



IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: English as a Second Language **DATE:** November 19, 2020

COURSE: ESL 106 Academic Discourse Through US Cultures **UNITS:** 5.00

LEC HRS: 90.00 **ACTIVITY LAB HRS:** **LAB HRS:** 0.00

OUT OF CLASS HRS: 180.00 **TOTAL STUDENT LEARNING HRS:** 270.00

CLASS SIZE: 30 **ONLINE CLASS SIZE:** 30 **LARGE QUOTA:** No

CROSS-REFERENCED COURSE:

I. COURSE/CATALOG DESCRIPTION

ESL 106 is designed for non-native speakers of English. Students will engage in critical analysis, discussion, and written response to works in the Humanities including literature, visual arts, and music with a focus on U.S. cultures and how values are reflected in the development of art and culture. The course will also develop English language skills with a focus on vocabulary, critical reading and composition skills required for more advanced academic discourse. (CSU, UC credit limited. See a counselor.)

II. A. PREREQUISITES, if any:

ESL 005 or appropriate placement.

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

D. RECOMMENDED COMPANION COURSE, if any:

III. GRADING CRITERIA

Letter Grade Only

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Write well-organized, multi-paragraph essays (for example: compare/contrast, cause/effect, analysis, and research) which include a thesis statement, appropriate support, and linguistic fluency;
2. Analyze, interpret, evaluate, and summarize a variety of texts and use this critical reading to support essay writing;
3. Use critical thinking skills to analyze and draw from culturally diverse experiences, readings, and discussions to inform essay writing;
4. Develop academic vocabulary through contextual and structural clues;
5. Apply principles of unity, coherence, and transition to essay development;
6. Edit and revise, producing qualitatively improved essays;
7. Introduce and incorporate appropriate paraphrases and quotations into essays;
8. Recognize and produce grammatically correct sentences;
9. Identify and paraphrase main ideas in summary responses.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

Lecture Outline

Cultural focus

1. Examine the role of the humanities in modern US society, including the contributions of various groups (immigrant, women, religious, etc) on American society and culture.
2. Interpret, analyze and criticize works in the humanities including literature, visual arts, and music
 - Compare and contrast written works such as poetry, short stories, and novels;
 - Explain how cultural background influences literature, visual arts, and music;

- Describe a work in literature, the visual arts, or music.
3. Understand key terminology from literature, visual arts, and music.
 - Literature: characters, plot, language, setting, tone, point of view, etc.
 - Visual art: subject matter, use of line, color, texture, composition, organization, etc.
 - Music: notes, rhythm, melody, harmony, etc.
 4. Define different forms, medias, and styles in the humanities.
 - Literature: epic, poem, short story, novel, play, etc.
 - Visual art: painting, drawing, printmaking, sculpture, buildings, environments, film, etc.
 - Music: symphony, concerto, sonata, song, etc.

Reading Focus

1. Read a variety of literary texts and genres for the following purposes:
 - to be exposed to a variety of vocabulary, sentence constructions, and styles of writing that students can use as models for their own writing
 - to become familiar with text types and genres common in the Humanities;
 - to advance students' understanding of US cultures and their local communities;
 - Practice with annotating texts to aid reading comprehension and to identify support for writing topics;
 - Practice identifying main ideas and supporting details in a text;
 - Practice identifying how various authors use outside sources to support their writing;
 - Demonstrate comprehension of various texts through summary writing.

Grammar focus

1. Review subject-verb agreement as well as the form, use, and meaning of participles as adjectives in adjective and adverbial phrases, and verbal complements
2. Review for mastery the sequence of tenses within sentences and in discourse.
3. Review and development of the form, meaning, and use of passive voice.

Mechanics and Sentence Structure focus

1. Review the rules for sentence creation and punctuation in English to minimize grammatical or usage errors in verbs, word choice, word order and/or punctuation.
2. Review parallel structure.
3. Identification and correction of sentence problems—fragments, run-ons, and comma splices.

