

ESL A192: ADVANCED ACADEMIC READING, RESEARCH, & WRITING IN THE HUMANITIES

Item	Value
Curriculum Committee Approval Date	03/12/2025
Top Code	493084 - English as a Second Language - Writing
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)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> Area 3 Arts and Humanities 3A Theory (OC1)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> Area 3B Humanities (OSC2)

Course Description

This advanced ESL course focuses on the development of analytical, critical thinking, and research skills in reading and writing about multicultural literature and texts that foster an understanding and appreciation of culturally diverse traditions, including aesthetic, religious, literary, philosophical, and historical movements. Analysis of works is emphasized through close critical reading, class discussions, research strategies, and synthesis of information demonstrated in written essays and a research paper, introducing students to a wide range of cultures and genres in order to gain a better cultural understanding of the human condition, society, and the world. **ADVISORY:** Appropriate Placement. Transfer Credit: CSU; UC. 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.

Course Level Student Learning Outcome(s)

1. Develop analytical, critical thinking, and synthesizing reading skills, drawing from culturally diverse readings (Western and non-Western), including literary texts, examining historical and contemporary cultural, philosophical, religious, linguistic, and artistic concepts and movements.
2. Write well developed, analytical essays based on critical reading of culturally diverse literary and non-fiction texts and research (including literary critiques) demonstrating awareness of how these texts relate to the timeless human condition using correct grammar, sentence structure, and academic vocabulary in writing.

Course Objectives

- 1. Recognize themes and/or symbolism from cultural works such a novel of cultural significance and synthesize them to other culturally diverse course readings to develop a deeper understanding of a variety of cultures (both Western and non-Western) and explore historical and contemporary social, philosophical, religious, and artistic concepts and values.
- 2. Analyze and evaluate different viewpoints presented by authors of texts representing a wide range of aesthetic works, including fiction and nonfiction.
- 3. Develop and demonstrate analytical, integrative skills in the reading of primarily literary texts that reflect multiple forms of diversity and a variety of cultural, social, religious, philosophical, linguistic, and artistic perspectives.
- 4. Develop an appreciation of cultural creations as a means of understanding self and society by analyzing texts from a variety of fields (the arts, literature, philosophy, etc.) that discuss these topics.
- 5. Use critical thinking skills to analyze and draw from culturally diverse experiences, readings, and discussions to inform writing.
- 6. Incorporate students' voices and experiences with class readings in writing to compare and contrast cultural nuances and the universal human experience.
- 7. Develop analytical, organizational, research, and documentation skills (in MLA format) in writing focused on overarching themes in works of fiction and nonfiction.
- 8. Develop and demonstrate skills evaluating the credibility, reliability, and/or biases of sources while utilizing multiple databases for research.
- 9. Demonstrate advanced-level sentence structure, grammar, and vocabulary in academic English in well-developed summaries, responses, essays, and a research paper.
- 10. Incorporate appropriate support including paraphrases and quotations using MLA format into essays on topics of cultural significance in the Humanities.
- 11. Formulate and write clear and well-formed thesis statements for a variety of types of multi-paragraph essays on topics of cultural, social, and historical significance.

Lecture Content

Develop analytical reading skills that reflect multiple forms of diversity, and cultural, historical, and social perspectives to advance students' understand of society and the world. Critically read, analyze, and synthesize a variety of texts and genre. Become familiar with text types and genres found in the Humanities, such as the novel, short stories, poetry, and other forms of art. Advance and appreciate a diverse, cultural understanding of the world, the United States, and local communities through Western and non-Western works. Develop a deeper knowledge and understanding of philosophical, historical, and linguistic issues in English-speaking cultures in the United States through short stories, novels, and works of non-fiction. Practice being a critical reader by examining and analyzing text types and genres common to the Humanities. Develop skills to analyze and understand syntax, academic vocabulary, and writing conventions that students can use to evaluate other works and to inform their own writing. Demonstrate knowledge of historical and contemporary cultural contexts through analysis and interpretation of diverse texts and genres. Examine diverse cultural values, beliefs, and practices throughout time. Explore

