

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 401 **TITLE:** Advanced Englishes through World Cultures
Units: 4.0 units **Hours/Semester:** 64.0-72.0 Lecture hours; 128.0-144.0 Homework hours; 192.0-216.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Recommended Preparation:
 ESL 828, with a minimum grade of C and/or ESL 848 with a minimum grade of C and/or ESL 858 with a minimum grade of c

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
CSU GE:
 CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Designed for advanced multilingual learners of English. Students will critically analyze, appreciate, and respond to works in the Humanities - including literature, film, music and visual art - with a focus on world cultures and diverse Englishes. Students will also develop critical reading, listening, speaking, and vocabulary skills required for advanced academic work in English.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Interpret, analyze, appreciate, and criticize works in the humanities (including literature, film, music, and visual art) that represent diverse Englishes and world cultures.
 2. Synthesize and present in written and spoken English insights gained from readings and other media, relating information to world cultures, personal experience, and to other texts.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Interpret, analyze, appreciate, and criticize works in the humanities (including literature, film, music, and visual art) that represent diverse Englishes and world cultures.
 2. Recognize and discuss genre, medium, purpose audience and tone to better understand texts and their rhetorical contexts.
 3. Analyze rhetorical context when reading and listening by identifying genre, medium, purpose, audience, and tone.
 4. Display increased world cultural knowledge (from assigned media) and connect this knowledge to themes of assigned texts.
 5. Develop independent reading and listening strategies such as identifying text structure, inferring the meaning of words in context, and expanding vocabulary knowledge.
 6. Synthesize and present in written and spoken English insights gained from readings and other media relating information to personal experience, to past and present events, and to other texts.

6. **COURSE CONTENT:**
Lecture Content:
 Cultural component integrated within course reading, listening, and discussion:
 1. Examine the roles that art, literature, language, science and technology, philosophy, or religion play in creating and differentiating world cultures;
 2. Interpret, analyze, appreciate, and criticize works in the humanities including literature, visual art, music, and film;
 - A. Compare and contrast treatment of themes in works such as poetry, short stories, novels, films, songs, paintings, or photography.
 3. Understand and appreciate the relevance of works and ideas in the humanities to students' daily lives;
 4. Apply critical insights from texts in a variety of media and genres to contemporary understanding of what it means to be human.

THEMATIC UNITS FOCUSED ON A WORK OF FICTION OR NONFICTION

(Note: A similar procedure would be followed for nonfiction as well as fiction readings.)

1. Introduce a work of nonfiction/fiction
 - A. Explore background information on the author and cultural, historical and geographical context.
 - B. Read supplemental articles and/or view videos and/or examine visual arts to provide appropriate schema the unit.
2. Read, appreciate and analyze a nonfiction and/or fiction book.
 - A. Complete approximately 60 pages a week.
 - B. Apply critical and meta-cognitive annotation skills such as questioning the text, monitoring comprehension and writing short summaries.
 - C. Practice analyzing text organization including main ideas, supporting ideas, types of support, and implied meaning; recognize how these differ across genres.
 - D. Practice analyzing a variety of texts for author's purpose, attitude and writing strategies
 - E. Participate in partner or small group discussions based on worksheets and reflection/journal entries; students might generate questions about the reading or use a Literature Circle in which each student is assigned an aspect of the reading (e.g., character, theme, setting, etc.) to present to the group.
3. View, appreciate, and analyze additional media for deeper exploration of the unit theme.
 - A. View and analyze a film with a similar thematic focus to the reading. Appropriate films might include: *Everything, Everywhere All at Once*; *Arrival*; *The Sapphires*; *The Farewell*; *Fremont*; *Slumdog Millionaire*; *Past Lives*; *Waste Land*; *Exit through the Gift Shop*; *Ascension*; *Free Solo*; *Get Out*; *Smoke Signals*; *Nomadland*; *Women Talking*
 - B. Listen to and analyze the content and language of songs related to the reading.
 - C. View and analyze visual arts related to the reading.
4. Examine language in unit texts and media.
 - A. Develop a student-generated list of vocabulary with a focus on words needed to understand and discuss topics in the humanities;
 - a. Explore elements of the words such as collocations and etymology;
 - b. Write original sentences that demonstrate understanding of the words and their context;
 - c. Develop vocabulary study strategies for independent practice.
 - B. Analyze other linguistic aspects of the text such as register, syntax, and pronunciation.
5. Complete a research and/or original project, written composition, or presentation related to text topics or themes.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Directed Study
- E. Discussion
- F. Guest Speakers
- G. Individualized Instruction
- H. Observation and Demonstration

