GROSSMONT COLLEGE

Official Course Outline

ENGLISH AS A SECOND LANGUAGE 122 – COLLEGE RHETORIC

1. Course Number Course Title Semester Units Semester Hours

ESL 122 College Rhetoric 6 6 hours lecture: 96-108 hours

192-216 outside-of-class hours

288-324 total hours

2. Course Prerequisite

A “C” grade or higher or “Pass” in ESL 115 or advisory placement in ESL 122 or equivalent.

Corequisite

None

Recommended Preparation

None

3. Catalog Description

ESL 122 is the transfer-level English course designed for advanced, non-native speakers to develop college-level critical reading, writing, and thinking skills and to enhance fluid listening and speaking through academic inquiry across the disciplines. Based on thematic modules, students analyze and evaluate a variety of texts in response to particular audiences and purposes. They study composition and rhetoric to craft accurate and fluent expository, analytical, and argumentative academic papers and oral presentations, including an extended argument, which synthesizes, integrates, and acknowledges multiple sources. Students expand their cultural competence through discussion and analysis of diverse media addressing contemporary issues and engage in meaningful dialogue with the instructor, peers, and target audience.

4. Course Objectives

The student will demonstrate the following competencies by the end of the class:

1. Read critically and analytically, identifying central arguments (theses/claims) and lines of reasoning in a number of different kinds of non-fiction texts based on multicultural themes.
2. Distinguish specific rhetorical appeals and the strategies writers employ to advance their arguments (theses/claims), considering genre, purpose and audience.
3. Employ advanced and effective reading and vocabulary strategies to comprehend advanced, college-level text.
4. Demonstrate information literacy by locating and evaluating sources for credibility and relevance, using the library databases and internet; books and printed scholarly articles; and non-print sources such as audio/visual and interviews.
5. Analyze and identify bias, tone, voice, audience, and purpose when reading and writing.
6. Conduct research in response to complex societal issues, contextualizing and articulating the information needed to clearly and comprehensively support a thesis/claim.
7. Synthesize and integrate multiple outside sources through quoting, paraphrasing, and summarizing, using the student’s own voice, analysis, and position, while avoiding plagiarism, in expository and argumentative compositions, including an extended argumentative research paper and oral presentation which includes five or more outside sources.
8. Apply academic research conventions such as MLA or APA to accurately format papers and cite sources.
9. Analyze student-written discourse to discuss course content in order to ensure adherence to assignment and that standard grammar, mechanics, and academic vocabulary are effectively and accurately used.
10. Incorporate a variety of sentence patterns into writing and formal presentations and demonstrate appropriate use of coordination, subordination, and parallelism.

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4. Course Objectives (continued)

1. Compose sentences and phrases that express their ideas more clearly, academically, and fluently.
2. Apply a variety of coherence and cohesion discourse strategies to improve the logical and effective flow of ideas in their writing and speaking.
3. Utilize and practice effective listening, notetaking, and speaking strategies to enhance the learning experience.
4. Analyze contemporary cultural references found in readings and other media and synthesize those references

with their own experiences and perspectives in discussion and writing.

5. Instructional Facilities

1. Standard classroom with movable, individual student desks.
2. Access to computer lab for one hour each week.

6. Special Materials Required of Students

None

7. Course Content

1. Written and oral delivery of expository and persuasive prose in a minimum of six student products, (such as academic essays, short writing assignments, academic research proposal, rhetorical analysis, open letter, email progress report, and/or academic presentation), one of which will be the 1,000-word research-based position paper using MLA or APA format. At least three writing assignments, including the midterm composition and final essay, must be written in class. Students will revise at least two products, with two drafts of the research paper. They will produce a total of at least 6,000 words in their writing assignments.
2. The use and analysis of rhetorical appeals (logos, pathos, ethos) and the strategies authors employ to achieve them, such as such as narrative, figurative language, allusions, data, summary, comparison, analysis, analogies, statistics, connotative and denotative language, and cause and effect, as they appear in various types of authentic written and audio-visual genre.
3. Application of the stages of the writing process to produce assignments: invention, writing, peer evaluation, revising, editing, reflecting, and publishing.
4. Critical reading and evaluation of expository and argumentative text based on contemporary societal and environmental themes.
5. Application of understanding the various facets of plagiarism and the importance of properly crediting sources.
6. Expansion of the techniques of library and internet research and information literacy.
7. Strategies to learn academic words and their meanings and collocations to enlarge students’ active vocabulary and enable them to use sophisticated and precise vocabulary in their writing and speaking.
8. Review and self-editing practice of advanced grammar and mechanics by focusing on:
   * 1. variety of sentence patterns
     2. subordination, coordination, and parallelism
     3. ESL trouble spots for advanced learners: sentence problems (fragments, run-ons); sequence of verb tenses; conditionals; gerunds and infinitives, noun phrases (number and agreement; determiners); and prepositions
9. Techniques for improving coherence in writing, such as sentence combining, introductory prepositional phrases, key words and ideas, transitions, writing concisely, and pronoun antecedents.

