GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/30/2021

GCCCD Governing Board Approval: 12/14/2021

# ENGLISH AS A SECOND LANGUAGE 115 – EXPLORING U.S. CULTURES

1. Course Number Course Title Semester Units

ESL 115 Exploring U.S. Cultures 6

Semester Hours

6 hours lecture: 96-108 hours 192-216 outside-of-class hours 288-324 total hours

2. Course Prerequisites

A “C” grade or higher or “Pass” in ESL 105 or advisory placement in ESL 115 or equivalent.

Corequisite

None

Recommended Preparation

None

3. Catalog Description

ESL 115 explores themes in U.S. cultures through authentic texts, introducing and modeling diverse voices contributing to the cultural conversations of the moment and since time immemorial. Non-native speakers of English in this advanced English language course learn to become active members in a diverse and democratic society while sharing their experiences to contribute to the dialogue. Students learn about U.S. cultures, the cultures of their classmates, and reflect upon their own culture and the interplay between these, while effectively collaborating with others in a multicultural classroom. Students create texts in several genres to explore themes in U.S. culture, such as racism, consumerism, and media, to diverse audiences for various purposes.

4. Course Objectives

The students will:

a. Analyze, understand, and respond critically to various facets of U.S. cultures and their historical background in thematic units in a variety of authentic reading, listening, and visual texts, composed for a variety of audiences and purposes.

b. Recognize, understand, synthesize, and respond critically to common American cultural references, allusions, and assumptions found in reading and listening texts.

c. Demonstrate cross-cultural communication skills, including the recognition of cultural diversity, and the use of appropriate linguistic register and pragmatic cues while working individually and in diverse groups.

d. Analyze and respond critically to a variety of authentic written and audio-visual texts which explore the human condition.

e. Demonstrate an awareness of the world around them by connecting their own experiences to the issues discussed in class and then effectively communicating these connections in writing or speaking in a variety of genres for differing audiences and purposes, with appropriate vocabulary, grammar, register, and tone.

f. Compose extended discourse that is comprehensible and engaging to a diverse range of sociocultural registers in the United States, including but not limited to standard academic English typically found in publications intended for a general undergraduate audience.

5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

None

7. Course Content

1. U.S. and World Cultures

1. Examination of contemporary and historical issues in U.S. cultures through the arts and humanities.

2. Cross-cultural examination of concepts in U.S. cultures (e.g. race, gender, ethnicity) through the lens of

the students’ diverse cultures in group and whole class discussion and problem-solving tasks.

3. Examination of American Literature that explores the human condition

4. Examination of other aspects of culture (e.g. food, folklore, media, art, music) through the lens of the students’ diverse cultures in group and whole class discussion and problem-solving tasks.

5. Examination of Academic culture in the U.S. and other cultures, including the students’ home cultures.

b. Language as a Human Enterprise

1. Examination of cultural references, allusions and assumptions in written and spoken texts.
2. Analysis of oral, written, and visual texts for culturally constructed rhetorical features
3. Critical reading of authentic academic and non-academic reading and listening texts from a variety of genres to include prose (e.g. fiction, non-fiction, short stories, college textbooks, newspaper and magazine articles) and non-prose (e.g. works of art, maps, tables, forms, posters, flyers, lectures, interviews, documentaries, movies, commercials) about issues in U.S. cultures.
4. Critical reading, discussion, and writing tasks focused on cultural and gender perspectives, national or geographic background, or history.

c. Language and mechanics for non-native speakers of English

1. Vocabulary and grammar assistance that is necessary to understand the course texts and effectively communicate the course content listed above.

2. Punctuation and capitalization necessary to compose college-level written discourse, including the use of quotations.

3. Annotating, outlining, charting, mapping, and summarizing of oral and written texts.

4. Application of rules for paraphrasing and quoting to avoid plagiarism.

8. Method of Instruction

a. Lecture

b. Discussion

c. In-class guided practice

d. Individual in-class and out-of-class reading, writing, listening, and speaking

e. Collaborative learning (e.g. small group work, pair work, peer review, and team-based learning).

f. Video tutorials

g. Teacher-student conferencing

9. Methods of Evaluating Student Performance

a. Homework assignments to include reading and listening assignments, original compositions, reports, reflections, and journals.

b. Assignments completed in class on course themes, such as racism, consumerism, and media

c. Quizzes and tests

d. Group or individual oral presentations such as speeches, poster presentations, and product review videos.

e. A final culminating project, such as a portfolio (collection of the student’s compositions and reflections), presentation, or other project on course themes, such as racism, consumerism, and media.

