

Glendale College Course Outline of Record Report

Course ID 002080
Cyclical Review - May 2025

ESL137 : * Intermediate Spelling for Non-Native Speakers

General Information

Author:	<ul style="list-style-type: none"> • Elis Lee • Kaye, Zohara • Vera, Paul
Course Code (CB01) :	ESL137
Course Title (CB02) :	* Intermediate Spelling for Non-Native Speakers
Department:	ESL
Proposal Start:	Spring 2026
TOP Code (CB03) :	(4930.87) English as a Second Language–Integrated
CIP Code:	(32.0108) Developmental/Remedial English.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000144628
Curriculum Committee Approval Date:	05/28/2025
Board of Trustees Approval Date:	07/08/2025
Last Cyclical Review Date:	05/28/2025
Course Description and Course Note:	ESL 137 increases the spelling proficiency of non-native speakers at the intermediate level. Students learn the relationship between pronunciation, word structure, and spelling while expanding their vocabulary using 500 words commonly used in English from the Academic Word List.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> • Credit
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> • ESL
Alternate Discipline:	No value
Alternate Discipline:	No value

Last Course Offering

When was this course last offered (term and year)?

Spring 2025

Course Development

Basic Skill Status (CB08)

Course is 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)

Three levels below transfer.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07)	2
Maximum Credit Units (CB06)	2
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	108

Credit / Non-Credit Options

Course Type (CB04)

Credit - Not 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	Out of Class
Lecture Hours	2	4
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	36
Laboratory	0
Studio	0
Total	36
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
Studio	0
Total	72

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

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Prerequisite

ESL123 - *Grammar And Writing II

Objectives

- Write a one-paragraph composition of 200-250 words in length that includes a topic sentence, supporting details, and transitional expressions.
- Demonstrate level appropriate mastery of spelling, vocabulary, punctuation, simple and progressive tenses, the present perfect tense, and adverb clauses of time and reason.
- Read academic paragraphs of 200-250 words.

AND

Prerequisite

ESL126 - *Reading and Vocabulary II (in-development)

Objectives

- Deduce meanings of new words from the context.
- Reply to inference as well as recall questions on reading comprehension tests.

OR

Prerequisite

Placement is based on ESL Self-Placement Survey.

AND

Advisory

ESL133 - Grammar And Writing III

Recommended Corequisite

AND

Advisory

ESL135 - Listening and Speaking III

Recommended Corequisite

AND

Advisory

ESL136 - Reading and Vocabulary III (in-development)

Recommended Corequisite

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications				
Methods of Instruction				
Methods of Instruction	Lecture			
Methods of Instruction	Discussion			
Methods of Instruction	Multimedia			
Methods of Instruction	Demonstrations			
Out of Class Assignments				
<ul style="list-style-type: none"> • Written homework (e.g. student produced original sentences using targeted vocabulary) • Practice exercises in the book • Online activities (e.g. use of an online dictionary with a pronunciation feature) 				
Methods of Evaluation		Rationale		
Exam/Quiz/Test	10-13 weekly quizzes: 50% of the course grade			
Exam/Quiz/Test	Midterm Examination: 20% of the course grade			
Exam/Quiz/Test	Final examination: 20% of the course grade - the final test must include a dictation section of new vocabulary which requires students to apply sound/spelling patterns studied			
Other	Homework assignments: 10% of course grade			
Textbook Rationale				
The only textbook we use is provided as a file in Canvas.				
Textbooks				
Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value
Other Instructional Materials (i.e. OER, handouts)				
No Value				

Learning Outcomes

Course Objectives

Identify complex spelling patterns and the relationship between morphology and spelling.

Apply phonological and morphological spelling rules to unfamiliar words at the intermediate level.

Correctly spell and use 500 high frequency academic words selected from the Academic Word List (AWL).

SLOs

Apply their understanding of the relationship between pronunciation and spelling in order to spell unfamiliar words.

Expected Outcome Performance: 70.0

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate
Core creativity that leads to innovative ideas.
ILOs

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

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

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

ESL Demonstrate an understanding of principles of information competency, critical thinking, and academic inquiry.
Core

PLOs Demonstrate increased productive and receptive vocabulary and spelling skills in an academic English environment.

Correctly spell 500 high frequency words from the Academic Word List (abridged).

Expected Outcome Performance: 70.0

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate
Core creativity that leads to innovative ideas.
ILOs

Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.

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

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ESL Demonstrate an understanding of principles of information competency, critical thinking, and academic inquiry.

Core

PLOs Demonstrate increased productive and receptive vocabulary and spelling skills in an academic English environment.

Correctly use the 500 high frequency words from the Academic Word List in sentences.

Expected Outcome Performance: 70.0

Additional SLO Information

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

No Value

Is this proposal submitted in response to learning outcomes assessment data?

No Value

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

Vowels (18 hours)

- Review basic spelling of short vowels (one syllable)
- Review spelling of long vowels (one syllable)
- Common short vowel spelling in multisyllabic words
- Common long vowel spelling in multisyllabic words
- "Schwa" spelling patterns; unusual vowel spellings

Consonants (8 hours)

- Common consonant sounds with one spelling
- Common consonant sounds with more than one spelling
- Unusual consonant spellings; silent consonant spellings

Grammar-Based Spellings (10 hours)

- **Verbs**
 - Spelling of regular past tense, past participle, and present participle
 - Spelling of irregular past tense, past participle, and present participle
- **Nouns**
 - Regular noun plural forms
 - Irregular noun plural forms
- **Affixes**
 - Prefixes
 - Suffixes

Total Hours: 36

Additional Information**Repeatability**

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No

What term(s) will this course be offered?

Fall/Spring

Will any additional resources be needed for this course? (Click all that apply)

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value