

**ESL Integrated Academic Reading/Writing 3 and Principles of Sociology  
ESL-098/099 and SOC-101  
Learning Community Cluster  
Immigrant Experiences in Chelsea  
Paired Course Syllabus  
Fall 2018  
6 Credits**

**Instructors:** Jeff Ellenbird and Aurora Bautista

**Meeting Times:** Mon/Wed 8:30 – 12:45 AM

**Classroom:** B Building, Room 10

### **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.

### **ESL-098/099 INTEGRATED COURSE DESCRIPTION**

This advanced course integrates the learning of the reading, writing and oral communication skills necessary for succeeding in college level classes.

### **SOCIOLOGY 101 COURSE DESCRIPTION**

This course covers an introduction to the concepts and theories of society and social institutions and meets General Education "Individual and Society" Requirement Area 2.

### **ESL COURSE STUDENT LEARNING OUTCOMES**

Students who successfully transition out of the ESL program will be able to:

1. Generate and communicate new knowledge, by building upon prior knowledge and experiences and using critical reading and listening skills effectively.
2. Develop and improve effective pieces of writing for multiple audiences and purposes, using the writing process.
3. Develop, organize and effectively present ideas orally and in writing, to inform and persuade audiences, using language control to ensure communication of meaning.
4. Locate and appropriately use authentic, credible, college-level secondary source material to support written work and oral presentations.
5. Reflect on their own personal and professional growth by continuously considering their cultural, educational and professional backgrounds in relation to their emerging academic and career goals
6. Develop a personally effective system for information intake and organization, time management, and use of college resources to advance one's academic, professional and personal goals.

## **SOCIOLOGY 101 STUDENT LEARNING OUTCOMES**

Students who successfully complete this course will be able to:

1. demonstrate an understanding of the major sociological perspectives and research methods.
2. apply the different major perspectives to analyze social inequalities, social problems and social institutions in order to promote an understanding of oneself and others; and
3. examine the impact of social & cultural factors on the self, and on individual and group behavior.

### **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.

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

### **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, interactive lecture and student oral presentations 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 assignments will be done outside of class as homework and students will showcase their work and reflections in a portfolio on E-Portfolio. 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. 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.

## ESL-098/099: COURSE REQUIREMENTS AND EVALUATIONS

<b>Participation and discussion</b>	<b>5%</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>20%</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>All journal assignments must be submitted in word-processed format by the scheduled deadline. Late assignments will automatically have points taken off. If you are not able to attend a class in which a journal assignment, it is your responsibility to turn in a hard copy in the next scheduled class.</p>	
<b>Homework</b>	<b>5%</b>
<p>Outside of the reading and journal assignments, you will also complete reading exercises. Some of the homework assignments will be graded, but others 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 have points take off.</p>	
<b>Reading quizzes</b>	<b>10%</b>
<p>You will take 3 reading quizzes based on the class content. The quizzes will assess your reading comprehension, reading and critical thinking skills, and your understanding of ideas, concepts and academic vocabulary from the readings. 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>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. The first two writing assignments will require you to analyze your own immigrant experiences in the US, and your third writing assignment will require you to analyze the immigrant experience in Chelsea by drawing on sources, data and firsthand observation. 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>In-class essays</b>	<b>20%</b>

You will write 3 in-class essays in which you analyze and respond to a text. You will then have the opportunity to revise the essay for a better grade. There will be no opportunities for making up an in-class essay if you are absent, but the lowest score of every student's essay will be dropped.

**Portfolio**

**10%**

You will create an E-Portfolio where you will post your essays, reflections and best works to showcase your learning in this class.

**SOCIOLOGY 101: COURSE REQUIREMENTS AND EVALUATIONS**

<b>ESSAY 1:</b> My Assets Essay - Why am I in the US?	(S3) (LC Co 1) (LC Co 3) (LC CI 1,2,3)	<b>15%</b>
• Short Video Intro	(LC Co 2)	<b>5%</b>
<b>ESSAY 2:</b> Learning to be an American student	(S3) (LC Co 1) (LC Co 3) (LC CI 1,2,3)	<b>15%</b>
• Group presentation	(LC Co 5) (LC CI 1,2,3)	<b>5%</b>
<b>ESSAY 3:</b> My Education & Community Resources	(S1,S2,S3) (LC Co 1,2,3,4)(LC CI 1,2,3)	<b>15%</b>
• Ed Planning and Career Exploration	(S2)	<b>5%</b>
• Individual Presentation	(LC Co 2) (LC Co 4)	<b>5%</b>
<b>QUIZZES 1-10</b>	(S1)	<b>25%</b>
<b>PORTFOLIO</b>	(S3) (LC Co 2) (LC Co 4)	
• Home/ About Me/ Essays 1-2-3 & Activities		<b>5%</b>
• Video: End of Semester Course Reflection	(LC Co 1,2,4)	<b>5%</b>

**Grading:** Because this class integrates the learning of Sociology Principles with ESL reading, writing and oral communication skills, you will get the same grade for SOC-101 and ESL-099.

**GRADING SYSTEM**

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

**SCHEDULE** (subject to change))

This schedule applies to both ESL-098/099 and SOC-101.

