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C&GE Approval: November 21, 2025
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Semester Effective: Fall 2026

English as a Second Language (ESL) 9110 Advanced Reading (0 Units) noncredit

Prerequisite: None

Advisory: Before entering the course, the student should be able to:

1. Read and demonstrate comprehension of adapted academic texts of approximately 500–800 words.
2. Discuss themes of texts
3. Identify main ideas in text
4. Apply a variety of reading strategies (e.g., skimming, scanning, inference, summarizing).
5. Identify and use transitional expressions and cohesive devices in text.
6. Identify and apply grammatical structures observed within intermediate-level academic reading (e.g., compound and complex sentences, modals, verb tenses).
7. Read short academic text and take notes on main ideas and supporting details.
8. Participate actively in academic discussions and oral presentations.

Total Hours: 48 hours, 96 Outside of Class Hours (144 Total Student Learning Hours)

Catalog Description: This course is recommended for international and multilingual students who need to improve reading comprehension and build vocabulary in English. Emphasis is on identifying main ideas, summarizing, making inferences, and developing vocabulary, using increasingly complex academic reading selections. This course is for students at the advanced level who are developing language skills for career and academic purposes. This course is repeatable.

Type of Class/Course: noncredit

Texts:

Winer, Gabriel, and Elizabeth Wadell. *Reading, Writing, Research and Reasoning: An Advanced*

ESL Text. Berkeley City College & Laney College, 2022. *LibreTexts*,

https://human.libretexts.org/Bookshelves/Languages/English_as_a_Second_Language/Reading_Writing_Research_and_Reasoning%3A_An_Advanced_ESL_Text

Course Objectives:

By the end of the course, a successful student will be able to:

1. Read and demonstrate comprehension of collegiate transfer-level academic texts across the curriculum
2. Identify main ideas, supporting details, and rhetorical patterns in academic-level readings across disciplines such as humanities, science, history, and social sciences.
3. Apply strategies such as annotation, inference, summarizing, and distinguishing fact from opinion to engage with complex academic material.
4. Read, compare, and synthesize information from multiple academic texts to support written and spoken responses.
5. Use skimming, scanning, and strategic notetaking to prepare for academic tasks such as textbook quizzes, exams, or lectures.
6. Increase reading speed and comprehension through timed readings and sustained silent reading sessions.
7. Identify and incorporate appropriate textual evidence from readings to support claims in academic writing assignments or classroom discussions.

Student Learning Outcomes

1. Generate thought-provoking questions or hypotheses based on close readings of academic texts to participate in discussions and support writing
2. Synthesize ideas from two or more academic sources to form a well-supported conclusion, critique, or summary.
3. Evaluate the strength of arguments in academic texts by identifying logical reasoning, bias, assumptions, and supporting evidence.

Course Scope and Content:

Unit I Reading literature and in the humanities

- A. Reading and analyzing short stories, excerpts from novels, poetry, and plays
- B. Identifying literary elements: theme, tone, plot, setting, character, symbolism
- C. Comparing literary genres and cultural perspectives
- D. Responding to literature through discussion and written analysis
- E. Identify tone and point of view in opinion essays,
- F. Develop strategies to read biographies, memoirs, and contemporary text

Unit II Reading across the curriculum: Social Sciences

- A. Use reading strategies to understand unfamiliar topics
- B. Read and analyze academic texts in:
 - a. History (e.g., primary source documents, historical narratives)
 - b. Social Sciences (e.g., psychology or sociology articles)
- C. Interpreting charts, graphs, and data embedded in academic texts
- D. Synthesizing information from multiple sources

Unit III Reading across the curriculum: Natural Sciences

- A. Read science articles in magazines on various topics

- B. Use Greek and Latin roots to understand scientific vocabulary
- C. Analyze text using the academic word list (AWL)

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Read text in multiple genres
2. Analyze language use
3. Write about readings
4. Discuss readings

Examples of Reading Assignments:

1. Read text in multiple genres
2. Reading journals and reflection

Examples of Writing Assignments:

1. Write about readings
2. Notetaking

Methods of Instruction

1. Close reading activities
2. Text-Based Academic Discussions
3. Integrated Reading-Writing Assignments
4. Vocabulary Development Activities
5. Reading Journals and Reflection

Methods of Evaluation

1. Reading comprehension tasks
2. Vocabulary assessments
3. Research-Based Reading Assignments
4. Rubric-scored reading tasks

Supplemental Data:

<u>T.O.P. Code:</u>	<u>4930.85</u>
<u>Sam Priority Code:</u>	<u>E: Non- Occupational</u>
<u>Distance Education:</u>	
<u>Funding Agency:</u>	<u>Y: Not Applicable</u>

<u>Program Status:</u>	<u>1: Program Applicable</u>
<u>Noncredit Category:</u>	<u>A: English as a Second Language</u> <u>K: Other Noncredit Enhanced Funding (CB 11)</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>B: Course is a basic skill course</u>
<u>Prior to College Level:</u>	<u>N: noncredit</u>
<u>Work Experience:</u>	<u>N: Course is not a part of an education program</u>
<u>Eligible for Credit by Exam:</u>	<u>Y: Yes</u>
<u>Eligible for Pass/No Pass:</u>	<u>N: No</u>
<u>Discipline:</u>	<u>English as a Second Language</u>