

## ESL101 : College Composition for Multilingual Learners

### General Information

Author:	<ul style="list-style-type: none"><li>• Elis Lee</li><li>• Kaye, Zohara</li></ul>
Course Code (CB01) :	ESL101
Course Title (CB02) :	College Composition for Multilingual Learners
Department:	ESL
Proposal Start:	Spring 2026
TOP Code (CB03) :	(4930.84) English as a Second Language–Writing
CIP Code:	(16.1701) English as a Second Language.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000653138
Curriculum Committee Approval Date:	02/26/2025
Board of Trustees Approval Date:	04/22/2025
Last Cyclical Review Date:	02/26/2025
Course Description and Course Note:	ESL 101 introduces students to college-level reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Students learn to position their ideas in relation to the ideas of others by developing skills in argumentation, source integration, analysis of evidence, information competency, and citation according to academic conventions. Intended for multilingual learners, this course includes exposure to culturally diverse reading materials and multiple genres of writing with specific language support to meet the needs of non-native speakers of English.
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"><li>• Credit</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>• In-Person</li><li>• Remote</li><li>• Hybrid</li><li>• Proctored Online</li><li>• Online</li></ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>• ESL</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## General Education and C-ID

### General Education Status (CB25)

GE Status A2, A3, 1A, 1B

### Transferability

Transferable to both UC and CSU

### Transferability Status

Pending

### Cal-GETC

Area 1A: English Composition

### Area

English Composition

### Status

Pending

### Approval Date

No value

### Comparable Course

No Comparable Course defined.

### GCC General Education Requirements

Area1A:

### Area

English Composition

### Status

Pending

### Approval Date

No value

### Comparable Course

No Comparable Course defined.

### C-ID

ENGL

### Area

English

### Status

Pending

### Approval Date

No value

### Comparable Course

ENGL 100 - College Composition

## Units and Hours

### Summary

**Minimum Credit Units (CB07)**

4

**Maximum Credit Units (CB06)**

4

**Total Course In-Class (Contact Hours)**

72

**Total Course Out-of-Class Hours**

144

**Total Student Learning Hours**

216

## Credit / Non-Credit Options

### Course Type (CB04)

Credit - Degree Applicable

### Noncredit Course Category (CB22)

Credit Course.

### Noncredit Special Characteristics

No Value

### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

## Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
Studio Hours	0	0

## Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	72
Laboratory	0
Studio	0
<b>Total</b>	72

### Course Out-of-Class Hours

Lecture	144
Laboratory	0
Studio	0
<b>Total</b>	144

## Time Commitment Notes for Students

No value

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

### Prerequisite

Placement is based on ESL Self-Placement Survey.

OR

### Prerequisite

## ESL151 - Reading And Composition V

### Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

### Entry Standards

Entry Standards	Description
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No value	No value
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### Course Limitations

Cross Listed or Equivalent Course	Description
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No value	No value
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### Specifications

Methods of Instruction	
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Methods of Instruction	Collaborative Learning
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Methods of Instruction	Demonstrations
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Methods of Instruction	Discussion
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Methods of Instruction	Guest Speakers
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Methods of Instruction	Lecture
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<b>Methods of Instruction</b>	Multimedia			
<b>Methods of Instruction</b>	Presentations			
<b>Methods of Instruction</b>	Field Activities (Trips)			
<b>Out of Class Assignments</b> <ul style="list-style-type: none"> <li>• Formal writing total a minimum of 6,000 words</li> <li>• At least six formal expository or argumentative writing assignments with writing topics should spring from the class reading assignments</li> <li>• At least three out-of-class writings of approximately 1,250 to 1,500 words in length</li> <li>• A research paper, scaffolded throughout the semester, with at least two thousand words and six sources from a comprehensive annotated bibliography</li> <li>• A variety of informal writing assignments such as journals, peer evaluations, reading responses, and summaries</li> </ul>				
<b>Methods of Evaluation</b>	<b>Rationale</b>			
Exam/Quiz/Test	At least three timed, in-class academic essays (600-650 words)			
Activity (answering journal prompt, group activity)	Reading responses and reflections			
Writing Assignment	Research paper			
Presentation (group or individual)	Group and individual presentations			
Project/Portfolio	Portfolios			
<b>Textbook Rationale</b> No Value				
<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
Colombo, Gray	Rereading America: Cultural Contexts for Critical Thinking and Writing	Bedford/St. Martin's	2021	978-1319244620
Eschholz, Rosa, & Clark	Language Awareness: Readings for College Writers	Bedford/St. Martin's	2023	9781319332136
Hacker, Diana	Rules for Writers	Bedford/St. Martin's	2021	978-1319244255

