

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 400 **TITLE:** Advanced English for Multilingual Students
Units: 5.0 units **Hours/Semester:** 80.0-90.0 Lecture hours; 16.0-18.0 TBA hours; and 144.0-162.0 Homework hours
Method of Grading: Letter Grade Only
Prerequisite: ESL 828 or appropriate skill level indicated by the ESL placement test.
Recommended Preparation:
 Eligibility for ESL 858 or appropriate skill level as indicated by the ESL placement test

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E2a. English Composition
 CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Socially relevant readings introduce students to academic reading, writing, and research. Students analyze complex fiction and/or non-fiction texts and write expository or argumentative essays with persuasive claims and evidence. Revision and proofreading skills are developed over multiple drafts in a feedback-rich environment. Students reflect on their positions in relation to larger social, cultural, and economic issues.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. write a developed, organized, text-based expository essay with an explicitly stated thesis using idiomatically and grammatically appropriate language.
 2. incorporate short quotations from an outside source and accurately paraphrase passages from the source with appropriate citation.
 3. analyze social issues from a cross-cultural perspective.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. evaluate their position in society as a result of engaging critically with culturally and linguistically diverse texts
 2. write well-organized, thesis-driven essays with audience awareness, appropriately incorporated source material, and accurate citations.
 3. organize ideas logically within paragraphs and within the essay as a whole, using transitions to guide readers.
 4. develop ideas using analysis, explanation, details, and examples;
 5. use an iterative writing process to revise and edit an essay over multiple drafts
 6. write sentences that demonstrate an understanding of sentence coordination and subordination and other sentence modification strategies; demonstrate the ability to use idiomatic, correct language with only occasional global and local errors
 7. proofread effectively for grammatical errors by using active editing location strategies

6. **COURSE CONTENT:**
Lecture Content:
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 1. Global and Cultural Perspectives
 - A. Examination, discussion, and comparison of diverse experiences, specifically the contributions of minoritized groups (e.g. immigrants, women)
 - B. Reflection on one's position in and responsibilities to local communities and global communities
 - C. Critical engagement with a variety of viewpoints on current sociocultural issues
 - D. Comparison of global rhetorical approaches
 2. Writing

- A. Components of the writing process
 - B. Organization of essays and paragraphs
 - C. Incorporating source material with accurate documentation (when and how to quote, paraphrase, and summarize)
 - D. Synthesis of sources (written texts, interviews, films, videos, poems, etc.)
 - E. Writing a Works Cited page
 - F. Strategies for success in a timed, high-stakes writing situation
 - G. Revision of and reflection on previous work, and/or curation of a print or digital writing portfolio
3. Reading
- A. The reading-writing connection
 - B. Critical reading; analysis of cultural content and genres commonly found in the humanities
 - C. Annotation for comprehension, organization, and audience awareness
 - D. Metacognitive and reader response strategies (e.g. metacognitive logs, double-entry journals)
 - E. Vocabulary improvement strategies (e.g. personal word lists, preposition and idiom logs, paper or digital flashcards)
4. Research
- A. Using library databases to find relevant sources
 - B. Evaluating sources for quality and relevance
5. Grammar and Proofreading
- A. Sentence-combining and sentence modification strategies (e.g. subordination, coordination, noun phrase appositives) to assist students in varying their sentence structures and choosing the appropriate register
 - B. Active editing strategies (e.g. marking for one grammar point at a time, marking parts of speech such as nouns or sentence components such as subjects and predicates, reading aloud, reading backwards)
 - C. Targeted review of advanced grammar points such as adjective clauses, noun clauses, adverb clauses, and conditionals, as well as verb tense consistency

TBA Hours Content:

TBA hours should focus on providing students with supplemental instruction and practice in writing and grammar. The TBA hours are completed in the ESL Center under faculty supervision.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Lab
- C. Activity
- D. Discussion
- E. Individualized Instruction
- F. Other (Specify): Instructional methods may include: (1) schema-activating: introducing students to course topics through class discussion, journals, and/or free writing in order to activate their prior knowledge; (2) instructor-guided reading: assigning reading questions, reading journals, collaborative projects; (3) inductive rather than prescriptive lecturing: asking open-ended questions to elicit a range of responses and encourage elaboration; (4) structured whole-class discussion: helping students to move beyond their current thinking and understanding of course topics and encouraging them to make connections between their ideas and those of the authors and of their classmates; (5) contextualizing writing strategies: teaching sentence focus, modification and expansion, and joining in the context of the students' own writing rather than as separate skills; (6) essay, paragraph, and sentence modeling: introducing students to effective writing strategies by exposing them to effective professional and student texts; (7) scaffolding course curriculum: providing necessary instruction to students for each assignment by building on acquired skills from essay to essay; (8) prioritizing error: recognizing a hierarchy of error in student writing at the essay and sentence level, and identifying patterns of error for individual students

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Writing assignments must center on at least one of the following components: diverse cultural or linguistic traditions, contributions of various minoritized groups (e.g. immigrants, women) to U.S. society and culture, and/or global social and economic issues that affect diverse communities.

