



**EL CAMINO COLLEGE**  
**COURSE OUTLINE OF RECORD – Approved**

**General Course Information**

**Subject:** ESL  
**Course Number:** 52C  
**Descriptive Title:** Advanced Reading  
**Division:** Humanities  
**Department:** English as a Second Language  
**Course Disciplines:** English as a Second Language

**Catalog Description:**

This advanced-level reading course teaches interpretive, critical, and analytical reading skills for closer reading and better understanding of fiction and nonfiction works. It includes an in-depth study of a novel, and the terminology necessary to discuss and write critically about works of various genres. Students also increase their vocabulary through vocabulary building activities.

**Conditions of Enrollment:**

**Prerequisite:** English as a Second Language 52B with a minimum grade of C or Noncredit English as a Second Language 52B with a Pass, or qualification by assessment

**Course Length: Full Term**

**Hours Lecture (per week):** 5  
**Hours Laboratory (per week):** 0  
**Outside Study Hours:** 10  
**Total Hours:** 90

**Course Units:** 5

**Grading Method:** Letter Grade only  
**Credit Status:**

**Transfer CSU:** No      **Effective Date:**  
**Transfer UC:** No      **Effective Date:**

**General Education:**

**ECC**

**Term:** Other:

**CSU GE:**

**Term:** Other:

**IGETC:**

**Term:** Other:

## **II. Outcomes and Objectives**

### **A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)**

#### SLO #1

Given an advanced text, students will use textual evidence to analyze themes and plots, describe settings and examine characters.

#### SLO #2

Given an advanced text, students will identify and examine literary devices, such as metaphor, simile.

#### SLO #3

Given an advanced text, students will define the meaning of unfamiliar words from the context.

#### SLO #4

Given an advanced text, students will interpret implied meaning or intent.

### **B. Course Objectives (The major learning objective for in this course are listed below)**

1. Define meaning of unfamiliar words from the context of an advanced-level reading.
2. Identify and examine authors' strategies and organizational patterns in a short story, poem, essay, or novel.
3. Paraphrase and summarize the plot and theme of an essay, poem, or short story.
4. Employ academic vocabulary and literary terms in written and oral analyses of advanced-level readings.
5. Analyze plots, explore themes, describe settings, and examine characters within the context of poems, short stories, essays, and novels of advanced-level difficulty.
6. Predict outcomes, interpret events, identify and restate main ideas, and draw inferences from various readings of advanced-level difficulty.
7. Assess a novel, poem, essay, or short story in terms of its cultural background and values.

## **III. Outline of Subject Matter**

**(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)**

### **Major Topics**

#### **I. Introduction to literary terms used in discussing fiction, nonfiction, and poetry (5 hours, lecture)**

- A. Metaphor
- B. Simile
- C. Alliteration
- D. Theme

#### **II. Review and analysis of elements of fiction (5 hours, lecture)**

1. Plot
2. Character
3. Setting
4. Point of view
5. Theme
6. Irony
7. Style

#### **III. Review and analysis of literary devices (5 hours, lecture)**

1. Symbolism
2. Foreshadowing
3. Allusion

**IV. Discussion of fiction (10 hours, lecture)**

1. Analysis
2. Comparison and contrast
3. Argument
4. Interpretation

**V. Introduction to elements of poetry (5 hours, lecture)**

1. Meter
2. Rhyme
3. Imagery
4. Theme

**VI. Vocabulary building (20 hours, lecture)**

1. Word analysis
2. Utilizing new vocabulary

**VII. Review of coherence devices and rhetorical strategies (5 hours, lecture)**

1. Transition or signal words
2. Organizational patterns

**VIII. Application of critical reading skills in short college-level readings (15 hours, lecture)**

1. Thesis
2. Main ideas
3. Authors' strategies
4. Points of view

**IX. Application of critical thinking skills while reading (20 hours, lecture)**

1. Predicting
2. Interpreting
3. Drawing inferences
4. Judging

<b>Total Lecture Hours:</b>	90
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	90

#### **IV. Primary Method of Evaluation and Sample Assignments**

##### **A. Primary Method of Evaluation**

1) Substantial writing assignments

##### **B. Typical Assignment Using Primary Method of Evaluation**

In "American Values and Assumptions," Althen discusses nine core values and assumptions of American culture. Choose three of these values and assumptions and state how Steve Jobs exemplified each one. Make sure you provide at least two examples from Chapters 1 to 3 of Steve Jobs to support each claim that you make. This paper must be between one and two pages in length.

