**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 02/02/2021

GCCCD Governing Board Approval: 03/16/2021

# **ENGLISH AS A SECOND LANGUAGE 105 – RHETORIC FOR ACADEMIC SUCCESS**

1. **Course Number** **Course Title** **Semester Units**

ESL 105 Rhetoric for Academic Success 6

**Semester Hours**

6 hours lecture: 96-108 hours 192-216 outside-of-class hours 288-324 total hours

2. **Course Prerequisites**

A “Pass” in ESL 098 and ESL 098P and ESL 098G or advisory placement in ESL 105 or equivalent.

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

ESL 105is an English language development course for non-native speakers of English at the advanced level. This course further develops the skills taught in ESL 098 including academic and non-academic reading, writing, listening, speaking and grammar skills through the exploration of genre-based thematic units. Students will examine the features of a variety of texts in authentic and adapted form in order to develop genre awareness and apply this knowledge to new reading and writing opportunities. Students will read and analyze authentic and adapted texts as models for their own writing and speaking practice. Students will expand their cultural competence as they analyze texts and engage in cross-cultural communication with instructor and peers.

4. **Course Objectives**

The students will:

a. Identify and analyze audience, purpose and genre features such as tone, register, rhetorical strategies, format, and grammatical structures used in various genres in order to understand and produce texts in model genres both familiar and unfamiliar.

b. Interpret and respond in writing to advanced-level authentic and adapted texts in a variety of genres both academic and non-academic.

c. Recognize and respond to common cultural references, allusions, and assumptions found in reading and listening texts, and connect those references to their own experiences in discussion and writing.

d. Develop reading and listening skills including the ability to make inferences and distinguish fact from opinion and main ideas from details.

e. Use context and structural cues and roots and affixes to infer meaning of new vocabulary.

f. Produce and present effective short oral presentations.

g. Apply the rules for the formation, meaning, and use of advanced grammatical structures when reading, writing, speaking and listening in English.

h. Employ the various phases of the writing process in order to write effectively for target discourse communities.

i. Demonstrate cross-cultural communication skills including the recognition of cultural diversity and relativity and the use of appropriate linguistic register and non-verbal cues.

5.  **Instructional Facilities**

Standard Classroom

6.  **Special Materials Required of Student**

None

7.  **Course Content**  
a. Reading and Listening

1. Advanced-level fiction and non-fiction texts to include readings and audio-visual material from a variety of genres both academic and non-academic. Examples of materials include blogs, op-eds, news articles, novels, TED talks, recorded lectures, letters, recorded conversations, educational videos and guest speakers.

2. Development of literal comprehension and critical reading and listening skills in a variety of genres used as the bases for writing and speaking assignments.

a) Pre-reading and pre-listening strategies including prediction and activating schema

b) Distinguishing facts from opinions, judgments, and conclusions

c) Main ideas and details

d) Inferences

e) Notetaking, annotating and outlining

f) Vocabulary development through use of context clues and roots and affixes and collocations

g) Targeted vocabulary based on theme content

h) Dictionary usage

i) Cultural references, allusions and assumptions

j) Synthesis and comparison of text to other texts and to the student’s own experience

k) Information literacy

3. Audience, purpose, and genre features such as register, format, content, word choice, organizational structure, grammatical structures, and rhetorical moves and strategies.

b. Writing and Speaking  
 1. Orally presentation

a) Transition cues

b) Non-verbal cues

c) Oral summary

d) Structural organization of an academic oral presentation   
 2. Advanced culturally-appropriate communication skills for in-class and online discussion of source material and genre analysis.  
 3. Original compositions

a) Locating, selecting, analyzing and following genre models to compose original compositions

b) Summarizing, paraphrasing and quoting

c) Grammatical structures common in target genres

d) Organizational structures common in the target genres

e) Rhetorical moves and strategies common in the target genres

f). Register, format, and tone common in target genres

g) Using target vocabulary

4. Writing as a process: pre-writing, writing multiple drafts, reflection, editing, peer review, revision, and publication.

5. Strategies to avoid plagiarism.

c. Grammar, Sentence Structure and Mechanics

1. Correct use of targeted grammar effective for each genre assignment.  
 2. Sentence variety

3. Proof reading and editing

8. **Method of Instruction**

a. Lecture

b. Discussion

c. In-class guided practice

d. In-class reading, writing, listening, and speaking

e. Collaborative learning (e.g. small group work, pair work, peer review, team-based and project-based

learning)

f. Teacher-student conferencing  
g. Video tutorials

9. **Methods of Evaluating Student Performance**

1. Homework assignments such as reading an article, writing a response, completing grammar and vocabulary exercises related to selected theme
2. Quizzes and tests
3. Written and spoken assessments and final exam on selected themes (e.g. Technology in Education, Surviving a Disaster, Women in STEM) and genres (e.g. infographic, PSA video, news report based on an interview)
4. In-class assignments
5. Group or individual oral presentation (e.g. PSA video or infographic including analysis of rhetorical features and evaluation of effectiveness)
6. Final culminating project such as a portfolio, community service project, or written or video reflection

10. **Outside Class Assignments**

1. Comprehension and vocabulary exercises on selected readings and audio/visual sources (e.g recorded lectures, TED talks, authentic conversations, news articles, op-eds, blog entries).
2. Outlining assignments to identify the organization of ideas and major and supporting details in sources.
3. Journal writing, summary writing, and reflections on assigned reading and audio/visual resources.
4. Pre-writing, drafting, editing and revising of original compositions on selected themes and genres (e.g. letters, IMRD reports, book reports/reviews, personal statements for applications, essays and paragraphs based on theme units).
5. Note-taking exercises for audio/visual and written sources.
6. Preparation for in-class group discussions and presentations on selected themes and genres.
7. Preparation for assignments posted online (e.g. in Canvas, in a blog, on YouTube).
8. Contextualized grammar and sentence structure exercises and worksheets, written or online, based on selected themes/sources.

11. **Representative Texts**

a. Representative Texts:

1) Instructor created and OER thematic modules built around online resources such as:

a) TED talks, TED.com

b) Newsela articles, www.newsela.com

c) Voice of America and Voice of America Learning English, voanews.com

d) JenniferESL Youtube Channel, youtube/user/jenniferESL.com

e) Authentic and adapted news and op-eds

f) Other current and authentic online materials

2) Dummett, Paul, Helen Stephenson, and Lewis Lansford. *Keynote 3,*1st ed. National Geographic Learning 2017.

b. Supplementary Texts:

None

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

a.   Write compositions that effectively address the discourse community of assigned genres and demonstrate understanding of audience and purpose by using appropriate genre features including academic and technical content-area specific vocabulary and accurate grammatical structures.

b.   Read and listen to advanced-level sources and respond effectively in extended written or oral discourse.