

EMLS 30 Course Outline as of Fall 2024**CATALOG INFORMATION**

Dept and Nbr: EMLS 30 Title: EMLS ADV READ & WRITE
 Full Title: Advanced Critical Reading/Writing for Multilingual Students
 Last Reviewed: 4/24/2023

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	6.00	Lecture Scheduled	6.00	17.5	Lecture Scheduled	105.00
Minimum	6.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	6.00		Contact Total	105.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 210.00

Total Student Learning Hours: 315.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

In this course, multilingual students will examine a variety of academic and literary texts that represent perspectives from English-speaking and multilingual cultures as well as diverse social and cultural traditions in the United States and elsewhere. Students will develop a broader cultural understanding of the multiplicity of cultures in the world which will inform their composition of well-developed expository, compare and contrast, analytical, and argumentative essays.

Prerequisites/Corequisites:

Completion of the <https://assessment.santarosa.edu/credit-esl-guided-self-placement> class='NormalSiteLink' target='_New'> ESL Guided Self-Placement or completion of one of the following courses: EMLS 372 (ESL 372) or EMLS 372B (ESL 372B), ESL 316

Recommended Preparation:**Limits on Enrollment:****Schedule of Classes Information:**

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Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
	E	Humanities		Fall 2024	
CSU GE:	Transfer Area			Effective:	Inactive:
IGETC:	Transfer Area			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 2024	Inactive:	
UC Transfer:	Transferable	Effective:	Fall 2024	Inactive:	

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Demonstrate level-appropriate understanding of the multiplicity of cultures and how writers use writing as a form of self-expression to respond to the world around them.
2. Read, analyze, and evaluate various unadapted, culturally diverse fiction and nonfiction representing a range of genres that reflect a variety of cultural, social, and environmental perspectives.
3. Apply the writing process to compose essays that demonstrate advanced-level critical thinking skills, content, organization, vocabulary, and grammatical accuracy.

Objectives:

At the conclusion of this course, the student should be able to:

Cultural Competence

1. Develop a deeper understanding and appreciation of multiplicity of cultures
2. Gain an understanding of how writers respond to the world around them through their writing.
3. Compare and contrast different texts as a form of self-expression reflecting cultural aspects.
4. Read, analyze, and write using sources from diverse perspectives on critical social and cultural

issues in the United States and elsewhere.

5. Draw from their own lived experiences as well as culturally diverse readings and discussions to inform their writing.

Reading

1. Read various genres and unadapted selections of fiction and nonfiction.
2. Read and analyze texts reflecting diverse cultural values and traditions.
3. Read, analyze, and evaluate how authors from different cultures respond to the world around them through writing as an artistic and creative outlet for self-expression.
4. Employ critical reading skills to identify main ideas, supporting details, inferences, bias, and organizational patterns.
5. Evaluate source material for currency, relevance, accuracy, purpose, and objectivity.
6. Improve their breadth and depth of vocabulary knowledge and genre awareness.

Writing

1. Use readings to write analysis and argumentative essays on how authors from different cultures use writing as a form of expressing their cultural values and traditions.
2. Construct knowledge through writing, synthesizing, and incorporating source materials, documented in MLA style.
3. Employ a multi-draft writing process to write well-developed essays including compare and contrast, analytical, and argumentative essays.
4. Write and edit sentences demonstrating level-appropriate fluency and knowledge of sentence structure, academic vocabulary, word choice, and grammatical accuracy.

Topics and Scope:

I. Cultural Competence

- A. Examination of social, cultural, and historical perspectives reflecting the cultures of English-speakers and multilingual users of English in the United States and elsewhere.
- B. Analysis of how writing may reflect the significance of contemporary social and cultural events for individuals and communities
- C. Cross-cultural comparisons of cultural aspects and social issues in the US other countries such as students' countries of origin
- D. Culturally diverse discussions of events and experiences expressed through writing

II. Reading

- A. Readings of culturally diverse texts and genres common in the Humanities
 1. Unadapted selections of fiction and nonfiction
 2. Analysis of texts reflecting diverse cultural values and traditions
 3. Analysis of how authors from different cultures respond to the world around them through writing
 4. Analysis of different texts as an artistic and creative outlet for self-expression
- B. Evaluation of sources for relevance, currency, validity, and reliability
- C. Analysis of different aspect of abstract and complex text
 1. Main ideas and supporting details
 2. Strength of evidence
 3. Inferences
 4. Rhetorical modes for self-expression
 5. Linguistic structures in literary work
- D. Application of analytical skills to reading cultural texts
 1. Annotating and note-taking
 2. Summarizing
 3. Evaluating

- 4. Comparing and contrasting
 - 5. Synthesizing information from multiple sources
 - E. Academic vocabulary study
 - 1. Inference of meaning through cultural and contextual clues
 - 2. Use of high-frequency affixes and roots and the dictionary to determine the meaning, pronunciation, and connotation of new vocabulary
 - F. Analysis of culturally diverse experiences and texts to inform writing
- III. Writing
- A. Composition of essays to construct knowledge about how writing is used by authors as a form of self-expression and response to the world
 - B. Writing as a way to synthesize information from multiple culturally diverse sources
 - C. Use of the Internet and library databases to find information
 - D. Appropriate use of grammar, style, vocabulary, and MLA style

