

## ESL156 : Critical Reading and Writing

### General Information

Author:	<ul style="list-style-type: none"><li>• Paul Vera</li><li>• Kaye, Zohara</li></ul>
Course Code (CB01) :	ESL156
Course Title (CB02) :	Critical Reading and Writing
Department:	ESL
Proposal Start:	Spring 2025
TOP Code (CB03) :	(4930.87) English as a Second Language–Integrated
CIP Code:	(16.1701) English as a Second Language.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000624465
Curriculum Committee Approval Date:	02/28/2024
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	02/01/2021
Course Description and Course Note:	ESL 156 is designed to help advanced non-native English language students to review reading comprehension strategies and critical analysis of culturally and internationally diverse literary works in all major genres, including: poetry, drama, essays, research articles, non-fiction, and fiction. These works highlight global awareness, social justice, and socio-cultural identities. Students will develop analytical, integrative, research, and writing skills while exploring multicultural perspectives with a focus on the influence of non-European and non-Western cultures. Content, vocabulary, and style of various texts in the English language are explored through the lens of different ethnic groups within the United States. Formal writing assignments total at least 5000 words.
Justification:	Transferability/C-ID Change
Academic Career:	<ul style="list-style-type: none"><li>• Credit</li></ul>
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### 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)

One level below transfer.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

### Cal-GETC

Area 3B: Humanities

### Area

Humanities

### Status

Pending

### Approval Date

No value

### Comparable Course

No Comparable Course defined.

## 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.

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

Variable Credit Course

### Weekly Student Hours

#### In Class

Lecture Hours 3

#### Out of Class

6

### Course Student Hours

#### Course Duration (Weeks)

18

#### Hours per unit divisor

54

Laboratory Hours	0	0
Studio Hours	0	0

<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	<b>54</b>

<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	<b>108</b>

## 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

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

### Prerequisite

Placement is based on ESL Self-Placement Survey.

**OR**

### Prerequisite

ESL146 - Reading And Vocabulary IV

#### 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.

**AND**

### Advisory

ESL151 - Reading And Composition V

Recommended Corequisite

**AND**

### Advisory

ESL155 - Listening And Speaking V (in-development)

Recommended Corequisite

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Independent Study

Methods of Instruction                      Collaborative Learning

### Out of Class Assignments

- Essays (analysis, argumentation)
- Research paper (including primary and secondary sources)
- Written homework (e.g. 100-word responses to an assigned reading)
- Reading responses (journal writing)
- Written outlines, summaries and paraphrases of long/short stories

### Methods of Evaluation

### Rationale

Writing Assignment

Research paper

Exam/Quiz/Test

Final examination

Exam/Quiz/Test

Midterm

Writing Assignment

Essays

Other

Homework, as described in out of class assignments

## Textbook Rationale

Ahnert's memoir of the Armenian Genocide resonates with the GCC's Armenian population.

Hosseini's memoir about life before and after being a refugee resonates with GCC students from Syria, Iraq and Ukraine.

Many GCC students with AB 540 status have experienced or have parents who have experienced events similar to those in Nazario's biography.

At least one novel with a significant cultural component must be assigned.

## Textbooks

Author	Title	Publisher	Date	ISBN
Ahnert, Margaret Ajemian	The Knock at the Door: A Mother's Survival of the Armenian Genocide	Beaufort Books	2006	978-0825306839
Hosseini, Khaled	The Kite Runner	Riverhead Books	2013	9781594631931
Nazario, Sonia	Enrique's Journey	Random House	2007	978-0812971781
Takei, George	They Called Us Enemy	Top Shelf	2019	978-1603094504
Ziwe	Black Friend: Essays	Harry N. Abrams	2023	978-1419756344
Meyer, Michael	Compact Bedford Introduction to Literature	Saint Martin's Press	2019	978-1319105051
Bennett, Tanya Long	Writing and Literature: Composition as Inquiry, Learning, Thinking, and Communication	University of North Georgia	2018	978-1940771236
<b>Other Instructional Materials (i.e. OER, handouts)</b>				
No Value				
<b>Materials Fee</b>				
No value				

## Learning Outcomes and Objectives

### Course Objectives

Analyze and respond to academic level texts with a variety of cultural, social, historical, and philosophical perspectives in 100+ words.

Read actively and critically to understand information and multiple cultural perspectives.

Paraphrase, quote and summarize readings for interpretation, analysis and argument.

Assess credibility, bias, and inference in literary research sources in order to use them in writing.

Proofread and edit writing at the advanced college level.

Understand new vocabulary from context in academic readings at the advanced college level.

### **SLOs**

**Critically read, analyze, and interpret diverse literary works by evaluating for credibility, bias, and inference.** Expected Outcome Performance: 70.0

**Paraphrase, quote and summarize readings and sources to support thesis-driven argumentative writing at the advanced college level.**

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

#### Critical Reading of Culturally Diverse Works (21 hours)

- Identifying point, purpose, audience, and persona in short stories, novels, graphic novels, non-fiction, poetry, essays, and plays
- Reading comprehension strategies for the components of literature, such as point-of-view, theme, characters, setting, and plot
- Developing rhetorical insight and identify diverse rhetorical conventions
- Distinguishing between fact and fiction in fiction and non-fiction
- Making logical inferences within and between texts
- Using internal evidence to support interpretive claims
- Understanding an author's use of figurative language and literary devices, such as irony, analogies, and allusions, while avoiding formal and informal fallacies

#### Academic Writing (18 hours)

- Analyzing and employing structural methods such as cause and effect, inductive and deductive reasoning, and argumentative appeals such as logos, ethos, and pathos
- Outlining and composing numerous summaries, personal responses, and critical essays in response to works by culturally diverse authors highlighting contemporary American social and educational issues and similar issues in the students' countries of origin
- Composing criticism that demonstrates multiple perspectives of a single work
- Paraphrasing, summarizing, and quoting sources as evidence to support an interpretive claim without plagiarism
- Evaluating, proofreading, and editing written assignments with attention to organization, focus, development, style, tone, clarity, and grammatical accuracy
- Using peer revision as vehicle for understanding and considering other cultural viewpoints

#### Cultural and International Identity, Contributions and Perspectives (15 hours)

- Recognizing the impact of historical, cultural, ethnic, national, and regional contexts on literature, its styles, genres, aesthetic qualities, and themes
- Applying text themes to local cultures in Glendale and the greater Los Angeles area
- Identifying, analyzing and interpreting diverse cultural perspectives
- Developing language to discuss cultural perspectives and self-identities
- Understanding the value and challenges of non-standard English language speakers
- Understanding the emigrant and immigrant experience

**Total hours: 54**

## Additional Information

**Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.**

Yes

**GCC Major Requirements**

Cultural Diversity

**GCC General Education Graduation Requirements**

Humanities

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

**Resources**

**Did you contact your departmental library liaison?**

Yes

**If yes, who is your departmental library liaison?**

Aisha Conner-Gaten (Business, ESL-Credit)

**Did you contact the DEIA liaison?**

Yes

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

Yes

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

- Course Description
- Course Content
- Exit Standards
- SLO's
- Textbook(s)

**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