

**ESL 098-70C and ESL-099-70C**  
**Academic Reading III and Writing III**  
**Learning Community Cluster (Sociology 101)**  
**Immigrant Experiences in Chelsea**  
**Paired Course Syllabus**  
**6 Credits**  
**Spring 2017**

**Instructor:** Jeff McClelland

**Meeting Times:**

Mon 1:00–3:45 PM (SOC-101)

Wed and Fri 1:00–3:45 PM (ESL 098-099)

**Classroom:** Chelsea Campus, Room 404

**Office Location:** B Building, 123-F

**Email:** jcmccl@bhcc.mass.edu

**Phone:** 617-936-1984

**Office Hours:**

Tue and Thu 2:30 – 3:30 PM in B-123-F

Wed and Fri 3:45 – 4:45 PM in Chelsea

### **COURSE CLUSTER DESCRIPTION**

In this cluster course, you will explore and analyze immigrant experiences through your learning and application of introductory sociology concepts. The city of Chelsea, a major gateway city for newly arrived immigrants, will be the backdrop of this class against which you will learn concepts such as culture, ethnicity, social class, ethnocentrism, stratification and forms of social change and then apply this learning through carrying out research in the Chelsea community. Designed for immigrant students, one goal of this class is for you to explore how your identity, culture and experiences in the US relate and connect with other immigrant groups in the US. Open to all ESL students who have passed or placed into ESL-098 and ESL-099.

### **TEXTBOOK**

*Essentials of Sociology: A Down to Earth Approach*. 11th edition. James Henslin.  
Pearson. ISBN: 9780133803549z

### **MATERIALS**

- Additional texts will be assigned through links on Moodle or as handouts in class
- 2 folders (one for holding your journal assignments and another one for holding all other handouts)

### **TEACHING METHODS**

Class discussion, group and pair work will constitute most of the class activity and because of that, your participation in class is very important and it will be evaluated. Most reading and writing will be done outside of class as homework. Homework will be posted on Moodle and students will also need to regularly check their BHCC email account to stay in communication with the teacher. Writing assignments will be scaffolded, project-based and integrated with Soc-101 assignments and field research in Chelsea, leading up to a culminating research paper that addresses a class-related immigrant issue in Chelsea.

## **LEARNING COMMUNITY OUTCOMES**

### **CORE Learning Community Outcomes**

- **Critical Thinking:** Demonstrate a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- **Integrated Communication:** Demonstrate enhanced ability to communicate through: reading, speaking, writing, and listening.
- **Intercultural Knowledge and Competence:** Demonstrate understanding and respect for the variety of cultural, social, and personal differences embodied in BHCC students, faculty and staff, and the local and global community.
- **Reflection and Self-Assessment:** Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts.
- **Teamwork:** Demonstrate collaboration, participation and teamwork in group activities and projects.

### **CLUSTER Learning Outcomes**

Integrative Learning : an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

- **Connections to Experience:** Connects relevant experience and academic knowledge
- **Connections to Discipline:** Sees (makes) connections across disciplines, perspectives
- **Transfer:** Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations

**ESL 098 Academic Reading III**  
**3 credits**

**PREREQUISITE**

**Grade of C or better in ESL 086, ESL 087, ESL 088, and ESL 089, or placement.**

**COURSE DESCRIPTION**

This advanced course focuses on the critical and analytical reading skills necessary for success with college level materials. Students demonstrate comprehension of level-appropriate readings through class discussions, writing assignments, and other assessments. Students also develop critical (higher order) thinking skills by interacting with the readings and by summarizing, paraphrasing, quoting, responding to, and evaluating readings. Students do extensive work on understanding and analyzing main ideas and supporting details of articles and essays. Students learn grammar and academic vocabulary in the context of the reading materials. Students must earn a C or better in order to pass the course.