10. Outside Class Assignments

a. Writing and speaking assignments in different genres (e.g. a blog post, testimonial videos) for different audiences and purposes (e.g. analysis of works of literature or art) about issues in U.S. cultures as well as their own and their classmates’ cultures.

b. Reading (e.g. OER textbooks, newspapers, blogs) and listening assignments(e.g. lectures, Ted Talks) about issues in U.S. cultures as well as their own and their classmates’ cultures.

c. Creation and maintenance of online platforms (e.g. Blogger, Weebly) to publish students’ work so that they

can share their ideas and cultures with others..

11. Representative Texts

a. Representative Texts

1. Abu-Jabber, Diana. *The Language of Baklava*. New York: Pantheon Books, 2005.
2. Butler, Octavia E. *Kindred*. Boston: Beacon Press, 2003.
3. Cather, Willa, and Joseph R. Urgo. *My Antonia.* Peterborough, Ont: Broadview Press, 2003.
4. Coates, Ta-Nishi. *Between the World and Me*. New York: Random House Books, 2015.
5. Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave.* Boston :Bedford/St. Martin's, 2003.
6. Grande, Reyna. *A Dream Called Home*. New York, NY: Atria Books, 2018.
7. Grande, Reyna. *The Distance Between Us*. New York, NY: Atria Books, 2012.
8. Eggers, Dave. *The Circle: A Novel.* New York: Alfred A. Knopf, 2013.
9. Hosseini, Khaled. *The Kite Runner.* New York: Riverhead Books, 2003.
10. Hosseini, Khaled. *A Thousand Splendid Suns.* New York: Riverhead Books, 2007.
11. Houston, Jeanne Wakatsuki. *Farewell to Manzanar : a True Story of Japanese American Experience during and after the World War II Internment*. Boston :Houghton Mifflin, 2002.
12. Kidd, Sue M. *The Secret Life of Bees*. New York: Penguin, 2003.
13. *Kingsolver, Barbara. The Bean Trees. New York :HarperPerennial, 1992.*
14. McBride, James. *The Color of Water*. 10th ed., Riverhead Books, 2006.
15. Miller, Adrian. *Soul Food: The Surprising Story of an American Cuisine, One plate at a time*, 2017.
16. *Nguyen, Kien. The Unwanted : a Memoir. Boston :Little Brown, 2001.*
17. Orwell, George. *1984*. London: Secker and Warburg, 1949.
18. Paton, Alan. *Cry, the Beloved Country.* New York, NY: Scribner, 2003.
19. Pattillo Beals, Melba. *Warriors Don’t Cry: a searing memoir of the battle to integrate Little Rock’s Central High*. New York: Washington Square Press, 1995.
20. Smith, Alexander M. *Tears of the Giraffe*. New York: Anchor Books, 2002.
21. Tan, Amy. *The Joy Luck Club*. New York, NY : Penguin Books, 2014.
22. Walls, Jeannette. The Glass Castle. New York: Scribner, 2006.
23. Wright, Richard. *Black Boy: A Record of Childhood and Youth*. New York: Harper & Bros, 1945.
24. Instructor created and OER thematic modules built around online resources such as:

a) BCcampus. Media Studies 101. BCcampus Open Ed. Nov. 22, 2018.

<https://opentextbc.ca/mediastudies101/> Licensed under a Creative Commons Attribution 4.0

International License. b) OpenStax, History. Rice University. Dec. 30, 2014. <https://cnx.org/contents/p7ovuIkl@6.2:gMXC1GEM@4/Introduction> Licensed under a Creative Commons Attribution 4.0 International License.

Addendum: Student Learning Outcomes

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

a. Analyze and critically engage with authentic works about contemporary and historical issues of philosophical and cultural importance and respond effectively in extended written or oral discourse in an appropriate genre for the intended audience, and purpose.

b. Demonstrate competency in American academic culture.