- A. At least three expository or argumentative essays of approximately 750-1250 words each
 - a. Each essay should be developed over at least two drafts
 - b. One essay must include a substantial academic research component

- B. At least two in-class essays (a midterm and a final)
- C. Portfolios with a reflective writing component
- D. Essay modeling, low-stakes writing, online discussion posts, vocabulary learning strategies, sentence development activities, and contextualized editing activities

Reading Assignments:

Reading assignments must center on at least one of the following components: diverse cultural or linguistic traditions, contributions of various minoritized groups (e.g. immigrants, women) to U.S. society and culture, and/or global social and economic issues that affect diverse communities.

- A. Instructor-guided and student-selected texts of approximately 100 pages total. Texts may include fiction (e.g. literature or poetry), non-fiction, online or print newspapers, essays, journals, encyclopedias, or reputable blogs
- B. Instructor-guided reading of a book-length work of at least 250 pages
- C. Reading questions, reading journals, collaborative projects that enhance reading comprehension

To be Arranged Assignments:

TBA Hours should focus on providing students with supplemental instruction and practice in writing and grammar. Suggested activities:

- Individual appointments with faculty to brainstorm, organize or develop essay assignments, work on the understanding and application of various sentence modification strategies and/or to develop a greater level of grammatical accuracy in their writing through grammar and editing exercises
- Grammar and Editing Workshops to assist students with difficult grammar structures and train students in self-editing and proofreading skills
- Independent work, customized to address each student's particular needs, related to any of the objectives of the course

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Papers
- G. Portfolios
- H. Quizzes
- I. Research Projects
- J. Written examination
- K. Representative methods of evaluation may include: 1. Expository or argumentative essays prepared outside of class that demonstrate understanding of course material and mastery of specific instructional objectives 2. In-class essays (one final and at least one midterm essay) that demonstrate understanding of course material and mastery of specific instructional objectives 3. Homework: journals, text annotations, reading questions, summaries of readings, proofreading exercises, sentence combining and other sentence-level exercises to demonstrate understanding of course material and mastery of specific instructional objectives 4. In-class work: peer response, revision, class participation, discussion, and group work 5. Quizzes and exams to demonstrate mastery of course material 6. Midterm and/or final portfolios with a reflective component

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Lee, H. *The Girl with Seven Names: A North Korean Defector's Story.*, ed. William Collins, 2015
- B. Turkle, S. *Reclaiming Conversation: The Power of Talk in a Digital Age*, ed. Penguin Press, 2015
- C. Chua, Amy. *Battle Hymn of the Tiger Mother*, ed. Penguin Press, 2011
- D. Hosseini, K. *The Kite Runner*, ed. Riverhead Books, 2013
- E. McGonigal, J. *Reality is Broken: Why Games Make Us Better and How They Can Change the World*, ed. Penguin Press, 2011
- F. Levitt, S. D., S. J. Dubner.. *Think Like a Freak: The Authors of Freakonomics Offer to Retrain Your Brain*, ed. William Morrow, 2015
- G. Jhren, H.. *The Story of More: How We Got to Climate Change and Where to Go from Here*, ed. Vintage, 2020

Other:

- A. Anzaldúa, Gloria. "How to Tame a Wild Tongue." *Borderlands/La Frontera: The New Mestiza*. Aunt Lute,

- 1987, pp. 33-44.
- B. Bowman, Sam. "Sweatshops Make Poor People Better Off." The Adam Smith Institute, 29 Jul 2015.
- C. Das, Kamala, "An Introduction." The Old Playhouse and Other Poems, Orient Blackswan, 2004, pp. 26-27.
- D. Delistraty, Cody. "Who Wins in the Name Game?" The Atlantic, 30 Jul 2014.
- E. Gold, Matea, Drew Harwell, Maher Sattar and Simon Denyer. "Ivanka, Inc." The Washington Post, 14 Jul 2017.
- F. Hodal, Kate. "Abuse is Daily Reality for Female Garment Workers for Gap and H&M, Says Report." The Guardian, 5 Jun 2018.
- G. Huang, Zheping. "After Being James, Peter, and William, I Decided to Stick with my Chinese Name." Quartz, 14 Feb 2017.
- H. Hunter, Brittany. "Banning Sweatshops Only Hurts the Poor." The Foundation for Economic Education, 5 Jul 2018.
- I. Kimeria, Ciku. "It Took Moving to America for me to Change my Colonized Name." Quartz, 30 Jul 2017.
- J. McCrum, Robert. "Virtually Running America: India, the Far East, and Beyond." Globish: How English Became the World's Language. W. W. Norton & Company, 9 May 2011.
- K. Mikanowski, Jacob. "Behemoth, Bully Thief: How the English Language is Taking Over the Planet." The Guardian, 27 Jul 2018.
- L. Thomas, Dana. "Why Won't we Learn from the Survivors of the Rana Plaza Disaster?" The New York Times, 4 Apr 2018.
- M. Wartanian, Raffi Joe. "Claiming the History in Family Names." The New York Times, 1 Mar 2019.
- N. Lane, Janet and Ellen Lange. Writing Clearly. 3rd ed., Boston: Heinle & Heinle, 2011.
- O. Ridgway, Kristi. Mark It! (an active-editing textbook used in the Grammar and Editing Workshops through the ESL Center).

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Course Originator: Evan Kaiser