

ABSE110 : ENGLISH 9A

General Information

Author:	<ul style="list-style-type: none">Kimberli Perner
Course Code (CB01) :	ABSE110
Course Title (CB02) :	ENGLISH 9A
Department:	ABSE
Proposal Start:	Winter 2025
TOP Code (CB03) :	(4930.62) Secondary Education (Grades 9-12) and G.E.D.
CIP Code:	(53.0201) High School Equivalence Certificate Program.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000457212
Curriculum Committee Approval Date:	05/08/2024
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	05/08/2024
Course Description and Course Note:	ABSE 110 helps students develop strategies for reading various texts including fiction, non-fiction, technical, and informational writings. It also presents strategies for writing, including multiple genres with appropriate use of conventions. All strategies are aligned with the California Common Core State Standards and high school grade-specific standards to define college and career readiness expectations. ABSE 110 is equivalent to the first semester of 9th grade English (9A). It meets the requirements for a high school diploma. Laboratory 100 hours. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course results in 5 high school credits.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Noncredit

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Writing-Basic Skills: Non-Credit
Alternate Discipline:	<ul style="list-style-type: none">Reading-Basic Skills: Non-Credit
Alternate Discipline:	No value

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)

Not applicable.

Grading Basis

- Grade Only

Course Support Course Status (CB26)

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07) 0

Maximum Credit Units (CB06) 0

Total Course In-Class (Contact) Hours 100

Total Course Out-of-Class Hours 0

Total Student Learning Hours 100

Credit / Non-Credit Options

Course Type (CB04)

Non-Credit

Noncredit Course Category (CB22)

Elementary and Secondary Basic Skills.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

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	0	0
Laboratory Hours	100	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	100
Studio	0

Total 100

Course Out-of-Class Hours

Lecture 0

Laboratory 0

Studio 0

Total 0

Time Commitment Notes for Students

This is a self-paced course in an open-entry, open-exit lab environment.

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ESL40 - ENGLISH AS A SECOND LANGUAGE LEVEL 4

Objectives

- Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level.
- Write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion.
- Decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Multimedia

Methods of Instruction Independent Study

Methods of Instruction Tutorial

Out of Class Assignments

N/A

Methods of Evaluation

Rationale

Other Completion of entire individualized contract, (e.g. essays using correct MLA style, compilation of unit tests, etc.)

Exam/Quiz/Test Unit tests in response to literature and grammar concepts

Writing Assignment Paragraphs and Essays (narrative and informative essays)

Textbook Rationale

No updated texts have been published since these publications

Textbooks

Author	Title	Publisher	Date	ISBN
Bromberger, Lee, Cathy Casey.	Prentice Hall Literature, Grade 9: Common Core Edition.	Boston: Pearson Education,	, 2011.	978-0133195552
Marzano, Robert J, Janet Allen, Carol Jago.	Holt McDougal Literature Common Core Student Edition Grade 9.	Geneva: Houghton Mifflin Harcourt,	2012	9780547618395
Common Core,	Common Core Curriculum: English, Grades 9-12.	San Francisco: Wiley,	2014	978-1-118-81130-6

Other Instructional Materials (i.e. OER, handouts)

Description	Instructor generated information with use of duplicated articles from books and periodical with copyright permission.
Author	No value
Citation	No value
Online Resource(s)	

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Demonstrate a command of the conventions of Standard English grammar, usage, punctuation, and spelling.

Read and comprehend literature independently and proficiently at the 1st semester 9th grade competency.

Write simple, complex, compound, and compound/complex sentences.

Recognize and correct fragments, run-ons, and comma splices.

Use correct subject/verb agreement.

Write a clear, coherent paragraph including a thesis statement, relevant supporting statements, and a concluding statement.

Write a narrative essay of real or imagined experiences.

Begin to use appropriate MLA style wherever indicated in writing assignments.

Use technology, including the internet, to produce and publish writing products.

Cite textual evidence to support writing at the 1st semester 9th grade competency.

Conduct short, sustained research projects to answer a question or solve a problem by synthesizing multiple sources and demonstrating understanding of the investigated subject.

SLOs

Use the writing process to produce clear, coherent, and focused narrative and informative essays.

Expected Outcome Performance: 70.0

Demonstrate a command of Standard English language grammar and punctuation in writing.

Expected Outcome Performance: 70.0

Identify a literary or rhetorical device in a fiction or non-fiction text.

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

No value

Laboratory/Studio Content

Sentence Writing (15 hours)

- Simple Sentence
 - Construction and patterns
 - Precise language
 - Variety
 - Causes and phrases
- Compound Sentence
 - Construction and patterns
 - Precise language
- Compound/Complex Sentence
 - Construction (tense shifts) and patterns and parallelism
 - Precise language (word choice)
- Sentence Fragments
 - Recognition
 - Identification of errors
 - Correction of errors
- Run-ons and Comma Splices
 - Recognition
 - Identification of errors
 - Correction of errors
- Subject/Verb Agreement
 - Single and compound subjects
 - be, have, do
- Pronoun-antecedent Agreement
- Dangling and misplaced modifiers
- Wordiness

Conventions of English Language and Editing Skills (10 hours)

- End punctuation

- Comma,
- Semicolon and colon usage
- Hyphen and apostrophe usage
- Quotation marks usage
- Capitalization
- Plurals and spelling

Paragraph Writing (15 hours)

- Thesis statement
- Supporting statements
- Concluding statement
- Precise and appropriate language

Narrative Essay (5-paragraph essay) (15 hours)

- Real or imagined events/experiences
- Introductory paragraph
- Body paragraphs
- Concluding paragraph
- Sensory detail, active voice, appropriate modifiers, precise language, and well-structured sequence
- MLA format
- Use of technology

Informative Writing (15 hours)

- Planning topic
- Introduction
- Formatting
- Use of technology
- Organize and develop topic
- Supporting details
- Conclusion
- Revise and edit
- Reading Text Analysis (15 hours)
- Explicit meanings
- Inferred meanings
- Character development (traits and motivation)
- Character interaction
- Plot and conflict
- Setting, mood, imagery
- Themes and symbols

Reading Text Meanings (25 hours)

- Examine literature from diverse authors
- Highlight diverse characters
- Evaluation of argument and specific claims
- Assessing validity of reasoning and relevance of evidence
- Identification of false statements and fallacious reasoning

Point of View (5 hours)

- Purpose
- Choice of structure, order, time manipulation

Total Hours: 100

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Repeatable

Justification (if repeatable was chosen above)

Non-credit courses

Resources**Did you contact your departmental library liaison?**

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No Value

If yes, in what areas were these changes made:

No Value

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