

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

English as a Second Language 122 – College Rhetoric

6 hours lecture, 6 units

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. 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.

Prerequisite

“C” grade or higher or “Pass” in ESL 2 or advisory placement in ESL 122 or equivalent.

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Produce to an advanced level organized, coherent and developed essays with a clear thesis, effective transitions and relevant conclusion.
- 2) Recognize and use various rhetorical modes with advanced proficiency. Incorporate a variety of sentence patterns in writing
- 3) Implement the various stages of the writing process with advanced proficiency.
- 4) Recognize and correct problems in spelling and grammar including completeness, agreement, reference, form and punctuation.
- 5) Use the MLA format to document sources in writing with few or no errors.

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 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:
 - a. variety of sentence patterns
 - b. subordination, coordination, and parallelism
 - c. 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.

Course Objectives

Students will be able to:

- 1) The student will demonstrate the following competencies by the end of the class:
 - a. 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.
 - b. Distinguish specific rhetorical appeals and the strategies writers employ to advance their arguments (theses/claims), considering genre, purpose and audience.
 - c. Employ advanced and effective reading and vocabulary strategies to comprehend advanced, college-level text.
 - d. 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.
 - e. Analyze and identify bias, tone, voice, audience, and purpose when reading and writing.
 - f. Conduct research in response to complex societal issues, contextualizing and articulating the information needed to clearly and comprehensively support a thesis/claim.
 - g. 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.
 - h. Apply academic research conventions such as MLA or APA to accurately format papers and cite sources.
 - i. 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.
 - j. Incorporate a variety of sentence patterns into writing and formal presentations and demonstrate appropriate use of coordination, subordination, and parallelism.
 - k. Compose sentences and phrases that express their ideas more clearly, academically, and fluently.
 - l. Apply a variety of coherence and cohesion discourse strategies to improve the logical and effective flow of ideas in their writing and speaking.
 - m. Utilize and practice effective listening, notetaking, and speaking strategies to enhance the learning experience.
 - n. Analyze contemporary cultural references found in readings and other media and synthesize those references with their own experiences and perspectives in discussion and writing.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

Instructor will continually evaluate students' writing and provide regular and timely feedback so that students can improve their writing skills. Instructors may use students' awareness of their own difficulties, methods of overcoming difficulties and improvement as part of the criteria for evaluation. Instructor may also use written exercises, class discussion, participation, quizzes, oral examinations, objective exams, and essays to assess knowledge and skill. The final exam is in-class essay. Instructors will engage in regular performance monitoring, proactively addressing concerns with attendance and assignment outcomes before they become larger issues.

Methods of evaluation may include:

- 1) Exams/quizzes which address assigned reading material or course content.
- 2) Essays that require students to respond to ideas presented in assigned reading materials and class discussions.
- 3) One of the above essays will be a researched argument including counter-argument and refutation. For it, students will select and narrow a topic, conduct research, learn how to integrate evidence into their own essay without losing their own voice and intentions. This project will include MLA citation of at least five sources.
- 4) Small group and/or whole class peer review in which students compare their own writing and the writing of other students to the standards presented in class. Students will utilize the metalanguage of effective composition to articulate observations about how the writing is effective and how it may be improved.
- 5) Written assignments that require students to produce prewriting and preliminary drafts before completing a final draft.
- 6) Revision of at least one essay which demonstrates students' ability to utilize peer and instructor feedback, as well as individual reflection to improve draft(s).
- 7) In-class final exam that requires student to read one or more short articles on a topic and produce their own argument about the topic. Essays should be thesis-driven and supported with evidence from and analysis of the texts, and also address a counterargument through refutation and/or concession.
- 8) Journals and/or homework assignments addressing course content and the connections between the course material and students' career and professional goals.
- 9) Reflection activities which encourage students to examine their own learning and thinking, as well as the connections between the course material and students' career and professional goals.
- 10) Error logs in which students respond to instructor and peer feedback by tracking their own errors in grammar, punctuation, spelling, and vocabulary; articulate the grammar rules; and conduct revision exercises to imprint new grammar and punctuation learning.
- 11) In-class presentations.

Special Materials Required of Student

- 1) Electronic storage media
- 2) Access to word processor

Minimum Instructional Facilities

- 1) Smart classroom with overhead projector/screen

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.

Out-of-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.

Texts and References

- 1) Required (representative examples):
 - a. Ta-Nehisi. *Between the World and Me*. Spiegel & Grau, 2015.
 - b. Shetterly, Margot Lee. *Hidden Figures*. William Morrow Paperbacks, 2016.
- 2) Supplemental:
 - a. Harris, Muriel. *Prentice Hall Reference Guide*. 10th ed. Pearson Education, 2018.
 - b. Asplin, Wendy, Monica F. Jacobe, and Alan S. Kennedy. *Final Draft 4*. Cambridge University Press, 2016.

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Critical Thinking:
 - a. Critically reflect on their own beliefs and perspectives and scrutinize how they developed their points of view.
 - b. Analyze topics from multiple points of view and apply a critical lens to wider society.
- 2) Reading:
 - a. Read college-level texts analytically, and identify the audience and purpose of a text, evaluate arguments, assess the credibility of evidence, and identify rhetorical appeals.
 - b. The ability to synthesize ideas from multiple texts and use them as the basis of and evidence for their own arguments.
- 3) Writing:
 - a. Write clear, college-level prose substantially free of surface errors.
 - b. Write effective, thesis-driven essays which demonstrate the principles of argumentation, including, claims, evidence and analysis, as well as addressing counterarguments through refutation and concession.
- 4) Process:
 - a. Engage in all stages of the reading and writing processes in order to critically analyze readings and produce clear, well-organized essays predominantly free of grammatical and proofreading errors.
 - b. Effectively integrate instructor and peer feedback into revision to improve writing.
- 5) Research:
 - a. Use basic research methods and apply current technologies to retrieve, evaluate, and use information.
 - b. Engage in the research process in order to create a correctly documented argument essay in MLA format.
- 6) Career Connections:
 - a. Articulate a major or field of study and the ways in which the course content contributes to their academic development.
 - b. Understand and articulate the relationship between course concepts and career goals, in the areas of effective communication (oral and written), the ability to create solutions to real-world problems, and effective analysis of information.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 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.
- 4) Create writing that is clear and concise.