



EFFECTIVE TERM: Summer 2020

Course Identification

COURSE ID: AMLA 1A
[Student Learning Outcomes](#)
COURSE TITLE (FULL): College Composition for Non-Native English Speakers
COURSE TITLE (SHORT): College Composition for NNES
COURSE DIVISION: Humanities and Social Sciences Division
COURSE DEPARTMENT: American Language Department
COURSE SUBJECT: American Language
DISCIPLINE: English
English as a Second Language (ESL)
TAXONOMY OF PROGRAMS (TOP) CODE: 493081 English as a Second Language--College Level

CROSS LISTED COURSE:

Course Attributes

CREDIT STATUS: D Credit – Degree Applicable
TRANSFER STATUS: A Transferable to both UC and CSU
COURSE BASIC SKILLS STATUS: Not a Basic Skills Course
STUDENT ACCOUNTABILITY MODEL (SAM) CODE: E - Non-Occupational
COURSE CLASSIFICATION STATUS: A Liberal Arts and Sciences
FUNDING AGENCY CATEGORY: Not Applicable
COURSE PROGRAM STATUS: 1 - Program Applicable
REPEATABILITY: Non-repeatable Credit (equates to 0 repeats)
GRADING METHOD: Letter Grade Only
CREDIT BY EXAM: Not Allowed
WORK EXPERIENCE: Not part of co-op work experience education program



Course Workload Values

Faculty Contact Hours	Lecture	Laboratory	Activity	Total
Minimum Contact Hours	72			72
Maximum Contact Hours				
Minimum Out of Class Hours	144			144
Maximum Out of Class Hours				
Total Minimum Student Learning Hours	216.00			216.00
Total Maximum Student Learning Hours				

Unit Value	Lecture	Laboratory	Activity	Total
Minimum Units	4			4
Maximum Units				

To Be Arranged (TBA) Hours	Lecture	Laboratory	Activity	Total
Minimum To Be Arranged (TBA) Hours				
Maximum To Be Arranged (TBA) Hours				
Scheduled Hours				

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Lecture and Laboratory
- Open Entry/Exit
- Independent Studies
- Work Experience
- Other To Be Arranged (TBA)

Class Size : 30

Requisites

Prerequisite ENGL 68 Preparation for College Writing	or
Prerequisite AMLA 90 Accelerated Developmental Writing for AMLA	

Preconditions of Enrollment:

Or appropriate placement



Course Outline with Information

CATALOG DESCRIPTION

Engages non-native English students in the reading and writing process with emphasis on college-level reading, critical analysis, research skills, and expository and argumentative composition mindful of purpose and audience while developing an awareness of fundamental principles of cultural competence and linguistic awareness that are inherent in language learning.

SCHEDULE DESCRIPTION

College-level reading, critical analysis, research skills, & expository and argumentative writing for non-native English speakers.

MEASURABLE OBJECTIVES

1. Read, analyze and evaluate multiple text and media sources, both fiction and non-fiction, with attention to cultural touchstones to build the schema necessary for comprehension of college-level reading.
2. Compose unified, well-organized essays integrating research evidence into body paragraphs with sentence structures to develop the relationship and coherence among ideas.
3. Develop and employ flexible strategies for generating, drafting, and revising essays with specific attention to English language organizational patterns.
4. Analyze stylistic choices in authentic texts as well as in peer and self-generated writing in order to elevate critical thinking and increase language sophistication.
5. Compose timed, in-class essays demonstrating appropriate English language organizational patterns, in-depth development, acceptable coherence, and college-level mechanics.
6. Integrate into writing the ideas of others through paraphrasing, summarizing, and quoting, demonstrating an increasing command of vocabulary and sentence structure to avoid plagiarism.
7. Find, evaluate, analyze, interpret, and discuss primary and secondary sources in the target language (English) incorporating them into written essays using appropriate documentation format.
8. Proofread and edit essays to eliminate global and local English grammar, usage, and punctuation errors that impede comprehensibility with just in time instruction in troublesome areas for English language learners.
9. Develop and refine metacognitive strategies for writing and reading success with special attention to affective factors that challenge English language learners
10. Develop an understanding of American college culture, including developing strategies to respond to academic challenges as well as the use of college-based success resources.

LECTURE TOPICAL OUTLINE

1. Analysis and evaluation of multiple text and media sources with attention to cultural touchstones



2. Essay organization with attention to American academic norms (introduction, thesis, body, conclusion)

3. Writing process

4. Critical thinking



5. Timed, in-class essay strategies

6. Integration of ideas through paraphrasing, summarizing, and quoting

7. MLA format, research process including evaluation of sources



8. Editing strategies for global and local English language comprehensibility

9. Metacognitive strategies for writing

10. American college culture and college-based success resources



11. Vocabulary development

12. Just-in-time language and grammar instruction

13. Final exam

LAB TOPICAL OUTLINE

METHODS OF EVALUATION

Category 1. Substantial written assignments for this course include:

- In a series of 4- to 6-essays using textual evidence, write a minimum of 6,000-words, excluding revisions
- Library research paper of 7- to 10-pages documented according to MLA style or two library research papers of 5-pages documented to MLA style



If the course is degree applicable, substantial written assignments in this course are inappropriate because:

Category 2. Computational or non-computational problems solving demonstrations

Category 3. Skills Demonstrations

Category 4. Objective examinations

SAMPLE ASSIGNMENTS

1. In the first unit, we explored definitions of human rights and oppression through a variety of sources. Utilizing three of the sources covered in class, write your first essay analyzing the most important human rights or freedoms and explain why they are important to society. Then evaluate the types of oppression that most threaten these three chosen human rights. Lastly, compare three different groups around the world affected by these human rights violations and assess why this is happening.
2. We explored the competing (and at times complementing) concepts of the bystander effect and intervention. What is the bystander effect? Why do some people stand by while others intervene in a crisis? In this paper, argue whether human behavior favors standing by or intervening. Use Stanley Milgram's experiment and Paul Rusesabagina's "An Ordinary Man", and the other class texts, to support your argument. Choose a social issue in the United States or in another country and illustrate how individuals and groups of people intervene while others stand by. Analyze the factors influencing action or inaction and use evidence from the source readings to support your main argument.
3. It is understandable that one feels overwhelmed by the systemic injustices that occur in the world and in the United States. Society needs to continue moving the needle forward and take the appropriate steps to seek social justice for its families and communities. Using a variety of source materials, for this research paper, identify a social injustice at the city, state, or national level and analyze how this affects a particular group. Then evaluate the attempts to bring justice to this group and create a solution to bring justice to the group and the community.
4. How is social justice presently affecting the world? The US? What should be done? Who should do it? Why is this so important? In a well-written essay using the source materials from class and others, select a social issue that has a movement or has a variety of groups looking for justice. Argue who has priority and the type of action needed. Argue at what level things have to change, if at all, and who is responsible. What approach will have the most impact and long-lasting effect? Do you agree or disagree with movements that have attempted to right these wrongs (armed resistance vs. nonviolence)? Why is this issue so important to the world?

TEXTBOOK 1	
Title:	They Say, I Say
Author(s):	Cathy Birkenstein & Gerald Graff
Date:	2018
Online Education Resource:	



COURSE OUTLINE: AMLA 1A
11/22/2022