**COURSE OBJECTIVES:**

**Students can...**

- Use steps in the pre-reading process (preview, access prior knowledge, predict)
- Recognize organization of reading/writer's plan
- Identify main ideas (stated or implied) and supporting details
- Demonstrate an increased understanding of level-appropriate academic vocabulary
- Use context clues to understand vocabulary
- Use a dictionary to understand parts of speech, pronunciation key, and multiple meanings
- Demonstrate comprehension of level appropriate readings on a test
- Write about a reading by summarizing, paraphrasing, responding, quoting, and citing
- Draw inferences
- Understand referents
- Read critically (distinguish fact and opinion)
- Understand idioms, metaphors, figures of speech
- Recognize purpose, perspective, mood and tone (formal, informal, serious, humorous, etc)
- Use textbook reading techniques/understand the structure of a textbook
- Use proper MLA format
- Demonstrate proficiency of the grammar in the 098 curriculum

## ASSIGNMENTS and EVALUATION (for ESL-098)

<b>Participation and discussion</b>	<b>20%</b>
<p>To demonstrate your readings skills and engage deeper with the texts, you will engage in class and group discussions of the class readings. The purpose of these discussions is for you to practice the skills that you are learning in this class, to better understand the language and content of the texts, and to demonstrate your understanding of the texts. Good participation includes both responding to questions and also asking questions about the text. You will not only be evaluated by how often you speak up, but also on the depth of thought, critical thinking and understanding you demonstrate around the texts.</p>	
<b>Academic journal</b>	<b>30%</b>
<p>You will complete writing assignments in a journal in which you summarize, analyze and/or respond to the readings. One important purpose of the journal is for you to reflect on the content of the readings and how it connects with ideas covered in the course. Though I do not expect your entries to be written in a formal style, I do expect them to be clearly written. I will not grade or correct grammar, spelling or punctuation. Instead I will grade your journal entries based on 1) your demonstrated analysis and understanding of the readings, 2) your skill in rephrasing ideas and concepts from the text in your own words, and 3) the depth of your reflection and engagement with the readings.</p> <p>Assignments are due on the assigned date. Late assignments will result in a lower grade. I will grade your journal assignments periodically throughout the semester and give you written feedback.</p>	
<b>Homework</b>	<b>10%</b>
<p>Outside of the reading and journal assignments, you will also complete handouts that will support you in better understanding the textbook. Some of the homework assignments may be graded, but mostly you will only have to show that you completed them. Homework assignments must be handed in on time unless you make prior arrangements with me. Late homework will not be accepted.</p>	
<b>Reading quizzes</b>	<b>20%</b>
<p>You will take 2 reading quizzes based on the novel and class readings. The quizzes will assess your reading comprehension, reading and critical thinking skills, and your understanding of ideas, concepts and academic vocabulary from the readings.</p>	
<b>Final Exam</b>	<b>20%</b>
<p>You will take a final exam in week 15 that will assess your reading comprehension and skills and your ability to carry out the class objectives.</p>	

## **ESL 099 Academic Writing III**

### **3 credits**

#### **PREREQUISITE**

Grade of C or better in ESL 084, ESL 085, ESL 088, and ESL 089, or placement.

#### **COURSE DESCRIPTION**

This advanced course focuses on the academic writing skills necessary for success in college content courses. Students develop their abilities with sentence structure, paragraph writing, and essay writing through extensive practice with multiple drafting, revising, editing, and proofreading. Students write from personal experience, answer essay questions from readings of substantial complexity, and write essays using research sources. Students learn grammar in the context of the readings and student generated writing. Students must pass the ESL 099 Writing Competency Exam and earn a C or better in order to pass the course. Prerequisites: Grade of C or better in ESL 086, ESL 087, ESL 088, and ESL 089, or placement.

#### **COURSE OBJECTIVES**

Students can...

