

# ESL A162: ADVANCED ACADEMIC READING & WRITING 2

Item	Value
Curriculum Committee Approval Date	03/12/2025
Top Code	493087 - English as a Second Language - Integrated
Units	4.5 Total Units
Hours	99 Total Hours (Lecture Hours 72; Lab Hours 27)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• Area 3 Arts and Humanities 3A Theory (OC1)
Associate Science Local General Education (GE)	• Area 3B Humanities (OSC2)

## Course Description

This course is designed to improve the academic reading, writing, grammar, and essay writing of non-native speakers. Through an analysis of readings and theoretical models, students will gain an understanding of cultural diversity, including sub-cultures and global cultures, to foster inclusion and an appreciation of diversity to minimize ethnocentrism and develop cultural competency through summary/responses, essays, a short research paper (using outside research and in-class readings) on different cultural perspectives, while focusing on writing conventions (introduction, body paragraph development, and concluding paragraph) and sentence structure. This course integrates college-level reading, writing, and critical thinking skills, with an emphasis on research skills and clear/concise explanations of theories, research, concepts, and opinions. ADVISORY: ESL A052 or appropriate placement. Transfer Credit: CSU. Students should complete the guided self-placement form before the first semester enrolling in an ESL course to determine which ESL course they should enroll in. This can be found at [https://occssp.formstack.com/forms/esl\\_selfplacement\\_form](https://occssp.formstack.com/forms/esl_selfplacement_form).

## Course Level Student Learning Outcome(s)

1. Students will be able to produce a well-developed in-class 4-6 paragraph essay in response to readings on diverse perspectives and contributions to and from diverse groups (American culture, global cultures, immigration, religion, gender, etc.).
2. Students will be able to produce a well-researched essay that explores the causes and possible solutions of a current social issue or intercultural conflict, using theoretical models presented in class.

## Course Objectives

- 1. I Writing I.1. demonstrate skill with academic writing by 1. writing essays (minimum of four paragraphs) based on readings that present diverse perspectives and contributions to and from diverse groups (American culture, global cultures, immigration, religion, gender, etc.) 2. synthesizing multiple readings and theoretical models in research papers; 3. demonstrating knowledge of the essay-writing process by planning, prewriting, writing, revising, and editing essays; 4. presenting a strong thesis and supporting it appropriately; 5. using APA in-text citations, avoiding plagiarism; 6. combining the student's own analysis and examples.
- 2. II Reading II.1. demonstrate comprehension of readings on diverse perspectives and contributions to and from diverse groups (American culture, global cultures, immigration, religion, gender, etc.) and theoretical models by A. answering factual and inferential questions based on such texts; B. participating in class and small-group discussions that focus on information, inference, and/or opinion in order to recognize and diffuse personal paradigms in relation to forms of prejudice caused by ethnocentrism, sexism, and racism; 2. analyzing text critically; 3. writing summaries.
- 3. III Grammar III.1. demonstrate good control of English syntax and conventions by discussing, expanding, and using 1. all 12 verb tenses; 2. logical connections with a variety of transitional devices; 3. a wide variety of vocabulary and complex sentence structures needed for many styles of writing; 4. quantifiers and noun markers correctly; 5. editing strategies in order to independently find and correct many types of errors.