and analyze historical and contemporary philosophical, religious, linguistic, and artistic issues related to diverse cultures. Explore and appreciate the contributions of diverse groups, including women, LGBTQ+, immigrants, and people with disabilities, in various works. Develop cultural competence in American and other cultures (Western and non-Western) by exploring cultural motifs, archetypes, and literary devices (metaphor, simile, tropes, symbolism, etc.) found in works of fiction, poetry, and nonfiction. Understand literal meanings versus inference, inductive versus deductive reasoning, and fact versus belief through works of fiction, poetry, and nonfiction. Analyze texts for author's purpose and writing strategies (main idea, supporting ideas, inferences, facts, and literary devices). Develop and demonstrate annotating skills for better reading comprehension and overall understanding of the writer's purpose and genre. Develop and demonstrate writing conventions in research and documentation skills in analytical writing focused on topics of cultural significance. Formulate written analysis and arguments of multicultural readings and literary texts by synthesizing diverse perspectives and sources of evidence. Analyze and synthesize textual evidence from diverse cultural perspectives in summaries, essays, and a longer research paper. Analyze and discuss historical and contemporary philosophical, religious, linguistic, literary and artistic impacts on societies in summaries, essays, and a longer research paper. Describe personal experience related to cultural settings in written form and in group discussions and presentations. Discuss diverse cultural values, beliefs, and practices throughout time, by distinguishing facts and opinions. Describe the contributions of diverse groups, including women, LGBTQ+, immigrants, and people with disabilities, in summaries, essays, and a longer research paper. Synthesize multiple culturally diverse sources and perspectives in essays and a longer research paper. Develop and demonstrate techniques to identify and organize key ideas in various diverse texts. Demonstrate comprehension of multiple cultural perspectives across various diverse texts through writing critical analyses. Develop and demonstrate comprehension of diverse perspectives by using compare and contrast and cross-cultural comparisons in writing. Document and cite sources appropriately in MLA format in order to prevent plagiarism. Develop and demonstrate knowledge of the American writing process. Discussion of the writing process (brainstorming, implementing a top-down process, developing a graphic organizer, identifying main ideas and supporting details, and outlining). Review and apply the concept of the introductory paragraph with a well-formulated thesis statement. Review and apply the concept of coherent supporting body paragraphs with topic sentences, evidence, and concluding sentences. Review and apply the concept of a well-developed concluding paragraph. Develop multiple drafts with feedback from the instructor, peer reviewers, and tutors at the Writing Center Practice Western rhetorical modes. Develop and demonstrate knowledge of summaries by paraphrasing. Develop and demonstrate knowledge of rhetorical patterns and strategies, such as narration, persuasion, analysis, and argumentation. Develop and demonstrate knowledge of cross-cultural comparisons with appropriate transitions and subordinators. Develop and demonstrate knowledge of writing a research paper by synthesizing multiple sources. Develop and demonstrate knowledge of writing conventions, including deductive and inductive reasoning and logos, ethos, and pathos. Develop and demonstrate skills in researching information from texts and multiple academic databases to analyze and synthesize diverse perspectives. Attend a library orientation workshop to learn about available library resources (databases, E-books, books, journals) for a culturally diverse topic. Develop skills in assessing authors' credibility, reliability, and explicit and implicit biases. Examine credible sources to explore topics of cultural significance. Examine Western and non-Western philosophical, religious, linguistic, and artistic sources to support a topic of cultural significance reflecting the human condition. Develop and demonstrate knowledge of

MLA format to create in-text citations and a Works Cited page. Develop and demonstrate understanding of American standards of academic integrity by paraphrasing, summarizing, and using MLA citation to avoid academic dishonesty. Examine cultural norms and expectations in relation to phrasing, paraphrasing, and citing. Demonstrate academic English level syntax, advanced grammar usage, and vocabulary. Demonstrate knowledge of grammatically correct sentence structures used in academic English. Develop and demonstrate a variety of sentence constructions: simple, compound, complex, and compound-complex by using different forms of coordinating conjunctions, transitions, subordinators, and correlative conjunctions. Examine and edit work for verb tenses, subject-verb agreement, verb forms, and punctuation. Use appropriate word choice and academic vocabulary.

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. In writing or class discussions, students will synthesize information from varied fiction and nonfiction texts, applying cross-cultural knowledge to evaluate the strength of claims presented by authors and the merit of work produced by artists. In writing or class discussions, students will analyze how literary and artistic works from various cultures benefit society as they develop an appreciation for the greatness of works. Students will write effective summaries, critiques, and drafts of thesis-driven essays with adequate support. In writing or class discussions, students will practice using literary devices and other elements of effective communication as they evaluate literary and artistic works while comparing cultural values. Students will work on research by analyzing sources for credibility, reliability, and validity.