- Use 5 steps of the writing process (brainstorm, organize, write, revise, and edit)
- Revise for content, organization and development
- Edit writing for grammar and mechanics
- Use proper MLA format
- Respond to a reading of substantial complexity (10th-12th grade reading level), demonstrating comprehension and critical thinking through writing
- Demonstrate mastery of a variety of sentence types (simple, compound, complex)
- Write a paragraph with main idea and substantial supporting details
- Develop cohesive essays (approx. 500-750 words) with a thesis statement, introduction, body and conclusion using a variety of rhetorical styles
- Use a variety of logical connectors including conjunctions and transitions at both the sentence and paragraph level
- Quote and paraphrase from multiple sources with a bibliography
- Write with varied and effective academic vocabulary and mastery of correct word forms
- Achieve a 5.4 REEP score on an in-class essay
- Demonstrate proficiency of the grammar in the 099 curriculum

## ASSIGNMENTS and EVALUATION (for ESL-099)

<b>Participation and discussion</b>	<b>10%</b>
<p>Class discussions around writing, issues and ideas are both the hallmark of the college classroom and also often the crucial first step in writing a thoughtful academic essay. For those reasons, your participation in class is important and will be evaluated and graded. Excellent participation demonstrates deep thinking and engagement with ideas of other students and class readings. It also demonstrates engagement, understanding and analysis of the writing process and language. Participating in class - both through speaking and active listening - is a key to succeeding in this class and to improving your critical thinking and writing skills.</p>	
<b>Homework</b>	<b>10%</b>
<p>Outside of the reading and journal assignments, you will also be assigned writing, vocabulary and grammar exercises. Some of the homework assignments may be graded, but mostly you will only have to show that you completed them. Homework assignments must be completed on time unless you make prior arrangements with me. Late homework will not be accepted.</p>	
<b>Academic journal</b>	<b>10%</b>
<p>You will complete writing assignments in a journal in which you will write free writes and drafts for your assigned writings as well as revising and rewriting essays based on teacher feedback. Assignments are due on the assigned date and late assignments may result in a lower grade.</p>	
<b>In-class essays</b>	<b>20%</b>
<p>You will write 2 in-class essays to practice and prepare for the final writing exit exam.</p>	
<b>Major writing assignments</b>	<b>30%</b>
<p>You will have 3 major out-of-class writing assignments, each one with approximately 400-600 words. Two of the writing assignments are intended to help you write your final research paper for Sociology 101, and they will be incorporated into that research paper. The other writing assignment will be a critical response essay in which you summarize and respond to a text that addresses a sociological issue. The writing assignments are due on the assigned date and late assignments may result in a lower grade. Essays or papers that are plagiarized will result in a failing grade and may result in a failing grade for the class.</p>	
<b>Writing quizzes</b>	<b>20%</b>
<p>You will take 3 writing quizzes. The quizzes will assess your writing skills, your use of grammar and word structures, and vocabulary and word forms that have been covered in the textbook. There will be no opportunities for making up a quiz if you are absent, but the lowest score of every student's quiz will be dropped.</p>	
<b>Exit exam essay</b>	
<p>You will write an in-class exit exam essay near the end of the semester. <b>You will need a 5.4 REEP score in order to pass the class.</b></p>	

## GRADING SYSTEM

Scores	Grades	Description
94~100	A	Excellent
90~93	A-	
87~89	B+	Good (Above average)
83~86	B	
80~82	B-	Average
77~79	C+	
70~76	C	Below Average
60~69	D	
< 60	F	Fail

## PLAGIARISM

Plagiarism is presenting someone else's ideas as your own. Examples of plagiarism include copying ideas or sentences from a textbook or the internet without using quotation marks or without citing the source. Plagiarized work may result in a failing grade for the assignment or for the course, or a student may be asked to leave the course. For more information, you can read the Student Code of Conduct in the Student Handbook or visit <http://libguides.bhcc.mass.edu/content.php?pid=498984&sid=4109892>.

## ATTENDANCE POLICY

Attendance is very important in this class and missing class or coming late to class will affect your grade, with more than 6 absences resulting in an automatic fail for both classes. However, it is understandable that sometimes you have to be late or absent from class. For that reason, you are permitted a minimal number of absences and latenesses before it directly affects your final grade. It also means that no excused absences will be accepted.