## Lecture Content

Reading Introduction to intercultural theories, such as Critical Race Theory, Collective Cultural Theories, Individualistic Cultural Theories, Rosenthal and Jacobson Self-Fulfilling Prophecy, Sapir-Whorf Hypothesis, Hofstede's theories on indulgent versus restrained cultures, Kohl's Moral Development Scale, Perry's Intellectual Scheme, and Baxter Magolda's Epistemological Reflection Model Comprehension Skills identify salient ideas analyze written structures understand tone and viewpoint annotate, Interpret and paraphrase texts summarize and respond to readings on diverse perspectives and contributions to and from diverse groups (American culture, global cultures, immigration, religion, gender, etc.) and theoretical models understand the cultural components of a given reading Writing Expository Essay Structure - Write a 4-6 paragraph essay of 2-3 typed, double spaced pages with one-inch margins, in MLA format, which includes the following: an introductory paragraph with a clear thesis statement body paragraphs with topic sentences and specific support an appropriate concluding paragraph Research Skills Practice accessing library databases to support ideas and topics through library orientation Practice, review, and use MLA citation format in essays and research paper Investigate and demonstrate knowledge of reliability and credibility of sources Review anti-plagiarism techniques (paraphrasing and quoting, both short and long in-text quotations). Writing a Research Paper synthesize multiple sources to support a well developed thesis statement incorporate MLA documentation format - serif; Writing Process Use prewriting strategies effectively, such as brainstorming and outlining create strong topic sentences, thesis statements, and supporting evidence express authentic ideas Drafting Revise and edit for fluency as well as structural errors Use sentence variety Use appropriate punctuation Use transitional words and strategies Use correct word order and word forms Use verb tenses and verb tense markers correctly Avoid sentence fragments

and run-ons Recognize the author's purpose conventional rhetorical styles (Cause/Effect, Compare/Contrast, Narrative, and Classification) logical fallacies e="font-size: medium; font-family: arial, helvetica, sans-serif; Developmental support Demonstrate use of academic point of view Differentiate a formal tone from informal tone Avoid 1st and 2nd person unless it is appropriate Demonstrate complex ideas/examples in support Revise main ideas and support as necessary Avoid plagiarism Compare American college expectations of academic honesty with those in other countries Use in-text citations, using MLA format Use indirect quotations and paraphrasing Grammar Primary focus Expansion on use of verb tenses, verb forms, modals, and conditionals (present and past, real and unreal) in order to use various combinations together appropriately Using a variety of connecting and transition words/ phrases Editing strategies Overview and expand on the following structures as necessary: simple sentences (punctuation and subject-verb agreement) compound sentences (with coordinators and transition words) combining two independent clauses correct punctuation avoiding fragments, comma splices, and run-ons complex sentences combining independent and dependent clauses adjective clauses, noun clauses, adverb clauses correct punctuation avoiding fragments, comma splices, and run-ons compound-complex sentences combining various types of clauses correct punctuation Cultural Component Develop understanding of a variety of cultures, including American culture, global cultures, immigration, religion, gender, etc. Introduction to intercultural and developmental theories, such as: Critical Race Theory, Collective Cultural Theories, Individualistic Cultural Theories, Rosenthal and Jacobson Self-Fulfilling Prophecy, Sapir-Whorf Hypothesis, Hofstede's theories on indulgent versus restrained cultures, Kohl's Moral Development Scale Hofstede's theories on indulgent versus restrained cultures, Edward Hall's Theory of Proxemics Develop cultural competence in American and multi-cultural contexts nt-size: medium; font-family: arial, helvetica, sans-serif; Read and discuss articles from a variety of cultural perspectives through intercultural theories Build background knowledge of and examine historical and cultural events in which articles were written Contribute their own cultural perspectives on the class topics through class discussions and writing assignments Build background knowledge of the differences in rhetorical patterns and logic systems inherent in American patterns of reasoning and those of the students' countries of origin via classroom discussions, readings, and writing assignments Demonstrate understanding of the rhetorical patterns and logic systems inherent in American patterns of reasoning via classroom discussions and writing assignments Respond via classroom discussions and writing assignments to contemporary American social and educational issues in comparison with similar issues in the students' countries of origin Examine and compare contemporary American social and educational issues with similar issues in the students' countries of origin and other countries

## Lab Content

Non-lecture hours are used to apply the concepts learned in the lecture portion of the course and develop the competencies required to meet the course objectives. Individual attention is given to the structure and usage problems of ESL students through conferencing.