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

- A. Vocabulary exercises.
- B. Worksheets to accompany texts or other media, which would include vocabulary/idiomatic expression definitions and sentences, graphic organizers, main idea questions, detail questions, and in-depth inference questions.
- C. Reflection sheets/journal entries which would include summarizing, identifying interesting or surprising elements, synthesizing texts, developing questions about confusing aspects, identifying themes and/pr personal responses.
- D. Individual and/or group research and/or original presentations or projects.
- E. Essays analyzing, synthesizing, or critiquing the texts.
- F. Quizzes on comprehension of media content, key concepts, and vocabulary

Reading Assignments:

- A. Two or three advanced book-length works of fiction and/or non-fiction representing a variety of genres and Englishes.
- B. Annotation assignments which could include
 - a. identifying main ideas
 - b. tracking themes
 - c. new vocabulary
 - d. connections to life and to other texts
 - e. points of confusion
 - f. examples of literary elements (tone, characterization, etc.)
- C. Short stories
- D. Poems
- E. Supplemental materials, e.g., background information about authors and subject of stories and books
- F. Pair, small group, and class discussion of the content of both lectures and texts, such as oral summaries and answering comprehension or critical thinking questions.

Other Outside Assignments:

Listening Assignments:

- A. Watch two or three fiction and/or non-fiction films representing a variety of genres and Englishes.
- B. Note-taking assignments that would include
 - a. identifying main ideas
 - b. tracking themes
 - c. new vocabulary
 - d. connections to life and to other texts
 - e. points of confusion
- A. Films, such as documentaries or works of fiction
- B. Songs

Other Outside Assignments:

- A. Online research for book or film-related projects or presentations.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Final Class Performance
- F. Final Performance
- G. Group Projects
- H. Homework
- I. Lab Activities
- J. Oral Presentation
- K. Papers
- L. Portfolios
- M. Projects
- N. Quizzes
- O. Research Projects
- P. Written examination

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Hurston, Zora Neale. *Their Eyes Were Watching God*, ed. Amistad, 2006
- B. Achebe, Chinua. *Things Fall Apart*, ed. Penguin Books, 1994
- C. Kirkpatrick, Andy. *The Routledge Handbook of World Englishes*, 2nd ed. Routledge, 2021
- D. Ibsen, Henrik. *A Doll's House*, ed. CreateSpace Independent Publishing Platform, 2021
- E. Hnath, Lucas. *A Doll's House Part 2*, ed. Theatre Communications Group, 2018
- F. Victor LaValle. *Destroyer*, ed. BOOM! Studios, 2018
- G. Eugenides, Jeffrey. *Middlesex*, ed. Picador, 2015

H. Shaw, George Bernard.. *Pygmalion*, ed. CreateSpace Independent Publishing Platform, 2017
I. Satrapi, Marjane. *Persepolis: The Story of a Childhood*, ed. Pantheon, 2004
J. Hsu, Hua. *Stay True*, ed. Anchor, 2023
K. Shahani, Aarti Namdev. *Here We Are*, ed. Celadon Books, 2020
L. Fiero, Gloria. *Landmarks in the Humanities*, 5th ed. McGraw Hill, 2021
M. Shelley, Mary. *Frankenstein*, 2nd ed. W. W. Norton & Company, 2012

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Course Originator: Elinor Westfold