##### **C. College-level Critical Thinking Assignments**

###### **Critical Thinking Assignment 1:**

Compose a two- to three-page written essay in which you compare and contrast the educational experiences of Malcolm X and Ralph Ellison and their subsequent views on education. Support your claims and interpretations with textual support from "A Homemade Education" and "On Becoming a Writer."

###### **Critical Thinking Assignment 2:**

Write an essay of two to three pages in which you examine the pros and cons of using the Internet as an educational tool. To what degree does this mass medium enhance, and to what degree does it obstruct, students' learning?

##### **D. Other Typical Assessment and Evaluation Methods**

Class Performance, Completion, Essay Exams, Matching Items, Multiple Choice, Other Exams, Quizzes, Reading Reports, Written Homework

#### **V. Instructional Methods**

Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation

If other:

***Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.***

#### **VI. Work Outside of Class**

Journal (done on a continuing basis throughout the semester), Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

#### **VII. Texts and Materials**

**A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".)**

Isaacson, Walter. Steve Jobs. Simon and Schuster, 2012.

Qualifier Text: Discipline Standard

Gardner, Peter S. New Directions. 2nd ed. Cambridge, 2005.

Qualifier Text: Discipline standard

**B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

Bradbury, Ray. Fahrenheit 451. 60th Anniversary Edition. Simon and Schuster, 2012.

Qualifier Text: Discipline Standard

Gladwell, Malcolm. Outliers: The Story of Success. Little, Brown, and Company, 2008.

Qualifier Text: Discipline Standard

### **C. Required Supplementary Readings**

### **D. Other Required Materials**

## **VIII. Conditions of Enrollment**

**A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

**Requisite:** Prerequisite

**Category:** sequential

**Requisite course(s): List both prerequisites and corequisites in this box.**

English as a Second Language-52B

Or

Noncredit English as a Second Language-52B

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).**

**This course is an advanced level course. The student needs to demonstrate at least intermediate ability in English in order to enter the course and successfully complete the course.**

**Distinguish between main ideas and supporting details of reading passages.**

ESL 52B/NESL 52B - Distinguish between main ideas and supporting details of reading passages by identifying and understanding transition/signal words and organizational patterns.

**Use context clues to understand new vocabulary.**

ESL 52B/NESL 52B - Define the meaning of unfamiliar words from the context of an intermediate-level reading.

**Analyze plots, explore themes, describe settings, and examine characters within the context of various readings of intermediate-level difficulty**

ESL 52B/NESL 52B - Analyze plots, explore themes, describe settings, and examine characters within the context of fables, poems, short stories, essays, and novels of intermediate-level difficulty.

**Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.**

ESL 52B/NESL 52B - Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.

**B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

**Requisite:** Qualification by appropriate assessment.

**Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable**

**This course is an advanced level course. The student needs to demonstrate at least intermediate ability in English in order to enter the course and successfully complete the course.**

**Distinguish between main ideas and supporting details of reading passages by identifying and understanding transition/signal words and organizational patterns.**

**Define the meaning of unfamiliar words from the context of an intermediate-level reading.**

**Analyze plots, explore themes, describe settings, and examine characters within the context of fables, poems, short stories, essays, and novels of intermediate-level difficulty.**

**Predict outcomes, interpret events, identify and restate main ideas, and draw inferences in various readings of intermediate difficulty.**

**C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

**Requisite course:**

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).**

**D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

**Requisite:**

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable**

**E. Enrollment Limitations**

**Enrollment Limitations and Category:**

**Enrollment Limitations Impact:**

Course Created by: R. Daniel Houston

Date: 10/25/1977

Original Board Approval Date:

Last Reviewed and/or Revised by: Matthew Kline

Date: 05/06/2021

Last Board Approval Date: 07/19/2021