

# Glendale College

## Course Outline of Record Report

Course ID 010550

Revision - November 2025

### ESL156 : Critical Reading and Writing

#### General Information

Author:	<ul style="list-style-type: none"> <li>• Elis Lee</li> <li>• Kaye, Zohara</li> <li>• Vera, Paul</li> <li>• Schumacher-Lamas, Alexa</li> </ul>
Attachments:	DE Addendum_CESL_156 COR_4:10:2024 CoDE_5:28:2024.pdf
Course Code (CB01) :	ESL156
Course Title (CB02) :	Critical Reading and Writing
Department:	ESL
Proposal Start:	Fall 2026
TOP Code (CB03) :	(4930.87) English as a Second Language–Integrated
CIP Code:	(16.1701) English as a Second Language.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000646889
Curriculum Committee Approval Date:	11/12/2025
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	02/01/2021
Course Description and Course Note:	<p>ESL 156 is aimed at advanced multicultural and multilingual non-native English language students, focusing on reading comprehension strategies and critical analysis of culturally and internationally diverse literary works across all major genres, including poetry, drama, essays, research articles, non-fiction, and fiction. The course focuses on global awareness, social justice, and sociocultural identities. It entails analyzing and responding to academic texts through the integration of diverse cultural, social, historical, and philosophical perspectives, thereby enhancing students' understanding and interpretation while developing their analytical, research, and writing skills. Students explore multicultural perspectives by examining the content, vocabulary, and style of various texts through the lens of different ethnic groups in the U.S., particularly the influence of non-European and non-Western cultures. Topics covered include essay development, writing as a process, essay organization, rhetorical strategies, and critical reading. In-person or virtual attendance at readings, plays, and films may also be required, enriching students' broader cultural understanding of the world.</p>
Justification:	Transferability/C-ID Change
Academic Career:	<ul style="list-style-type: none"> <li>• Credit</li> </ul>
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline: • ESL

Alternate Discipline: No value

Alternate Discipline: No value

### Course Development

<b>Basic Skill Status (CB08)</b> Course is not a basic skills course.  <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Course Special Class Status (CB13)</b> Course is not a special class.  <b>Pre-Collegiate Level (CB21)</b> One level below transfer.	<b>Grading Basis</b> <ul style="list-style-type: none"> <li>Grade with Pass / No-Pass Option</li> </ul> <b>Course Support Course Status (CB26)</b> Course is not a support course
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### General Education and C-ID

**General Education Status (CB25)**  
Not Applicable

<b>Transferability</b> Transferable to both UC and CSU	<b>Transferability Status</b> Approved
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GCC General Education Requirements	Area	Status	Approval Date	Comparable Course
Area 3: Arts and Humanities	Arts and Humanities	Approved	09/02/2025	No Comparable Course defined.

### 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 - 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**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
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 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 (in-development)

Recommended Corequisite

**AND**

**Advisory**

ESL155 - Oral Communication for Multilingual Speakers

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**

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

<b>Specifications</b>	
<b>Methods of Instruction</b>	
Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Independent Study
Methods of Instruction	Collaborative Learning
<b>Out of Class Assignments</b>	
<p>Assignments include:</p> <ul style="list-style-type: none"> <li>• Reading and analysis (e.g., annotate texts; identify key vocabulary for self-study; summarize assigned articles)</li> <li>• Writing practice (e.g., pre-write for essay assignments; draft essays; revise essays; practice grammatical concepts introduced in class; research new rhetorical models for essay writing introduced in class)</li> <li>• Written homework (e.g. 300-word responses to readings from various culturally diverse academic and literary works that touch on the human condition)</li> <li>• Reading responses (e.g., journal writing including a claim, support cited in MLA format, and analysis/explanation including evaluation for credibility and bias)</li> <li>• Essays (e.g., compare/contrast two texts/authors/characters using various socio-cultural, historical, and philosophical perspectives; compare/contrast sociocultural, historical or philosophical perspectives in the assigned text and student's country of origin)</li> <li>• Research paper (e.g., incorporate primary and secondary sources to develop a thesis-driven claim and explain the sociocultural, political, or historical context surrounding the claim)</li> </ul>	
<b>Methods of Evaluation</b>	<b>Description of Activity/Interaction</b>
Writing Assignment	Evaluation of essays (compare/contrast, summary response, synthesis, and research).
Exam/Quiz/Test	Final examination
Exam/Quiz/Test	Midterm
Other	Homework, as described in out of class assignments
<b>Textbook Rationale</b>	
<p>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.</p> <p>At least one novel with a significant cultural component must be assigned. Reading assignments must include the following cultural components:</p>	