## Other Instructional Materials (i.e. OER, handouts)

Description	Writing Guide with Handbook
Author	Openstax
Citation	<a href="https://openstax.org/details/books/writing-guide/">https://openstax.org/details/books/writing-guide/</a>
Online Resource(s)	<a href="https://openstax.org/details/books/writing-guide/">https://openstax.org/details/books/writing-guide/</a>

## Learning Outcomes

### Course Objectives

Read and analyze a variety of multicultural fiction and nonfiction readings.

Apply a variety of strategies to develop and write unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.

Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

Write a research paper using appropriate sources and MLA format.

Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

### SLOs

Analyze and write responses to diverse academic texts.	Expected Outcome Performance: 70.0
Write essays demonstrating analysis and synthesis of sources as appropriate to the rhetorical situation.	Expected Outcome Performance: 70.0
Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.	Expected Outcome Performance: 70.0

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### **Writing of primarily expository and argumentative texts (25 hours)**

- Analysis of writing assignments and the writing process
- Using a variety of strategies for
  - Prewriting stage
  - Drafting stage
  - Revision of early drafts
  - Editing stage
- Developing and implementing strategies to successfully complete In-class, timed writing assignments
- Applying a variety of rhetorical strategies
- Producing unified and well-organized essays with arguable theses and persuasive support
- Developing an effective thesis and evaluating its feasibility
- Developing strategies of organization
- Integrating and documenting a rich, diverse variety of sources
- Reflecting on students' native language and culture to inform their college-level writing
- Reflecting on diverse perspectives and rhetoric presented in assigned texts to enhance student writing approach and style

#### **Reading of a variety of primarily nonfiction, college-level texts (20 hours)**

- Responding to and extrapolating from written texts, author experiences, and one's own experience
- Analyzing a variety of rhetorical styles from texts featuring a diverse variety of perspectives and authors
- Understanding the relationship among author, audience, and context
- Recognizing and understanding linguistic and cultural terms and concepts essential to comprehension
- Identifying explicit and implied claims, support, and reasoning in texts
- Analyzing features and relationships between culturally and rhetorically diverse texts
- Drawing on student's native language and culture to enhance comprehension of college-level texts

#### **Using Sources (10 hours)**

- Using the library and scholarly databases
- Evaluating, analyzing, and interpreting sources
- Incorporating appropriate summaries, paraphrases, and quotations
- Citing sources appropriately using MLA documentation
- Plagiarism (intentional and unintentional)
- Ethical uses of Artificial Intelligence

#### **Language for multilingual writers (10 hours)**

- Analyzing language use in readings and linguistic differences between English and students' native languages to inform editing practices
- Constructing clear, grammatically correct, and structurally varied sentences
- Using appropriate conventions of genre and stylistic choices for rhetorical effect

#### **Culture (7 hours)**

- Reading and discussing articles from a variety of cultural perspectives
- Building background knowledge of historical and cultural events in America
- Examining historical and cultural events within texts
- Contributing their own cultural perspectives on the class topics through class discussions and writing assignments
- Building background knowledge of the differences in rhetorical patterns and logic systems inherent in American patterns of reasoning and those of the student's systems countries of origin
- Demonstrating understanding of the rhetorical patterns and logic systems inherent in American patterns of reasoning
- Responding to contemporary American social and educational issues in comparison with similar issues in the students' countries of origin

**Total Hours: 72**

## Additional Information

### Repeatability

Not Repeatable

### Justification (if repeatable was chosen above)

No Value

### Is it possible this course will have a material fee?

No

### I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

Yes

### What term(s) will this course be offered?

Fall/Winter/Spring/Summer

### Will any additional resources be needed for this course? (Click all that apply)

- No

### If additional resources are needed, add a brief description and cost in the box provided.

No Value

## Resources

### Did you contact your departmental library liaison?

Yes

### If yes, who is your departmental library liason?

Aisha Conner-Gaten (Business, ESL-Credit)

**Did you contact the DEIA liaison?**

Yes

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value