Writing focus

1. Write paragraphs and essays that together add up to 3,000 words of formal writing utilizing a variety of different rhetorical modes, such as description, compare/contrast, expository, etc.
2. Review and expansion of paragraph/essay development and organization (introductions, thesis statements, major/minor details, conclusions, etc.) a variety of topics;
3. Develop awareness of audience and purpose of academic papers.
4. Continue developing awareness of writing as a process with peer, tutor, and teacher feedback and revision.
5. Integrate information from outside sources through the introduction of the use of quoting, summarizing, and paraphrasing.
6. Demonstrate an understanding of the basic rules regarding plagiarism and ethics in academic discourse.

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Written Assignments

Completion of in-class and out-of-class assignments to include written responses to literature, visual arts, and music, original compositions, reading exercises, grammar/writing exercises, reports, and journals.

Quizzes

Quizzes and tests on course materials.

Mid-Term/Final Exam(s)

Mid-term and final exams reflecting knowledge of both course content and the writing process.

Essay

Essays and paragraphs reflecting knowledge of course content and the writing process.

Class Activity

Completion of group assignment focused on analysis of a work of literature, art, or music.

Other, please identify

A writing journal or portfolio of selected writing to include in-class and out-of-class entries.

VII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Use of PowerPoints or videos to enhance instruction. Use of video to enhance instruction, or to provide the basis for discussion.

Computer Assisted Instruction

Use of supplemental computer-based program.

Discussion

Class discussion on the writing process and the cultural aspects of writing and the English language.

Group Activity

Group work on focusing on analysis and/or interpretation of written, visual, or audio works.

Individual Assistance

Instructor will aid students in groups or individually throughout the class.

Lecture

Instructor will present course content.

Distance Learning

Students will engage in individual and peer review exercises using the campus LMS.

VIII. ASSIGNMENTS:

Out-of-class

Students are required to read from a textbook, novel, non-fiction article, or short story; annotate texts; identify key vocabulary for self-study; research new rhetorical models for essay writing introduced in class; pre-write for essay assignments; draft essays; revise essays; practice grammatical concepts introduced in class; summarize assigned articles; research on writing topics using library databases; and complete assignments from the textbook.

Required Writing: 1. Explanation/description of a work of literature, visual art, or music which incorporates key terminology; 2. Comparison/contrast of works in the humanities; 3. Discussion of cultural perspectives including similarities and/or differences between the United States and the students' countries of origin. Critical Thinking: Synthesize information; locate main ideas and pertinent supporting details in written works; find, use and evaluate Internet resources; and evaluate written work for credibility and validity. Required Reading: At least one novel with a significant cultural component must be assigned. Additional articles and appropriate works selected at the discretion of the instructor. Selections should total at least 150 pages. Texts may include: 1. Selections from course textbook; 2. Non-fiction/analytical texts 3. Online and Print non-fiction sources, such as newspapers, journals, encyclopedias, blogs, and magazines 4. Novels, short fiction, and other literary poetry and prose. Reading assignments should reflect diverse perspectives from a variety of US cultures and contributions of various groups (immigrant, women, religious, etc) to US culture;

IX. TEXTBOOK(S) AND SUPPLEMENT(S):

Rae, J., Skelton, J., Perez, E., & Behseta, S. (2020). 2020. *Rae, J., Skelton, J., Perez, Advanced community college ESL composition: An integrated skills approach* Academic Senate for California Community Colleges ISBN: OER: <https://open.umn.edu/opentextbooks/textbooks/advanced-community-college-esl-composition-an-integrated-skills-approach> .