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)

Reading Assignments

Students will spend a minimum of two hours per week on reading assignments: Analyzing, interpreting, and synthesizing ideas from college-level readings from various disciplines (literature, the arts, history). The readings will present diverse perspectives or highlight contributions made by diverse groups in the English-speaking world and/or global cultures. Reading at least one novel (of at least 200 pages) or one book-length work focusing on significant aspects of the human experience in a specific historical and cultural context as relates to the study of the Humanities.

Writing Assignments

Students will spend a minimum of five hours per week on writing assignments: Summaries and critiques of college-level readings demonstrating an appreciation of how these texts illuminate key facets of human experience. Three analytical essays (minimum 1,000 words each in MLA format) integrating and synthesizing information from readings and supporting an original thesis demonstrating awareness of significant elements of human life (conflict, morality, emotion, etc.). A research paper (minimum 1,500 words) highlighting a culturally significant theme and synthesizing researched articles with class readings. Two in-class essays (midterm and final exams)

Out-of-class Assignments

Students will spend a minimum of two hours per week on out-of-class assignments: Analyze how arguments are structured in various texts and evaluate their merit by reading the required culturally significant texts Study new vocabulary words, including connotations and collocations, to improve the expression of ideas Develop drafts of required writing assignments: summaries, responses, essays, and research paper

Demonstration of Critical Thinking

Students will demonstrate critical thinking through written responses and class discussions to various written texts and cultural creations (literature, art, film) by integrating personal and empirical observations with analysis and evaluation of sources (reliability, credibility, and validity). Students will apply new vocabulary (including vocabulary related to literary devices) and concepts to the expression of their own ideas.

Required Writing, Problem Solving, Skills Demonstration

In response to various fiction and nonfiction texts, students will produce a variety of written assignments, including three coherent and convincing essays demonstrating knowledge of organization (thesis, topic sentences, conclusion). Each essay will present an original thesis supported with appropriate evidence to show a critical understanding and appreciation of the human condition. Through research and evaluation of sources for credibility and validity, students will write a research paper integrating and synthesizing class materials with outside research in MLA format. Students will collaborate on problem-solving tasks (brainstorming, identifying and ranking solutions, resolving moral dilemmas). Problem-solving skills will be further demonstrated through written and oral responses to themes of conflict and moral choices affecting humans across cultures. Skills to be demonstrated include analysis and evaluation of diverse viewpoints presented in fiction and nonfiction texts, clarity of written expression, and the ability to present and support original ideas synthesized with ideas exploring the human condition.

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. English: Master's degree in English, literature, comparative literature, or composition OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Meyer, M. . The Compact Bedford Introduction to Literature: Reading, Thinking, and Writing, 12th ed. New York: Bedford/St. Martin's, 2019 Rationale: Classic textbook 2. Required McDonald, S., Salomone, W., Gutierrez, S.. The Writer's Response, 6th ed. New York: Cengage, 2016 Rationale: Classic Textbook 3. Required Wayland-Smith, E.. The Science of Last Things: Essays on Deep Time and the Boundaries of the Self, 1st ed. Minneapolis: Milkweed Editions, 2024

Other Resources

1. Dumas, Firoozeh. Funny in Farsi, memoir. New York: Random House. 2. Otsuka, Julie. The Buddha in the Attic. New York: Vintage 3. Nguyen, Viet Thanh. The Refugees. New York: Grove Press 4. Ng, Celeste. Everything I Never Told You. New York: Penguin 5. Castillo, Ana. Peel My Love Like an Onion. New York: Anchor 6. Hosseini, Khaled. The Kite Runner. New York: Riverhead Books. 7. Viramontes, Helena Maria. Moths and Other Stories. Houston: Arte Publico Press 8. Vuong, Ocean. On Earth, We're Briefly Gorgeous. New York: Penguin 9. Yousafzai, Malala. I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban. New York: Little, Brown, and Company. 10. Maasik, Sonia. Signs of Life in the USA: Readings on Popular Culture for Writers. New York: Bedford/St. Martin's. 11. Chua, Amy. Battle Hymn of the Tiger Mother. New York: Penguin 12. Coehlo, Pablo. The Alchemist. Waterville, ME: Thorndike Press 13. Benshoff, H. M. Griffin, S.. America on Film: Representing Race, Class, Gender, and Sexuality at the Movies, 3rd ed. Hoboken, NJ: Wiley-Blackwell. 14. Lopez, Josefina. Hungry Woman in Paris. New York: Grand Central Publishing. 15. Tran, Phuc. Sigh, Gone. New York: Flatiron Books 16. Zamora, Javier. Solito. London: Hogarth, 2022.