



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

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

COURSE: ESL 107 Academic Discourse Through World 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 107 is designed for non-native speakers of English. Students will engage in critical analysis, discussion, and response to works in the Humanities including literature, music, and art with a focus on world 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 106 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. Examine the role of the humanities in world cultures.
2. Interpret, analyze and criticize works in the humanities including literature, visual arts, and music.
3. Describe various aesthetic and other values systems and the ways they are communicated across times and cultures;
4. Express an understanding of diverse cultural perspectives on issues;
5. Synthesize and discuss in written form insights gained from readings and other media relating information to personal experience, to past and present events, and to other texts;
6. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience, and tone;
7. Write multiple essays – including a mini-research paper – that, together add up to 4,000 words of formal writing.
8. Utilizing the writing process, compose multi-paragraph essays with clear organizational structure and adequate support which contain a variety of sentence structures and few sentence-level of grammatical errors.
9. Demonstrate an understanding of plagiarism and ethics in academic writing;
10. Demonstrate the ability to integrate into writing information from outside sources using appropriate citation methods.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

Lecture Outline

Cultural Component integrated within course reading, discussion, research, and writing

1. Examine the roles that art, literature, science and technology, philosophy and religion play in creating world cultures;
2. Interpret, analyze, and criticize works in the humanities including literature, visual art, and music;
 - a. Compare and contrast written works such as poetry, short stories, and novels;

- b. Explain how cultural background influences literature, visual arts, and music;
 - c. Describe a work in literature, visual arts, and/or music.
3. Understand and appreciate the relevance of historical works and ideas to students' daily lives;
 4. Apply critical insights from texts in a variety of disciplines to contemporary understanding of what it means to be human;

Reading

1. Critical reading and analysis of a variety of literary texts and genres for the following purposes:
 - a. to practice how to be a critical reader
 - b. to be exposed to a variety of vocabulary, sentence constructions, and styles of writing that students can use as models for their own writing
 - c. to become familiar with text types and genres common in the Humanities
 - d. to advance students' cultural understanding of the world and their local communities
2. Practice with annotating texts to aid reading comprehension and to identify support for writing topics
3. Practice analyzing text organization including main ideas, supporting ideas, types of support, and implied meaning
4. Practice analyzing a variety of texts for author's purpose, attitude and writing strategies
5. Demonstrate comprehension of various texts through summary writing

Writing Focus

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

Language Focus

1. Review and integrate vocabulary necessary to describe topics in the humanities;
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.
4. Review the rules for sentence creation and punctuation in English to sentence structure and punctuation to minimize grammatical or usage errors in verbs, word choice, word order and/or punctuation.
5. Identification and correction of sentence problems—fragments, run-ons, and comma splices.

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

Class Activity

Written Assignments

Quizzes

Mid-Term/Final Exam(s)

Essay

Class Activity

Essay

Mid-Term/Final Exam(s)

Written Assignments

Other, please identify
Portfolio

Class Activity

Essay

Mid-Term/Final Exam(s)

Quizzes

Written Assignments

Other, please identify
Portfolio

Class Activity

Completion of group assignments focused on grammar, writing, and/or the writing process.

Class Activity

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Class Activity

Students will discuss and produce a graphic showing similarities and differences between works of art from different world cultures.

Essay

Students will write essays comparing and contrasting cultures or works of art during different time periods.

Mid-Term/Final Exam(s)

Quizzes

Written Assignments

Class Activity

Essay

Mid-Term/Final Exam(s)

Quizzes

Written Assignments

Class Activity

Students will discuss literature, visual arts, and/or music found in different cultures.

Essay

Students will compare and contrast cultures.

Mid-Term/Final Exam(s)

Mid-terms and finals will include a written assignment.

Quizzes

Quizzes may focus on course content, vocabulary, points of language use/mechanics, etc.

Written Assignments

Written assignments can include, but are not limited to, summary writing, short written responses to text, or essays.

VII. INSTRUCTIONAL METHODOLOGY:

Audio Visual
Use of PowerPoints or other media to enhance instruction.

Computer Assisted Instruction
Use of supplemental computer-based programs.

Discussion
Class discussion of humanities are reflected in world cultures.

Group Activity
Group work on grammar, writing, and the writing process.

Individual Assistance
Instructor will aid students in groups and 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

Read selected chapters relating to the Arts and Humanities from the textbook; Assigned readings from journals, newspapers, magazines, or other textbooks; Assigned novels which deal with issue of the Arts and Humanities
Multi-paragraph essay assignments focusing on a response to a given text.

Reading and Writing

Reading: Articles and appropriate works selected at the discretion of the instructor. Selections should total at least 200 pages. Texts may include: Non-fiction/analytical texts; online and print non-fiction sources, such as newspapers, journals, encyclopedias, blogs, and magazines; novels, short fiction, and other literary poetry and prose.

Critical Thinking: Synthesize information; locate main ideas and pertinent supporting details in written works; find, use and evaluate Internet resources; evaluate written work for credibility and validity.

Writing: Students will write a variety of essays during the term including compare/contrast, cause/effect, analysis and research focusing on world cultures and connections between the humanities and the human experience;

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

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

Fiero, G. 2020. *Landmarks in the Humanities*. McGraw-Hill Education. ISBN: 978-1260672886 .

Folse, Keith and Pugh, Tison 2019. *Great Writing 5: From Great Essays to Research* Boston: MA. National Geographic Learning ISBN: 978-0357020869.

Hall, B. & Wallace, E. 2018. *College ESL Writers: Applied Grammar and Composing Strategies for Success*. OER ISBN: <https://oer.galileo.usg.edu/english-textbooks/14> .

Achebe, Chinua Things Fall Apart 1994 ISBN 978-0385474542

Crane, Milton 50 Great Short Stories 2005 ISBN 978-0553277456

Frank, Anne The Diary of a Young Girl 1993 ISBN 978-0553296983

Ng, Celeste Everything I Never Told You 2015 ISBN 978-0143127550

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. Describe how value systems influence works in the humanities.
3. Compose a multi-paragraph essay that supports a clear thesis statement and demonstrates clarity, unity, and coherence.

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 how to submit assignments.

Announcements/Bulletin Boards - Once a week or more, as needed by instructor, to communicate information on assignments, due dates, or to provide 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 - The class will be face-to-face once a week.

Virtual Office Hours - Instructor will hold virtual office hours as allowed and as necessary to provide students 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 107.docx](#)

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