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Semester effective:

English (ENGL) 1502 Composition and Reading for Multilingual Students (4 Units) CSU

Prerequisite knowledge and skills: Before entering the course, the student should be able to:

1. use correct grammar, syntax, and punctuation,
2. develop the ability to organize written expression in formal, clear language,
3. demonstrate correct mechanics of sentence structure and punctuation,
4. develop an awareness of levels of language,
5. demonstrate concrete evidence of an increased vocabulary,
6. demonstrate the ability to interpret and analyze written passages of increasing difficulty,
7. effectively self-evaluate written work,
8. compose coherent essays,
9. analyze the fundamentals of term paper techniques and library use.
10. interpret meaning of vocabulary in context,
11. recognize main ideas, determine implied main ideas, and the central point,
12. identify supporting details,
13. discriminate among transitions that involve addition, cause and effect, comparison and/or contrast, examples, and time,
14. distinguish between facts and opinions,
15. determine logical inferences by drawing conclusions,
16. identify an author's purpose and tone,
17. evaluate arguments,
18. apply reading strategies to other academic courses, and
19. analyze and synthesize appropriate information in the library for a basic research assignment

Hours and Unit Calculations:

64 Hours Lecture. 128 Outside-of-class Hours. (192 Total Student Learning Hours) 4 Units.

Catalog Description: This is a collegiate-level course in expository and argumentative writing, appropriate and effective use of language and vocabulary, close reading, critical thinking, research paper, information literacy, and documentation designed for non-native speakers of English with teaching strategies focused on cultural and linguistic sensitivity and competence. Students will review and apply academic writing skills including audience awareness and tone; grammatical structures; idea development; sentence, paragraph, essay, and research paper-level organization; and word choice. Because this course is for multilingual college-level writers, there is an emphasis on cultural and linguistic tools to enhance student success in the transfer-level English course.

Type of Class/Course: Degree Credit



Suggested texts: Novels, non-fiction texts, and essay collections (select two):

Bennett, Brit. *The Vanishing Half*. 2022. Riverhead Books.
Chopin, Kate. *The Awakening*.
Darrow, Heidi. *The Girl Who Fell From the Sky: A Novel*. 2011. Algonquin Press of Chapel Hill.
Grande, Reyna. *Across A Hundred Mountains*. 2006. Washington Square Press.
Grande, Reyna and Sonia Guiñasaca. *Somewhere We Are Human*. 2023.
Heumann, Judy. *Being Heumann*
Vargas, Jose Antonio. *Dear America: Notes from an Undocumented Citizen*. Harper Collins.

Suggested writing texts and handbooks:

Bachelor Robinson, Michelle, and Maria Jerskey. *Writing Guide with Handbook*. Open Stax, 2021.
Strunk, William and E.B. White. *The Elements of Style – Illustrated*. 2007.

Additional Required Materials:

Course Objectives:

By the end of the course, a successful student will be able to:

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose,
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support,
3. Develop varied and flexible strategies for generating, drafting, and revising essays,
4. Analyze stylistic choices in their own writing and the writing of others,
5. Develop strategies to enhance academic word choice to improve tone and clarity,
6. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence,
7. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism,
8. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format, and
9. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation

Course Scope and Content:

- Unit I Reading Strategies
- A. Essays in a variety of rhetorical modes
 - a. Reading for Comprehension
 - i. Pre-reading
 - ii. Previewing
 - iii. Scanning
 - iv. Spot-reading
 - v. Identifying unfamiliar vocabulary
 - vi. Decoding discursive usage and jargon
 - b. Critical reading
 - i. Reading against the grain
 - ii. Rhetorical analysis
 - iii. Annotation of texts

- iv. Rhetorical context: audience, purpose, and form
- v. Pathos, ethos, and logos
- vi. Publication contexts
- vii. Ideology, worldview, and slant
- viii. Tone, diction, and figurative language
- ix. Denotation and connotation
- x. Identification and evaluation of claims and evidence
- xi. Use of Greek and Latin roots to enhance reading success

