

EMLS 20 Course Outline as of Fall 2024**CATALOG INFORMATION**

Dept and Nbr: EMLS 20 Title: EMLS RESEARCH WRITING

Full Title: Research Writing for Multilingual Students

Last Reviewed: 4/24/2023

Units	Course Hours per Week	Nbr of Weeks	Course Hours Total
Maximum	4.50	Lecture Scheduled 4.50	Lecture Scheduled 17.5 78.75
Minimum	4.50	Lab Scheduled 0	Lab Scheduled 8 0
		Contact DHR 0	Contact DHR 0
		Contact Total 4.50	Contact Total 78.75
		Non-contact DHR 0	Non-contact DHR 0

Total Out of Class Hours: 157.50

Total Student Learning Hours: 236.25

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 develop advanced-level research writing skills while examining the effects of historical, societal, and cultural factors on historically marginalized groups in the U.S. and other countries.

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 EMLS 30.

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

Description: In this course, multilingual students will develop advanced-level research writing skills while examining the effects of historical, societal, and cultural factors on historically marginalized groups in the U.S. and other countries. (Grade or P/NP)

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esl-guided-self-placement' class='NormalSiteLink' target='_New'> ESL Guided Self-Placement or completion of EMLS 30.

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 intellectual understanding of how texts represent different perspectives, experiences, and ways of responding to the world, including the writings by authors from underrepresented groups.
2. Apply advanced-level critical thinking skills, cultural knowledge, and genre awareness to read, comprehend, analyze, and evaluate various texts and genres common in the Humanities and other disciplines.
3. Demonstrate the ability to independently apply the research process to compose comprehensive research papers with advanced-level linguistic features using multiple sources.

Objectives:

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

Cultural Competence

1. Recognize and develop a sensitivity to the impact of historical, societal, and cultural factors on historically marginalized groups.
2. Demonstrate an understanding of the ways authors from historically marginalized groups have experienced and responded through their writing to the social, historical, and cultural factors impacting them.
3. Draw from their own lived experiences, culturally diverse readings, and the contributions of the minoritized groups to inform their research writing.

Reading

1. Read to learn about various historical, societal, and cultural aspects in the U.S. and other

countries.

2. Explore how writers, especially those from historically marginalized groups in the U.S. and other countries, have responded to these aspects through their writing.
3. Read, interpret, summarize, and synthesize complex, culturally diverse texts and genres common in the Humanities and other disciplines.
4. Identify cultural references, rhetorical features, organizational patterns, genre conventions, and different forms of evidence to support one's point of views in text.
5. Improve their breadth and depth of vocabulary knowledge and rhetorical practices.

Writing

1. Use writing as a way to glean and construct knowledge from readings.
2. Compose annotated bibliographies that include summaries and critical evaluation of sources
3. Employ the recursive research process to independently draft, revise, and edit research papers using multiple sources and documenting the sources in MLA style
4. Employ in their research papers a combination of rhetorical strategies, including but not limited to exposition; cause and effect; problem and solution; and persuasion/argumentation.
5. Demonstrate advanced-level linguistic ability, rhetorical flexibility, and knowledge of syntax, mechanics, and style.

Topics and Scope:

I. Cultural Competence

A. Read, analyze, and write about critical social and cultural issues in the U.S. and other countries

B. Demonstrate an understanding of how historical, social, and cultural events and aspects impact historically marginalized groups

C. Study the perspectives and experiences of historically marginalized groups such as people of color, religious minorities, LGBTQIA+, and immigrants, as expressed through their writing

D. Study examples of the contributions of authors from historically marginalized groups on American culture, society, and literature

II. Reading

A. Review of text analysis and application of critical thinking skills to cross-cultural reading

1. Main ideas, facts, and opinions, supporting details

2. Strength of evidence

3. Inferences

4. Linguistic and stylistic features

5. Rhetorical forms

6. Irony and satire

7. Bias

B. Review of annotating, summarizing, evaluating, and synthesizing information from multiple researched sources

C. Analysis of exposition, cause/effect, problem/solution, and persuasion/argumentation in complex texts

III. Writing

A. Apply the recursive nature of the research writing process to construct knowledge about how authors from historically marginalized groups experience and respond to societal and cultural aspects through their writing

B. Utilize the Internet and library databases to find relevant sources

C. Compose an annotated bibliography to summarize and evaluate researched sources

D. Synthesize information from multiple sources and incorporate them into research papers documented in MLA style

Assignment:

Reading Assignments

Reading assignments must include diverse perspectives and experiences from a variety of cultures; works by and about historically marginalized authors such as people of color, religious minorities, LGBTQIA+, and immigrants; and the ways in which these authors experience and respond to the world around them. Assignments will include:

1. Summarizing and synthesizing information from written works representing different perspectives
2. Reading, analyzing, evaluating, and discussing texts (weekly)
3. Reading, analyzing, and discussing written works reflecting reasoning in the analysis of cause/effect, problem/solution, and persuasion/argumentation from academic journals, magazines, and library databases (3-5 written works)
4. At least one book-length work

Writing Assignments

Writing assignments will result in a minimum of 6,000 words and must include the following components: critical analysis of social and cultural aspects in the U.S. and other countries; the impact of such aspects on historically marginalized groups; and the perspectives, experiences, and responses of authors from historically marginalized groups as expressed through their writing. Assignments will include:

1. Journals, summaries, and reading responses to demonstrate understanding of assigned readings (5-7)
2. Introductory essay which may be narrative, expository, or analytical (1 essay minimum, 1000-word minimum)
3. An annotated bibliography focusing on a contemporary social or cultural issue (consisting of at least 10 researched sources)
4. Multi-draft research paper that effectively incorporates at least 8 culturally diverse sources documented in MLA style (1 paper minimum, 3,500-word minimum)
5. Exercises in editing for diction, style, sentence structure, grammar, and punctuation
6. Timed paper in response to one or more reading passages (1 minimum)

Examination Assignments, such as:

1. Quizzes and/or exams
2. Reading responses
3. Timed writing exam(s)

Additional activities and assignments, such as:

1. Hours 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 (12 hours minimum)
2. Attendance & participation
3. Oral presentations
4. Participation in peer-reviews, group project(s)

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%
Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	
None	Problem solving 0 - 0%
Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
None	Skill Demonstrations 0 - 0%
Exams: All forms of formal testing, other than skill performance exams.	
Examination Assignments	Exams 10 - 20%
Other: Includes any assessment tools that do not logically fit into the above categories.	
Additional activities and assignments; reading assignments	Other Category 30 - 40%

Representative Textbooks and Materials:

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The Craft of Research, 3rd ed. Booth, Wayne, Colomb, Gregory, & Williams, Joseph. Chicago Guides to Writing, Editing, and Publishing. 2008 (classic).

Essays to Research Papers. Meyers, Alan. Pearson. 2014 (classic).

Great Writing 5, 3rd ed. Folse, Keth, & Pugh, Tison. National Geographic & Cengage Learning. 2015 (classic).

Research and Documentation in the Digital Age. 6th ed. Hacker, Diane, & Fister. Barbara., Bedford/St. Martins, 2014 (classic).

Writing with Style: Conversations on the Art of Writing. 3rd ed. Trimble, John. Pearson. 2010 (classic).

Dreams and Inward Journeys: A Rhetoric and Reader for Writers. 8th Ed. Ford, Marjorie, & Ford Jon. Pearson, 2011 (classic).

EasyWriter. 5th ed. Lunsford, Andrea. Bedford/St. Martin's. 2013 (classic).

Mirror on America, 5th ed., Mims, J. Bedford St. Martins. 2012 (classic).

Blindspot: Hidden Biases of Good People. Banaji, Mahzarin R. R. & Greenwald, Anthony G. Bantam Books. 2016 (classic).

How to Be an Antiracist. Kendi, Ibram X. One World. 2023.

Fictions and Biographies:

Becoming Dr. Q: My Journey from Migrant Farm Worker to Brain Surgeon. Quiñones-Hinojosa, Alfredo. University of California Press. 2011 (classic).

Funny in Farsi: A Memoir of Growing Up Iranian in America. Dumas, Firoozeh. Random House. 2004 (classic).

Invisible Man, Got the Whole World Watching: A Young Black Man's Education. Smith, Mychal Denzel. Nations Book. 2017 (classic).

Tales of Two Americas: Stories of Inequality in a Divided Nation. Edited by Freeman, J. Penguin Books. 2017.

His Name Is George Floyd: One Man's Life and the Struggle for Racial Justice. Samuels, Robert & Olorunnipa, Toluse. Penguin Random House. 2022.

Odyssey of High Hopes: An Immigrant's Tale of Sacrifice, Courage, and Love. by Cyrus A. Ansary, Cyrus A. Lambert Publications. 2022.

Native Speaker. Lee, Chang-Rae. Riverhead Trade. 1996 (classic).

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. Fragg, Gerald & Birkenstein, Cathy. Norton & Company. 4th edition. 2018 (classic).

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

Instructor prepared materials