Every absence will have a slight effect on your participation grade. After the 3rd absence, your final grade in both courses will be decreased one grade increment (i.e. B- to C+); and every subsequent absence will also result in decreasing one grade increment. If you miss more than 6 classes, you will automatically fail both classes. Students arriving late by 10 minutes or more will be marked late for that class. Arriving late to class two times will equal one absence. If you arrive more than 1 hour late, you will be counted absent for that day.

If you need to be absent, you are responsible for notifying me by email as soon as possible and checking Moodle for the next class homework assignment. When you come to the next class, you are also responsible for turning in any missing journal assignment or showing me completed homework that you have made up.

## COLLEGE ACCOMMODATIONS AND SUPPORT SERVICES

The Office of Disability Support Services is a student-focused department dedicated to assisting members of the BHCC community with documented physical and/or learning disabilities. Students may be eligible for services that include tutoring, testing and other classroom accommodations. To get more information or request an accommodation, contact the Disability Support Services Office at 617-228-2327. Students are encouraged to request accommodations as early as possible and ideally before the start of the semester. For information visit: <http://www.bhcc.mass.edu/disabilitysupportservices/>

## CLASS DECORUM

In the classroom, everyone is expected to act respectfully with each other, both with the instructor as well as with other students. Acting respectfully includes being engaged in the classroom, not eating in class, not texting or talking on cell phones, and not leaving the classroom unless absolutely necessary. Disruptive students may be asked to leave the class. Please turn off cell phones during class. If you need to receive a call because of some emergency, please let me know at the beginning of class.

## SCHEDULE (subject to change))

This schedule applies to both ESL-098, ESL-099 and SOC-101 in this cluster class.

Topics	SOC Content	ESL Skills and learning	Readings and assessments
Week 1 Jan 16 (No class Mon) Intros Your immigrant story		Writing mechanics and page formatting Perspective and point of view of the author Understanding purpose of text Parts of speech Overview of the textbook Developing guiding questions	Reading: <a href="#">A tradition that means even more</a> Reading: <a href="#">Tale of two cities</a> Textbook p. 1-19
Week 2 Jan 23 The sociological perspective Ch 1	Social location Sociological imagination Social research	Recognizing the organizational plan of a text Analyzing and writing an organized paragraph Explaining the text in your own words Overview of linking words: Coordinators and transitions Reading a table p. 23	Reading: <a href="#">Immigrant stories</a> <ul style="list-style-type: none"> <li>• Klara Sotonova p. 14-15</li> <li>• B. J. Wang p. 18</li> </ul> Reading: <a href="#">Benefits of immigrants</a> Reading: <a href="#">Breaking Down Barriers</a> Soc Writing: Why are you in the US?
Week 3 Jan 30 Culture Ch 1 & 2	Assets of immigrants Values Norms Ethnocentrism Cultural relativism Discussion of <a href="#">Immigrant stories</a>	Defining plagiarism Using coordinators and transitions to organize a paragraph Summarizing a text Organizing an outline Student support services Identifying key information Understanding and explaining boldfaced terms and concepts	Reading: <a href="#">Myths and facts about immigrants</a> Reading: TBD – A reading that explore social location, maybe an article about a refugee fleeing history and persecution? Soc writing: What strengths do you bring?