8. Method of Instruction

1. Lecture.
2. Collaborative learning (e.g. small group work, pair work, peer review, and team-based learning).
3. Discussion.
4. Teacher-student conferencing.
5. In-class reading and writing, which lead to discussion or other application.

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9. Methods of Evaluating Student Performance

1. Completion of homework assignments to include original student compositions, reading analysis exercises, oral presentations, such as a summary of one of the student’s sources for the research essay, and grammar exercises.
2. Quizzes on grammar, writing, and research concepts and skills.
3. Midterm essay on select themes and genres, such as a summary-response-analysis essay on a blog on word choice sensitivity with people with mental health issues.
4. Team-based learning (collaborative group work on quizzes and other assignments).
5. Completion of writing and grammar skill modules and other assignments on Canvas or other web-based programs.
6. Final culminating project, such as a portfolio, an oral presentation of the student’s research process and topic, or other project.
7. Final rhetorical analysis of an argument.

10. Outside Class Assignments

1. Reading college-level texts representing diverse genres, including nonfiction arguments, composed for a variety of audiences and purposes (e.g., proposals, open letters, position papers, and academic journal articles).
2. Writing expository and argumentative products (e.g. blog, open letter, essays, and extended argument with research).
3. Reading textbook assignments and/or handouts on rhetoric and answer questions about the reading selections.
4. Research to locate appropriate and credible sources for essays, extended argument, and related assignments. Topics might include current issues like food sustainability, overprotective parents and the effect on toddlers, and lack of sleep issues with college students.
5. Preparation of an oral presentation on the research topic, for example, the problem of plastic pollution in the ocean and actionable solutions to the problem.
6. Completion of grammar and vocabulary assignments.

11. Texts

a. Required Text(s): (Select text or texts from the list below).

1. Asplin, Wendy, Monica F. Jacobe, and Alan S. Kennedy. *Final Draft 4*. Cambridge University Press, 2016.
2. Folse, Keith S. and Tison Pugh. *Great Writing 5*. 3rd ed. National Geographic/Cengage, 2015.
3. Gaetz, Lynn, and Suneeti Phadke. *The Writer’s World: Essays*. 3rd ed, Pearson Education, 2015.
4. Graff, Gerald, Cathy Burkenstein, and Russel Durst. *They Say / I Say with Readings.* 4th ed. WW Norton, 2018.
5. Bean, John C., Virginia Chappell, and Alice Gillam. *Reading Rhetorically*. 4th ed. Pearson, 2014.

(6) Teacher-generated thematic units.

b. Supplementary texts and workbooks:

(1) Rossiter, Jill. *The APA Pocket Handbook*. Port Saint Lucie, FL, DW Publishing, 2010.

(2) Cain, Joyce S. *Grammar for Writing 3*. 2nd ed. Pearson Education, 2012.

(3) Harris, Muriel. *Prentice Hall Reference Guide*. 10th ed. Pearson Education, 2018.

Addendum: Student Learning Outcomes

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

1. Produce an in-class essay that uses college level grammar and diction, critically responds to claims made in an article, and provides appropriate and advanced support with argument, counterargument, and refutation.
2. Apply steps of the research and revision processes to produce a well-documented, well-supported, clearly expressed academic research essay.
3. Deliver an oral presentation that fluently and accurately addresses both the student’s topic of research and reflections on the cultural implications of their study.

Date approved by the Governing Board: December 13, 2019