- Diverse perspectives from a variety of cultures, including the American culture
- Contributions of various groups (immigrant, women, religious, etc) on American society and culture

### 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
Albom, Mitch.	Finding Chika.	Harper.	2019	978-0062952394
Boyle, T.C.	The Tortilla Curtain.	Viking Press.	1995	978-0670856046
Kingsolver, Barbara.	The Poisonwood Bible.	Harper	2005	978-0060786502
Bohjalian, Chris.	The Sandcastle Girls.	Vintage	2012	978-0385534802
Alyan, H.	Salt Houses.	Harcourt Mifflin	2017	978-0544912588

Joukhadar, Z.	The Map of Salt and Stars.	Atria Books	2019	978-1501169052
Allende, I.	The Stories of Eva Luna.	Scribner	2017	978-1471165665
Contreras, I.	Fruit of the Drunken Tree.	Anchor	2019	978-0525434313
Kaminsky, I.	Dancing in Odessa (2nd ed.).	Tupelo Press	2004	978-1932195125
Ulinich, A.	Lena Finkle's Magic Barrel: A Graphic Novel.	Penguin Books	2014	978-0143125242
Vapnyar, L.	Broccoli and Other Tales of Food and Love.	Anchor	2009	978-0307279880
Tan, A.	The Joy Luck Club.	Penguin	2006	978-0143038092
Fornes, M.	Letters from Cuba and Other Plays.	PAJ Publications	2007	978-1555540760
<b>Other Instructional Materials (i.e. OER, handouts)</b>				
No Value				

## Learning Outcomes

### Course Objectives

Analyze and respond to academic-level texts by incorporating various cultural, social, historical, and philosophical perspectives to enhance understanding and interpretation.

Engage in active and critical reading to grasp information and diverse cultural viewpoints, enabling effective paraphrasing, quoting, and summarizing for analytical essays.

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

Assess the credibility, bias, and inferences in literary research sources to ensure their appropriate use in writing, supporting arguments with reliable evidence.

Write well-organized multi-paragraph essays (e.g., compare/contrast, synthesis, research) featuring a clear thesis statement, appropriate support, and linguistic fluency, while applying principles of unity and coherence.

Develop academic vocabulary through contextual clues in readings and demonstrate the ability to incorporate relevant literary terms in analyses of diverse multicultural texts.

Demonstrate advanced proofreading, editing, and revision skills to produce qualitatively improved essays, ensuring clarity and coherence in academic writing.

Recognize the contributions to knowledge, civilization, and society that have been made by members of various ethnic or cultural groups.

Synthesize knowledge of their own cultural backgrounds with their knowledge of American culture and other cultures through discussions, diverse readings, and writing assignments.

## SLOs

**Critically read, analyze, and interpret academic-level culturally diverse literary texts by incorporating various cultural, social, historical, and philosophical perspectives to enhance understanding and interpretation while evaluating for credibility, bias, and inference to demonstrate reading comprehension.**

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.
	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.

<i>ESL</i> Upon completion of this program students will:	Apply content knowledge of chosen electives in order to select a degree and/or career pathway.
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<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.

**Paraphrase, quote, and summarize culturally diverse experiences, readings, sources, and discussions to support thesis-driven argumentative writing with appropriate use of literary terms and vocabulary at the advanced college 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.
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<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 writing skills in an academic English environment.

**Correctly cite and incorporate relevant literary sources into writing while demonstrating advanced college-level revision, proofreading, and editing skills.** 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 (20 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 (16 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 (18 hours)

- Examine and develop a deeper understanding of various cultures, including American culture, those within the college community, and students' own backgrounds.
- Recognize the impact of historical, cultural, ethnic, national, and regional contexts on literature, including its styles, genres, aesthetic qualities, and themes.
- Apply themes from texts to local cultures in Glendale and the greater Los Angeles area, fostering a connection between literature and the community.
- Identify, analyze, and interpret diverse cultural perspectives, enhancing understanding of various viewpoints on contemporary issues.
- Develop and express cultural competence in American and multicultural contexts, including discussions on self-identity.
- Develop language skills to discuss cultural perspectives and self-identities, acknowledging the value and challenges faced by non-standard English language speakers.
- Explore the contributions of various groups (e.g., immigrant, women, religious) to American society and culture, recognizing their cultural values and historical significance.
- Examine and compare contemporary American social and educational issues with similar challenges in students' countries of origin, fostering a deeper understanding of global perspectives.

**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

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

No Value