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Lab (04)

- DE Live Online Lab (04S)
- DE Online Lab (04X)

## Instructional Techniques

Lecture and discussion Reading, writing, annotating, and outlining practice Pair and group work focusing on grammatical correctness and content. Online and course management system competencies

## Reading Assignments

Students will spend a minimum of three hours per week on reading assignments. Readings on diverse perspectives and contributions to and from diverse groups (American culture, global cultures, immigration, religion, gender, etc.) and theoretical models and research sources required for essays and research papers. 2. Readings from intercultural theories, such as Critical Race Theory, Collective Cultural Theories, Individualistic Cultural Theories, Rosenthal and Jacobson Self-Fulfilling Prophecy," Sapir-Whorf Hypothesis, and Hofstede's theories on indulgent versus restrained cultures.

## Writing Assignments

Students will spend a minimum of four hours per week on writing assignments: 1. Written responses (summaries, paraphrases, sentence completions, and opinions) of college-level articles, editorials, and critiques 2. Demonstration of knowledge of essay structure by integrating and synthesizing information from articles: Introduction, well-developed body paragraphs, and conclusion. 3. Editing own writing for errors. 4. Students will write a minimum of 3 essays of 1,000-1,500 words each, based on cultural topics, including: - problem/solution, cause/effect, and a research paper that contains no fewer than three sources - at least one in-class essay that includes a synthesis of sources, introduction with a well formulated thesis statement, 3 body paragraphs, and a conclusion in approximately 150 minutes

## Out-of-class Assignments

Students will spend approximately three hours a week completing additional assignments that support their progress in the areas covered. They may include written responses, such as summaries, opinions, essays, and research papers on diverse perspectives and contributions to and from diverse groups (American culture, global cultures, immigration, religion, gender, etc.) and theoretical models.

## Demonstration of Critical Thinking

Students will read a variety of texts and articles related to cultural aspects and theoretical models to develop cultural competency by analyzing the main ideas and summarizing them in written form and in group and individual presentations.

## Required Writing, Problem Solving, Skills Demonstration

Students will produce an in-class essay of at least 4 paragraphs and a 3-5 page research paper, synthesizing various reliable sources targeting cultural aspects and using theoretical models presented in class, while using correct essay structures with appropriate academic vocabulary and grammar appropriate to the level with accurate grammatical structures through self-correction through instructor feedback.

## Eligible Disciplines

ESL: Master's degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelor's degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign

language with a TESL certificate AND master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

### **Textbooks Resources**

1. Required Gregg, J.. Communication and Culture,, 5 ed. Los Angeles: Custom, 2019 2. Required Folse, K. . Great Writing 4: Great Essays, 5th edition ed. Boston: Cengage/Natinal Geographic, 2019 3. Required McDonald, S.. The Writer's Response, 6th ed. Cengage/National Geographic, 2016 Rationale: Latest edition 4. Required Duckworth, A. . Grit: The Power of Passion and Perseverance, ed. Simon and Schuster, 2016 Rationale: seminal book 5. Required Westover, T. Educated, ed. Random House, 2018 6. Required Pepperberg, I. Alex and Me, ed. Random House, 2009 Rationale: Classic nonfiction book that explores scientific theories and beliefs, educational reforms in relation to women, and gender role expectations

### **Other Resources**

1. Instructor provided readings from current publications including the Los Angeles Times, Time Magazine, Newsweek Magazine, and/or the New York Times 2. Sample Readings: <https://www.theatlantic.com/science/archive/2021/08/female-hummingbirds-look-like-males/619893/> <https://www.latimes.com/opinion/story/2020-03-15/op-ed-for-scientists-good-research-is-not-enough-we-have-to-tell-our-stories> <https://www.latimes.com/world/asia/la-fg-koreas-hockey-language-2018-story.html> <https://www.newsweek.com/school-gender-equality-game-causes-outrage-italy-313499> <https://www.latimes.com/opinion/la-xpm-2013-feb-24-la-oe-tobin-preschool-20130224-story.html>