Assignment:

Reading Assignments

Approximately 500-700 total pages of reading assignments of various lengths and complexity with significant cultural and social components in various fiction and nonfiction genres such as bibliographies, critical analyses, essays, researched papers, and at least one book-length work. Reading assignments must include diverse perspectives from a variety of cultures as well as works by underrepresented authors such as people of color, religious minorities, and immigrants with contributions to the multiplicity of cultures in the world. Reading assignments will include:

1. Reading comprehension (weekly)
2. Analyzing, evaluating, and discussing culturally diverse texts (weekly)
3. Summarizing, paraphrasing, and synthesizing activities (4-6)
4. Vocabulary exercises (weekly)

Writing Assignments

Writing assignments will result in a minimum of 3,500 words and must include the following components: a cross-cultural examination of contemporary social and cultural aspects; how these aspects impact individuals and communities in the U.S. and around the world; and how writers respond to these aspects through their writing. Assignments will include:

1. Writing homework, such as
 - A. Vocabulary exercises
 - B. Summarizing, paraphrasing, synthesizing exercises
 - C. Journals
 - D. Reading responses
 - E. Grammar, sentence structure, and punctuation exercises
2. Research using the Internet and library databases to support writing
3. Multi-draft compare/contrast essay in response to course readings (1 essay minimum)
4. Multi-draft argumentative essay that effectively incorporates source material documented in MLA style (1 essay minimum)
5. Essay revision
6. Timed essay in response to one or more reading passages (1 essay minimum)

Examination Assignments, such as:

1. Quizzes and/or exams (3-6)
2. Timed essay exam(s)

Additional Activities and Assignments, such as:

1. Hours required in the ESL Teaching and Learning Center (ESL tutoring) based on instructor

guidance, including workshops and one-on-one tutoring, to support the classroom learning or alternative assignment (15 hours minimum)

2. Attendance & participation
3. Oral presentations

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written Assignments	Writing 40 - 50%
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Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%
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Exams: All forms of formal testing, other than skill performance exams.

Examination Assignments	Exams 10 - 20%
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Other: Includes any assessment tools that do not logically fit into the above categories.

Reading Assignments; Additional Activities and Assignments	Other Category 30 - 40%
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Representative Textbooks and Materials:

Guidelines: A Cross-cultural Reading/Writing. 3rd ed. Spack, Ruth. Cambridge. 2008 (classic).
Prism 4. Williams, Jessica. Cambridge. 2017.

Reading Skills for College 5. Smith, Lorraine. Pearson. 2017.

40 Essays. 2nd ed. Aaron, Jane. Bedford St. Martins. 2012 (classic).

The Writer's Response: A Reading-Based Approach to Writing. 6th ed. McDonald, Stephen & Salomone, William. Japtok, M. Cengage. 2017.

Everything's Argument. 5th ed. Lunsford, Andrea, & Ruskiewicz, John. Bedford/St. Martin's. 2009 (classic).

A Writer's Reference. 10th ed. Hacker, Diane, & Sommers, Nancy. Bedford/St. Martin's. 2014 (classic).

Fiction and Biography:

I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban. Yousafzai, Malala. Back Bay Books. 2015 (classic).

A Long Way Gone: Memoirs of a Boy Soldier. 1st ed. Beah, Ishmael. Sarah Crichton Books. 2008 (classic).
House Made of Dawn. Momaday, N. Scott. Harper Perennial Modern Classics. 2018.
A Thousand Splendid Suns. Hosseini, Khalid. Riverhead Books. 2007 (classic).
Like Water for Chocolate. Esquivel, Laura. Doubleday. 1992 (classic).
The Diary of a Young Girl. Frank A. Bantam. 1993 (classic).
Everything I Never Told You. Celeste, Ng. Penguin. 2015 (classic).
Things Fall Apart. Achebe, Chinua. Anchor Books. 1994 (classic).
A Long Walk to Water: Based on a True Story. Park, Linda Sue. Clarion Books. 2011 (classic).
American Familia: A Memoir of Perseverance. Morales, David. A. River Grove Books. 2022.

Reference Texts:

Pocket Keys for Writers. 6th ed. Raimes, Ann. Cengage. 2017 (classic).
Grammar Troublespots. 3rd ed. Raimes, Ann. Cambridge. 2004 (classic).
Top 20: Great Grammar for Great Writing. 2nd ed. Folse, Keith. Cengage Learning. 2008 (classic).
They Say/I Say: The Moves That Matter in Academic Writing. 4th ed. Fragg, Gerald & Birkenstein, Cathy. Norton & Company. 2018 (classic).

Various forms of media for providing cultural background information for comprehension of texts, such as videos and podcasts
Instructor prepared materials