<b>Topics</b>	<b>SOC Content</b>	<b>ESL Skills and learning</b>	<b>Assignments, activities and assessments</b>
<p>Week 1 Jan 15-19 (No class Mon) Intro to Chelsea</p>	<p>Social location</p>	<p>Writing mechanics and page formatting Parts of speech</p>	<p>Introductory research of Chelsea Overview of the syllabus Success Coach visit Wed</p>
<p>Week 2 Jan 22-26 The sociological perspective Ch 1</p>	<p>Sociological imagination Social research Social theory</p>	<p>Analyzing perspective and point of view of the author Explaining the text in your own words Understanding purpose and organization of a textbook Reading a table p. 23 Overview of linking words Developing guiding questions</p>	<p>Overview of the textbook Reading: Ch 1 Textbook Reading: <a href="#">A tradition that means even more</a> Reading: <a href="#">Tale of two cities</a> Intro to E-portfolio</p>
<p>Week 3 Jan 29-Feb 2 Culture Ch 2</p>	<p>Values - Assets of immigrants Norms: applied in educational institutions Ethnocentrism Cultural relativism Discussion of <a href="#">Immigrant stories</a></p>	<p>Defining plagiarism (norms) Recognizing the organizational plan of a text Summarizing a text Identifying key information Five steps of the writing process</p>	<p>Intro to student services Reading: Ch 2 Textbook Reading: <a href="#">Immigrant stories</a></p> <ul style="list-style-type: none"> <li>• Klara Sotonova p. 14-15</li> <li>• B. J. Wang p. 18</li> </ul> <p>Reading: <a href="#">Benefits of immigrants</a> Intro to essay 1 Wed 1<sup>st</sup> draft of essay 1 due Sat</p>
<p>Week 4 Feb 5-9 Socialization Ch 3</p>	<p>Cooley and Mead Agents of Socialization Life course</p>	<p>Transitions between paragraphs Correcting run-on errors Organizing an essay Paraphrasing</p>	<p>Reading: Ch 3 Textbook Oral presentations 2<sup>nd</sup> draft of essay 1 due Wed Success Coach: Understanding BHCC policies and procedures (Wed)</p>
<p>Week 5 Feb 12-16 Social structure and social interaction</p>	<p>Macrosociology Social Structure Microsociology Social Interaction Discussion: <a href="#">Arab Immigrants</a></p>	<p>Error correction and essay revision Identifying the thesis of a reading Analyzing purpose and audience</p>	<p>Reading: Ch 4 Textbook Reading: <a href="#">When Arab Immigrants bring their non-verbal communication knowledge to U.S</a> Final draft essay 1 due Wed</p>

Topics	SOC Content	ESL Skills and learning	Assignments, activities and assessments
Ch 4	<a href="#">communication knowledge</a>	Evaluating a text based on your own experiences Identifying the main point of an example Identifying key information	
Week 6 Feb 19-23 (No class Mon) Education Ch 13	Community colleges Reading: AACU: Careers 21 <sup>st</sup> Century	Annotating a text Paraphrasing Using linking words for compare/contrast	Reading: Ch 13 Textbook Soc Moodle quizzes 1-4 Soc: Career Exploration Introduce essay 2 Wed 1st draft of essay 2 due Fri
Week 7 Feb 26-Mar 2 Social control and deviance Ch 6	Deviance Conformity Gangs Discussion: <a href="#">Violence a lure for foreign teenagers:</a>	Writing a critical response Passive structure	Reading: Ch 6 Textbook 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> 2 <sup>nd</sup> draft essay 2 due Wed
Week 8 Mar 5-9 Testing	Educational Planning	Preparing for the in-class essay Making connections between texts Error correction and essay revision	Reading quiz 1 In-class essay 1 Final draft essay 2 due Wed Success Coach: Educational planning Wed
Spring Break No classes March 12-18			
Week 9 Mar 19-23 Class, global stratification and colonialism Ch 7	Globalization UN Human Development Index Stratification	Distinguishing between facts and opinions Passive structure	Reading: Ch 7 Textbook Reading: <a href="#">Myths and facts about immigrants</a> Plan for Group Presentation - Skits on Essay 2
Week 10 Mar 26-30 Class, global stratification and colonialism	Social mobility Poverty Looking at data in <a href="#">Class-divided cities:</a>	Critically engaging with a text Understanding author point of view and counter arguments	Reading: Ch 7 Textbook Reading: <a href="#">Class-divided cities:</a> Info literacy workshop

<b>Topics</b>	<b>SOC Content</b>	<b>ESL Skills and learning</b>	<b>Assignments, activities and assessments</b>
Ch 7			
Week 11 Apr 2-6 Social class Ch 8	Guided observation and application on topic on social class	Connecting and synthesizing the texts Transitions between paragraphs Concise writing	Reading: Ch 8 textbook Reading: <a href="#">Embraced in Chelsea</a> Introduce essay 3
Week 12 Apr 9-13 Social class Ch 8		Citing from a text	Skits on Essay 2 - April 9 Reading: Ch 8 textbook Writing exit exam CHELSEA Walking observation tour & CBO Visit
Week 13 Apr 16-20 (No class Mon) Race and ethnicity Ch 9	Racism Prejudice Discrimination Affirmative action	Analyzing author point of view Preparation for writing exit exam	Reading: <a href="#">Breaking Down Barriers</a> First draft of essay 3 due Mon
Week 14 April 23-27 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 Writing workshop for research paper	Reading: <a href="#">Welcome to Chelsea, the new 'it' zip</a> Reading: Ch 16 Textbook 2 <sup>nd</sup> draft of essay 3 due Mon
Week 15 April 30-May 4 Testing	Uploading E-portfolio Creating Video Reflections Preparation for Individual Presentations		Final draft essay 3 due Mon Reading quiz 2 Class evaluations Video reflections
Week 16 May 7-11 Wrap-up			Presentation of portfolios Chelsea visit and lunch
Week 17 May 14 Make-up			Make-up exam