic or cultural groups.

4. Evaluate the rhetorical patterns and logic systems inherent in American patterns of reasoning and those of the students' cultures of origin.
5. Synthesize knowledge of their own cultural backgrounds with their knowledge of American culture and other cultures through research, discussions, diverse readings, and formal academic writing assignments.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: After reading and evaluating multiple articles about a current topic/issue, students submit a practice essay for peer review in a discussion board online platform (LMS), referencing a rubric to provide comments on each other's papers, 2 each. If synchronous, students will attend a class session where the instructor has chosen and highlighted several student samples for the entire class to edit; first in break-out discussion groups then as a class. For online learning, the instructor will use video conferencing to do this, record the session then post it for all students to view. Students take notes and keep an editing journal of the corrections identified. These journal will be submitted for the instructor to review and give feedback. Grade based on participation and quality of feedback.
- Projects
 - Example: Instructor will direct students to read 2 articles about the American Socio-Academic implications of plagiarism. After writing a practice essay with peer and class review, they will submit a summary/response paper from a new article based on the same topic. The first paragraph is the summary (include title, author, and main ideas, plus essential support), then the next couple of paragraphs (2-3) will explain their position and opinions with clear rhetorical reasoning and evidence-based support. It will include accurate reported speech and cohesive devices to reference the sources articles

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. After reading pages 1-50 of the novel Enrique's Journey, students post journal responses about challenges faced by undocumented immigrants, dispelling the common myths of immigration with particular attention to the social justice aspects of the language of "illegals" - as it relates to human rights. If synchronous learning,

then students will use class time to have these discussions. After the discussion, students write and electronically submit a formal reflection/response paper that includes some summary and critical analysis. The instructor then gives both verbal and electronic rhetorical and syntactic language feedback using a rubric. The instructor additionally will have student conferences to provide personalized feedback.

Distance Learning

1. After reading and evaluating multiple articles about a historical immigration topic/issue, students submit a practice essay for peer review in a CMS (e.g., LMS) using a rubric to provide comments on each other's papers in small-group discussion boards, 2 each. Students then attend an optional recorded Zoom class session where the instructor highlights several student samples for the entire class to notice and suggest changes. Students take notes and keep an editing journal of the corrections observed then submitted as an online assignment.

Typical Out of Class Assignments

Reading Assignments

1. Read pages 1-50 of the novel "Enrique's Journey." Make margin notations of your reactions while reading including parts and sections for further inquiry and discussion. 2. Evaluate and annotate a current controversial news topic such as building a border wall or detaining undocumented children separate from their families; identify the language that indicates opposing viewpoints, bias, and distinguish facts from opinions used to as evidence.

Writing, Problem Solving or Performance

1. Write a response to the novel, Enrique's Journey, pages 1-50, includes some background information and explains your reaction to various themes such as immigration, relational trauma, abandonment, poverty, and racial bias. Will include background using correct quotation structure, and academic language for the introduction and explanation of the sources from both the novel and supplemental text. 2. Using historical research provided by the instructor, identify legislation passed which had negative consequences on immigrants, barring them from becoming citizens, owning land, forcing marginalization. Write a one-paragraph summary that describes the people affected, highlights the events, and explains the impact of the legislation; is void of student opinion.

Other (Term projects, research papers, portfolios, etc.)

Required Materials

- Advance in Academic Writing 1
 - Author: Marshal, Steve
 - Publisher: Pearson
 - Publication Date: 2019
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- They Say; I Say
 - Author: Graff & Birkenstein
 - Publisher: Norton

- Publication Date: 2018
- Text Edition: 4th
- Classic Textbook?:
- OER Link:
- OER:
- Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother
 - Author: Nazario, Sonia
 - Publisher: Random House
 - Publication Date: 2007
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:
- Immigrant Voices
 - Author: Hunter, Gordon, editor
 - Publisher: New American Library
 - Publication Date: 2015
 - Text Edition: Volume II
 - Classic Textbook?:
 - OER Link:
 - OER:
- Think Like a Freak
 - Author: Levitt & Dubner
 - Publisher: William Morrow Paperbacks
 - Publication Date: 2015
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.