Degree Applicable

Glendale Community College
November, 1996
Revised November, 2009

COURSE OUTLINE

ESL 146
Reading and Vocabulary for ESL IV

I. **Catalog Statement**

English as a Second Language 146 is designed to encourage advanced ESL students to read extensively and to promote English language proficiency and reading skills. Students read complete works on related topics, analyze what questions those works raise, and discuss and write about their understanding of the texts. Students are asked to read texts from content courses or from literature.

Units 3.0
Lecture Hours 3.0
Discussion Hours 3.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ESL 136. ESL 146 must be taken prior to or concurrently with ESL 146.

Recommended preparation: Concurrent enrollment in an appropriate ESL listening and speaking course and in an appropriate ESL grammar and writing course.

II. **Course Entry Expectations**

Skills Level Ranges: Reading 4; Writing 4; Listening/Speaking 4; Math 1

III. **Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. Read complete work (fiction and/or non-fiction) totaling 400 to 600 pages;
2. Infer meaning of most unfamiliar vocabulary from context;
3. Use an English-English dictionary (not a native language-English dictionary) as an occasional reference;
4. Write summaries of the basic concepts presented in a text;
5. Paraphrase text material;
6. Discuss multiple interpretations of texts;
7. Use study skills of mapping, note-taking and outlining;
8. Write responses to texts;
9. Analyze the author's viewpoint and the different points of view as presented by different characters.

IV. **Course Content**

A. Reading Skills — 6 hours
   1. Review of dictionary skills
   2. Use of contextual clues to determine word meanings
   3. Skimming and scanning
   4. Inferencing
   5. Identifying the thesis and the author's point of view

B. Reading
   1. Subject matter
      a. From any academic discipline (s)
      b. Connected by a theme or central topic
   2. Length
      a. Two book-length texts supplemented by selected chapters, or short stories and/or shorter works
   3. Genres
      a. Fiction (stories, short stories, novels, poems, plays)
      b. Non-fiction (novels, biographies, chapters of academic textbooks, short stories)

C. Engaging texts — 16 hours
   1. Journal writing
   2. Generation of questions about the content of the text
   3. Small-group discussion of multiple interpretations of meaning
   4. Paraphrase and summary of basic concepts
   5. Synthesis of generalizations based on texts
   6. Clustering, note-taking, outlining as academic skills for the study of texts
   7. Identification and evaluations of diverse perspectives from various sources on related topics

V. Methods of Presentation

The following instructional methodologies may be used in the course:

1. Laboratory work is assigned as needed in the ESL Lab using computer and/or video materials.
2. Vocabulary is learned in context, rather than as lists of words.
3. Where possible, instructors will use multimedia (videos, photos, interaction with World Wide Web sites, etc.) and visits to computer labs, museums, etc. to enhance the understanding of course themes and texts.
   Suggested themes include:
   A. Literature
      1. Women's Role in Literature
      2. Tolerance or Ethnic Struggle
      3. Acculturation to Contemporary American Society
   B. Content
      1. Computer Science
      2. Business
      3. History

VI. Assignments and Methods of Evaluation

1. A minimum of four graded tests or papers on the content of texts read are administered in addition to a mid-term examination and a content-appropriate final.
2. Most assessment is based on written response to texts in essay form.

VII. Textbooks

(Required: One text from Group I and two texts from Group II)

GROUP I

Datesman, et al, American Ways, 3rd Ed., 2005, Prentice-Hall, ISBN 0-13-1500864

Wholey, Reading Matters 4, 2002, Houghton Mifflin, ISBN 0-395-90429-3

Zukowski & Faust, Steps to Academic Reading Book 5, 3rd Ed., 2002, Heinle & Heinle, ISBN 0-03-033994-4

Smith & Mare, Topics for Today 5, 2004, Heinle & Heinle/Thomson Learning, ISBN 1-4130-0811-9

GROUP II

Autobiography

Angelou, I know why the Caged Birds Sing, 1969, Bantam Books, ISBN 0-553-27937-8

Houston & Houston, Farewell to Manzanar, 1973, Bantam Books, ISBN 0-553-27258-6

Jimenez, The Circuit, 1997, V. New Mexico, ISBN 0-8263-1797-9

Salzman, Iron and Silk, 1986, Random House, ISBN

Jimenez, Breaking Through, 2001, Houghton Mifflin, ISBN 0-618-34248-6

Lee, Still Life with Rice, 1996, S & S, ISBN 0-684-82711-5

GROUP II

Novel

Krikorian, Zabelle, 1999, Avon, ISBN 0-380-73211-4

Butler, Kindred, 1979, Beacon Press, ISBN 0-8070-8305-4

Lahiri, The Namesake, Mariner, ISBN 0-618-48522-8

Non-Fiction

Leman, New Birth Order Book, 2004, Revell, ISBN 0-80075977X

Fiction
Gelshenen, Discovering Fiction Book 2, 2001, Cambridge, ISBN 0-521-00351-2

Lee, To Kill a Mockingbird, 2002, Harper Collins, ISBN 0-06-093546-4