- Unit II Academic Writing for multilingual students
- A. Academic language vs. informal language
 - B. Word choice and academic vocabulary
 - a. Accurate use and understanding of idiomatic phrases
 - b. Avoidance of false cognates
 - c. Strategies to avoid common errors in multilingual writing
 - d. Use of Greek and Latin roots to enhance word choice
 - C. Grammar, punctuation, and mechanics
 - a. Identification of errors in writing
 - b. Demonstration of eliminating personal errors through revision
 - c. Use of academic sentence frames to make writing more academic and fluent
 - d. Develop knowledge of verb tenses and control
 - e. Academic English devices for reporting and hedging of ideas
 - f. Corpus based approaches to English language usage in academic writing, such as noun modification, clause reduction, reported speech, modal usage in hedging, passive voice, academic uses of certain verbs, prepositional phrases for modifying nouns
 - g. A wide variety of connector usage (coordinating, subordinating, conjunctive adverbs) to communicate example, emphasis, alternative, addition, contrast, cause, effect, condition, refutation, concession

- Unit III Critical Thinking
- A. Claims, premises, evidence
 - B. Assumption
 - C. Induction and deduction
 - D. Logical fallacies
 - E. Procatalepsis

- Unit IV Information Competency
- A. Types of sources and where to find them
 - a. Primary and secondary
 - b. Databases
 - c. Websites
 - d. Periodicals
 - e. Using library catalog
 - f. Advanced web searches/Boolean operators
 - g. Refining searches in browsers and databases
 - B. Evaluating sources

- a. Publication contexts
- b. Domain names and what they imply
- c. Sponsorship and advertisements
- d. Authorship
- e. Credibility, relevance, and recency
- f. Peer review and fact-checking

- Unit V Synthesizing Research into Writing
- A. Avoiding plagiarism, enhancing academic integrity
 - B. Direct quotation, paraphrase, and summary
 - C. Quotes within quotes, ellipses, brackets, and “qtd. in”
 - D. In-text citation
 - E. Works Cited Page
 - F. Introducing sources
 - G. Attributive tags/signal phrases
 - H. Selecting appropriate evidence
 - I. Analysis of sources
 - J. Extending, elaborating on, challenging, and refuting claims of others

- Unit VI Writing Essays (process and rhetorical mode essays, cumulatively totaling 6000 words)
- A. Writing process: prewriting, outlining, drafting, revision, editing, proofreading
 - B. Application of various rhetorical modes, including argument
 - C. Use of evidence to support claims
 - D. Anticipation of opposing arguments
 - E. Awareness of audience
 - F. Use of appropriate tone for audience
 - G. Use of content and form to achieve purpose
 - H. Finding, evaluating, and selecting research
 - I. Responding to research
 - J. Developing thesis to extend academic conversation
 - K. Written analysis of sources
 - L. MLA format, in-text citation, and works cited page

Learning Activities Required Outside of Class:

The students in the class will spend a minimum of 8 hours per week outside of the regular class time doing the following:

1. Completing reflection assignments
2. Dialogue journals to address specific writing development needs
3. Reviewing required study materials
4. Reading for comprehension
5. Reading rhetorically
6. Composing writing assignments

Methods of Instruction

1. Read, discuss, analyze, and classify essays and other types of written expression, paying particular attention to meaning, structure, and style.
2. Write compositions of varying length and complexity, illustrating principles discussed in analysis of reading and using reading assignments as models.

3. Discuss meanings and implications of words in context.
4. After lectures and study of techniques of library use, compile a works cited, select quotations, create paraphrases, find answers to specific research questions, and complete preparations for research paper.
5. Evaluate specific examples of faulty reasoning found in texts.

Methods of Evaluation

1. Substantial writing assignments, including:
 - a. Regular reflection assignments relating to study skills, student success resources, and students' progress towards meeting academic and personal goals
 - b. Essay exam(s)
 - c. Reading report(s)
 - d. Other paper(s) (6000 words formal writing)
 - e. Research presentation
2. Computational or non-computational critical thinking demonstrations, including
 - a. Exam(s)
 - b. Homework problems
 - c. Quizzes
 - d. Research paper
3. Composition Skill demonstrations, including:
 - a. Class performance(s)
 - b. Performance exam(s)

Supplemental Data:

T.O.P. Code:	150100: English
Sam Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable

Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	C: Pass/No Pass
Disciplines:	English