ESL146 : Reading And Vocabulary IV

General Information

Author:	• Paul Vera
Course Code (CB01) :	ESL146
Course Title (CB02) :	Reading And Vocabulary IV
Department:	ESL
Proposal Start:	Summer 2024
TOP Code (CB03) :	(4930.85) English as a Second Language–Reading
CIP Code:	(32.0108) Developmental/Remedial English.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000579749
Curriculum Committee Approval Date:	10/25/2023
Board of Trustees Approval Date:	12/19/2023
Last Cyclical Review Date:	10/25/2023
Course Description and Course Note:	ESL 146 is designed to help high-intermediate Credit ESL students read, analyze, discuss, and write about academic texts. The course emphasizes vocabulary development to improve reading comprehension. Students use various strategies to improve their reading comprehension of both fiction and non-fiction texts highlighting global awareness, social justice, and socio-cultural identities.
Justification:	Mandatory Revision
Academic Career:	• Credit

Academic Senate Discipline

Primary Discipline:	• ESL
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grading Basis

• Grade with Pass / No-Pass Option

	Allow Students to Gain Credit by Exam/Challenge	**Pre-Collegiate Level (CB21)** Two levels below transfer,	**Course Support Course Status (CB26)** Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

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	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

Placement is based on ESL Self-Placement Survey.

OR

Prerequisite

ESL133 - Grammar And Writing III

Objectives
- Compose a 300 to 350-word composition which: (a) includes a clear thesis statement; (b) shows clear organization into an introduction, body, and conclusion; (c) provides supporting details; (d) meets division criteria for fluency, clarity and accuracy.
- Demonstrate level appropriate mastery of spelling, vocabulary, punctuation, simple perfect tenses, passive voice, gerunds and infinitives, real conditionals, adverb clauses of reason and concession.
- Read multi-paragraph academic passages in textbooks.

AND

Prerequisite

ESL136 - Reading And Vocabulary For ESL III Students

Objectives
- Comprehend academic readings at the high-intermediate credit ESL vocabulary level.
- Deduce meanings of new words from the context.
- Reply to inference as well as recall questions on reading comprehension tests.
- Write answers of 50-60 words in response to questions.
- Paraphrase a reading passage.

AND

Advisory

Concurrent enrollment in an appropriate Credit ESL listening/speaking course and a Credit ESL grammar/writing course.

Entry Standards

Entry Standards

No value

Specifications

Methods of Instruction

Methods of Instruction	Lecture

Methods of Instruction	Discussion

Methods of Instruction	Multimedia

Methods of Instruction	Presentations

Methods of Instruction	Other

Methods of Instruction	Collaborative Learning

Out of Class Assignments

- Written homework
- Reading homework
- Vocabulary homework
- Online workbooks

Methods of Evaluation	Rationale
Exam/Quiz/Test	Reading and vocabulary tests or quizzes
Exam/Quiz/Test	Midterm
Exam/Quiz/Test	Final examination
Other	Other criteria: (homework, as described in out of class assignments)

Textbook Rationale

- *Zabelle* is about an Armenian woman who emigrates to the United States during the Armenian Genocide. Armenian ESL students, the largest population in our Credit ESL program, identify with this book.
- *To Kill a Mockingbird* is familiar to Credit ESL students and provides a gateway to understanding racial tensions in the US.
- *I Know Why the Caged Bird Sings* provides insight into the Black American experience.
- *Breaking Through* provides insight into the Mexican immigrant experience. Latinx ESL students identify with this book.
- *Still Life with Rice* provides insight into the Korean immigrant experience. Korean ESL students identity with this book.

Textbooks

Author	Title	Publisher	Date	ISBN

Mare, Nici Nancy, and Lorraine Smith	Reading for Today 5: Topics	NGL/Cengage	2017	9781305580008
Krikorian, Nancy	Zabelle	Grove	2009	9780802143808
Lee, Harper	To Kill a Mockingbird	Harper Collins	2005	9780060935467
Blass, Laurie and Mari Vargo	Pathways 3: Reading, Writing and Critical Thinking	NGL/Cengage	2018	9781337407793
Angelou, Maya	I Know Why the Caged Bird Sings	Ballantine Books	2009	0345514408
Houston, Jeanne Wakatsuki Houston and James D. Houston	Farewell to Manzanar	Clarion Books	2023	1328742113
JImenez, Francisco	Breaking Through	Clarion Books	2002	0618226184
Lee, Helie	Still Life with Rice	Scribner	1997	0684827115

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

Description	This OER textbook is divided into eight sections for improving reading skills: Vocabulary in Context, Finding the Main Idea, Identifying Supportive Sentences, Implied Main Idea, Making Inferences, Reading Infographics, Patterns of Organization, and Purpose and Tone. Key vocabulary comes from the Academic Word List (AWL). Readings are academic and cover topics in politics, history, current events, and social issues: conformity VS groupthink, bias in the news, differences between the two major US political parties in the US, stereotypes, racism, and understanding graphs. A teacher text with an answer key and a link to a free online learner's dictionary is included.
Author	Timothy Krause
Citation	Read Up: Strategies for Raising Reading Skills. Except where noted, this work is licensed under a Creative Commons Attribution-NonCommercial- ShareAlike 4.0 International License. Except where noted, reading selections are from theconversation.com, which is licensed under a Creative Commons Attribution-NonDerivative license. Except where noted, images are public domain from Pixabay.com.
Online Resource(s)	

Materials Fee

There is no materials fee.

Learning Outcomes and Objectives

Course Objectives

Read passages at the advanced credit ESL vocabulary level.

Identify meaning of new vocabulary from reading context.

Write answers of 60-70 words in response to questions.

Write summaries of and responses to a text.

Paraphrase a reading passage.

SLOs

Demonstrate comprehension of new academic reading passages at the advanced credit ESL level.   Expected Outcome Performance: 70.0

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
ESL Core PLOs	Completion of beginning and intermediate ESL courses that lead to level 5 courses.

Utilize key target vocabulary learned throughout the semester at the advanced credit ESL vocabulary level. Expected Outcome Performance: 70.0

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ILOs Core ILOs	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.

Additional SLO Information

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

Yes

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

Reading strategies (4 hours)
- Predicting
- Skimming
- Scanning
- Identifying the thesis and the author's point of view

Academic reading passages from 4-10 pages or a book-length text (16 hours)

Use of contextual clues to determine word meanings (4 hours)

Comprehension and recall of information (6 hours)

Inferring meaning from context (4 hours)

Paraphrasing and summarizing (6 hours)

Distinguishing main ideas from details (4 hours)

Write responses to inference as well as recall questions (10 hours)

Total hours: 54