Keith S. Folse; April Muchmore-Vokoun; Elena Vestri Solomon 2019. *Great Writing 4: Great Essays* 5th edition. Boston. National Geographic Learning ISBN: 978-0357020852.
John Sheridan Biays, Carol Wershoven 2018. *Along these lines - Writing Paragraphs and Essays* 8th edition. Upper Saddle River. Pearson ISBN: 978-0321984005.
Colombo, G., Cullen, R., and Lisle, B. 2018. *Rereading America: Cultural Contexts for Critical Thinking and Writing, 11th ed.* Boston. Bedford Books of St. Martin's Press ISBN: 978-1319056360.
Hall, B. & Wallace, E. 2018. *College ESL writers: Applied grammar and composing strategies for success.* English Open Textbooks ISBN: <https://oer.galileo.usg.edu/english-textbooks/14> .
Funk, Clayton 2016. *A Quick and Dirty Guide to Art, Music, and Culture* OER ISBN: <https://www.oercommons.org/courses/a-quick-and-dirty-guide-to-art-music-and-culture/view>.
Hogue, Ann and Oshima, Alice 2016. *Longman Academic Writing Series 4* White Plains. Pearson Education ESL ISBN: 978-0-13-466331-9.

Non-fiction/analytical texts

Novels, short fiction, and other literary poetry and prose. Suggestions include: A Raisin in the Sun - Lorraine Hansberry Bless Me, Ultima - Rodolfo Anaya The Joy Luck Club - Amy Tan Funny in Farsi - Firoozeh Duman Their Eyes Were Watching God - Zora Neale Hurston Lakota Woman - Mary Crow Dog and Richard Erdoes Enrique's Journey - Sonia Nazario

Online and Print non-fiction Sources, such as newspapers, journals, encyclopedias, blogs, and magazines

Suggested reading for this course includes a mix of non-fiction articles and literary short stories such as: "McDonald's: You Can Sneer, But It's the Glue That Holds Communities Together" by Chris Arnade in The Guardian newspaper (<https://www.theguardian.com/business/2016/jun/08/mcdonaldscommunity-centers-us-physical-social-networks>)

Suggested reading for this course includes a mix of non-fiction articles and literary short stories such as: "Going It Alone" by Rahawa Haile from Outside magazine (<https://www.outsideonline.com/2170266/solo-hiking-appalachian-trailqueer-black-woman>)

X. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Analyze and interpret a work of art and/or literature.
2. Write a summary that demonstrates comprehension of a text.
3. Use the writing process to develop a multi-paragraph essay that responds to a prompt and has a clear thesis statement that has a topic and a controlling idea.

XI. ADDENDUM

Distance Education Addendum

Delivery Method:

Online Hybrid (51% or more of course is held on-campus)

Offering the course using a hybrid model offers flexibility for students wanting to, or needing to, take this course. It will also allow for flexibility in scheduling to better meet the needs of students and enrollment management.

Online/Web-based

Offering the course solely online offers flexibility for students wanting to, or needing to, take this course. It will also allow for flexibility in scheduling to better meet the needs of students and enrollment management.

Contact Types and Frequency:

This course complies with the [IVC Regular Effective and Substantive Contact Guidelines](#) by providing the following contact types:

Orientation at start of course - Orientation to occur during the first week of instruction and will include information on how to use the school's learning management system, how to access course content, and submit assignments.

Announcements/Bulletin Boards - Once a week or more, as needed by the instructor, to provide information on assignments, due dates, or other information that pertains to the course.

Chat Rooms - Used as deemed necessary by the instructor to facilitate communication with students.

Discussion Boards - Discussion boards will be used at least six weeks during the course to facilitate communication and discussion between students.

Email Communication - Email will be used weekly by the instructor to communicate to the class and to individual students.

Office hours - Instructor will hold office hours as required by contract.

Scheduled Face-to-Face Meetings - For hybrid courses, the class will meet face-to-face once a week.

Virtual Office Hours - Instructor will hold virtual office hours as allowed and as necessary to provide student access.

Online Group Collaboration - As needed

Podcasts - As needed

Other (describe) - As needed to meet course objectives

This course complies with the American's with Disabilities Act Section 508 as described in the [IVC Distance Education Handbook](#)

Attached Files

[Prerequisite Worksheet ESL 106.docx](#)

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