Topics	SOC Content	ESL Skills and learning	Readings and assessments
Week 4 Feb 6 Socialization Ch 3		Five steps of the writing process Grammar: Narration in the past tense Analyzing author bias Transitions between paragraphs Correcting run-on errors Identifying the main point of an example	Reading: <a href="#">When Arab Immigrants bring their non-verbal communication knowledge to U.S</a> Introduce essay 1 (My assets) Mon Draft of essay 1 (My assets) due Fri Final essay 1 (My assets) due next Wed
Week 5 Feb 13 Social structure and social interaction Ch 4	Macrosociology Mircosociology Discussion: <a href="#">Arab Immigrants and communication knowledge</a>	Error correction and essay revision Identifying the thesis of a reading Evaluating a text based on your own experiences Organizing outline notes on a text Identifying and understanding key terms	Reading: <a href="#">How one city is welcoming migrant children with open arms</a> ESL Reading quiz 1 (Losing the battle) Wed ESL Writing quiz 1 Fri ESL In-class essay 1 on Fri (Losing the battle)
Week 6 Feb 20 (No class Mon) Social control and deviance Ch 6	Sanctuary cities	Annotating a text Subordinators Paraphrasing	Reading: <a href="#">Violence a lure for foreign teenagers: Immigrants likely to adopt US peers' ways, study says</a> Reading: <a href="#">Teen recounts threats from gangs</a> Soc Moodle quizzes 1-4
Week 7 Feb 27 Social control and deviance Ch 6	Deviance Conformity Gangs Discussion: <a href="#">Violence a lure for foreign teenagers:</a>	Connecting and synthesizing 2 texts Distinguishing between facts and opinions	Introduce essay 2 (Learning to be American) Mon Draft of essay 2 (Learning to be American) due Fri Skits
Week 8 Mar 6 Class, global stratification	Globalization UN Human Development Index	Student-teacher conferences Error correction and essay revision	Final essay 2 (Learning to be American) due Fri

Topics	SOC Content	ESL Skills and learning	Readings and assessments
and colonialism Ch 7		Passive structure	
Spring Break No classes March 13-19			
Week 9 Mar 20 Class, global stratification and colonialism Ch 7	Stratification	Gerunds and infinitives Skimming	Info literacy workshop E-portfolio Reading: <a href="#">What are sanctuary cities, and can they be defunded?</a> Reading: <a href="#">Ambrosino Charts Future: Affirms Fight Against Trump Administration, in State of the City</a> Reading: <a href="#">Sanctuary Cities: Top 3 Pros and Cons</a> Introduce final research project Introduce critical response
Week 10 Mar 27 Social class Ch 8	Social mobility Poverty Looking at data in <a href="#">Class-divided cities:</a>	Writing a critical response Critically engaging with a text Understanding author point of view and counter arguments	Reading: <a href="#">Class-divided cities:</a> Reading: <a href="#">After election, sorrow and fear among immigrants</a>
Week 11 Apr 3 Race and ethnicity Ch 9	Racism Prejudice Discrimination Affirmative action	Connecting and synthesizing the texts Transitions between paragraphs Concise writing	Reading quiz 2 (Embraced) Mon In-class essay 2 (Embraced) Wed Writing quiz 2 Wed Reading: <a href="#">Embraced in Chelsea:</a>
Week 12 Apr 10 Education Ch 13		Analyzing author point of view Citing from a text Citing sources	Editorial: <a href="#">How immigrant kids are endangering schools:</a> Introduction of sociology research paper Walking observation tour Note taking on TND / Connect as agents of social change
Week 13		Adjective clauses	Reading: <a href="#">Welcome to Chelsea.</a>

<b>Topics</b>	<b>SOC Content</b>	<b>ESL Skills and learning</b>	<b>Readings and assessments</b>
Apr 17 (No class Mon) Social change and movements Ch 16		Preparation for writing exit exam	<a href="#">the new 'it' zip</a> Writing exit exam Fri or next Wed
Week 14 April 24 Final preparation and research Social change and movements Ch 16	Discussion of <a href="#">Welcome to Chelsea, the new 'it' zip</a>	Error correction and essay revision Identifying main ideas Definite and indefinite articles Writing workshop for research paper	Project: Make posters for trivia game  Sociology research paper due next Mon
Week 15 May 1 Testing and wrap-up			Reading exit exam Wed Writing quiz 3 Fri Class evaluations Present trivia game project
Make-up			Make-up exams