

## ESL126 : \*Reading and Vocabulary II

### General Information

Author:	<ul style="list-style-type: none"> <li>• Elis Lee</li> <li>• Vera, Paul</li> <li>• Kaye, Zohara</li> </ul>
Attachments:	DE Addendum_CESL_126_COR_6.1.2019_CoDE_2:27:24.pdf
Course Code (CB01) :	ESL126
Course Title (CB02) :	*Reading and Vocabulary II
Department:	ESL
Proposal Start:	Fall 2026
TOP Code (CB03) :	(4930.85) English as a Second Language–Reading
CIP Code:	(16.1701) English as a Second Language.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000579748
Curriculum Committee Approval Date:	09/24/2025
Board of Trustees Approval Date:	11/11/2025
Last Cyclical Review Date:	09/24/2025
Course Description and Course Note:	ESL 126 teaches academic reading skills and strategies. Students expand their academic interdisciplinary vocabulary, improve comprehension, and develop critical reading strategies at a low-intermediate level.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> <li>• Credit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>• In-Person</li> <li>• Remote</li> <li>• Hybrid</li> <li>• Proctored Online</li> <li>• Online</li> </ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

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

### Last Course Offering

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

Summer 2025

### 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)**

Four 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

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

#### 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	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54

**Course In-Class (Contact) Hours**

Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

**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**

Placement based on Credit ESL Self-Placement Survey.

**OR**

**Prerequisite**

ESL111 - \* Grammar and Writing I (in-development)

**Objectives**

- Write a one-paragraph composition of 100-150 words in length;
- Demonstrate appropriate paragraph form;
- Demonstrate level-appropriate mastery of simple spelling, vocabulary, punctuation, simple 3 present, past, and future tenses, and basic subordination with dependent clauses of time and reason;
- Read academic passages of 100-150 words.

**OR**

**Prerequisite**

ESL116 - \*Reading And Vocabulary I

**Objectives**

- Read academic reading passages at the low-intermediate credit ESL vocabulary level.
- Identify meaning of new words from the reading context.
- Reply to inference as well as recall questions on reading comprehension tests.
- Find correct word forms with a dictionary.
- Write answers of 30-40 words in response to questions.

**AND**

**Advisory**

ESL123 - \*Grammar and Writing II (in-development)

Co-requisite

**AND**

**Advisory**

ESL125 - \* Listening and Speaking II

Co-requisite

**AND**

**Advisory**

ESL127 - \*Lower-Intermediate Spelling for Non-Native Speakers

Co-requisite

**Entry Standards**

Entry Standards	Description
No value	No value

**Course Limitations**

Cross Listed or Equivalent Course	Description
No value	No value

**Requisite Validation**

<b>Upload Statistical Validation and/or other documents (if necessary)</b>
No Value

**Specifications**

**Methods of Instruction**

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning

**Out of Class Assignments**

- Reading practice
- Vocabulary practice
- Reading comprehension exercises
- Reflection journals
- Book report

**Methods of Evaluation**

**Description of Activity/Interaction**

Exam/Quiz/Test	Reading comprehension and vocabulary tests or quizzes: 60% (four to six)
Exam/Quiz/Test	Midterm: 10%
Exam/Quiz/Test	Final examination: 20%
Report	Book report
Activity (answering journal prompt, group activity)	Journal writing, group discussions, group or other collaborative activities

**Textbook Rationale**

- Dahl: *James and Giant Peach* is a classic text
- Draper: latest edition; no better version could be found
- Kay & Gelshenen: latest edition; no better version could be found

**Textbooks**

Author	Title	Publisher	Date	ISBN
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Vargo & Blass	Pathways 1: Reading, Writing, and Critical Thinking	Cengage Learning	2025	9780357979570
McVeigh, Joe	Q: Skills for Success Reading and Writing 2	Oxford	2020	9780194903936
Dahl, Roald	James and the Giant Peach	Puffin	2007	9780142410363
Kay & Gelshenen	Discovering Fiction: An Introduction	Cambridge UP	2013	9781107638020
Pearson Education	Longman Dictionary of American English	Pearson	2014	978-1447948100
Draper, C. G.	Great American Stories 1	Pearson Education ESL	2001	9780130309679
<b>Other Instructional Materials (i.e. OER, handouts)</b>				
No Value				

## Learning Outcomes

### Course Objectives

Demonstrate comprehension of academic readings at the 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 40-50 words in response to questions.

Paraphrase a written dialogue or short reading passage.

### SLOs

**Comprehend new academic reading passages at the low-intermediate level.**

Expected Outcome Performance: 70.0

<i>ILOs</i> 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.
	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.

<i>ESL</i> Core PLOs	Demonstrate an understanding of cultural norms appropriate to diverse social, cultural, and academic environments in the United States.
	Demonstrate an understanding of principles of information competency, critical thinking, and academic inquiry.
	Demonstrate increased reading skills in an academic English environment.

**Utilize key target vocabulary learned throughout the semester.**

Expected Outcome Performance: 70.0

<i>ILOs</i> Core 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.
<i>ESL</i> Core PLOs	Demonstrate an understanding of principles of information competency, critical thinking, and academic inquiry.
	Demonstrate increased productive and receptive vocabulary and spelling skills in an academic English environment.

**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

#### Reading strategies (8 hours)

- Predicting
- Skimming
- Scanning

#### Academic reading passages from 4-10 pages or a long passage of 10-20 pages (14 hours)

- Pre-reading strategies
- Vocabulary development
- Comprehension
- Recalling information
- Reading strategies
  - Finding main ideas and details
  - Reading charts

#### Use of contextual clues to determine word meanings (3 hours)

- How examples and explanations provide meaning
- Definitions within the text
- Identifying Contextual Clues
  - Skimming for surrounding sentences
  - Highlighting key terms and phrases
  - Making predictions based on context

#### Comprehension and recall of information (6 hours)

- Active reading techniques
  - Annotating
  - Summarizing
  - Engaging with the text

#### Inferring meaning from context (5 hours)

- Surrounding words and phrases
- Tone and mood of the passage
- Situational context and background knowledge

#### Paraphrasing (3 hours)

- Identifying key concepts and main ideas
- Using synonyms and changing sentence structure
- Maintaining the original meaning while changing wording

#### Distinguishing main ideas from details (3 hours)

- Relationship between main ideas and details
- General and specific statements
- Essential details and non-essential information

#### Responding in writing to reading comprehension questions using level appropriate grammar, vocabulary, and punctuation (6 hours)

- Understanding questions
- Organizing thoughts logically
- Using proper grammar to write complete sentences

#### Word families (5 hours)

- Synonyms
- Antonyms
- Homonyms
- Parts of speech
- Word forms

#### Dictionary use (1 hour)

- Parts of speech
- Definitions
- Abbreviations
- Collocations

**Total Hours: 54**

**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/liaisons>):**

Yes

**What term(s) will this course be offered?**

Fall/Winter/Spring/Summer

**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