

ABSE112 : ENGLISH 10A

General Information

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Course Code (CB01) :	ABSE112
Course Title (CB02) :	ENGLISH 10A
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) :	CCC000457214
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 112 helps students develop strategies for reading various texts including fiction, non-fiction, technical, and informational writings. The strategies for writing include multiple genres, such as informational, biographical and historical, 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 112 is equivalent to the first semester of 10th grade English (10A). 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 the 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 100

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	100
Studio	0
Total	100

Time Commitment Notes for Students

This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course is worth 5 high school credits (1/2 unit) towards a high school diploma.

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.

AND

Advisory

ABSE111 - ENGLISH 9B (in-development)

Objectives

- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- Read and accurately summarize literature independently and proficiently at the 2nd semester 9th grade competency.
- Use appropriate academic vocabulary in writing.
- Cite textual evidence to support writing at the 2nd semester 9th grade level.
- Conduct short, sustained research projects at a 9th grade 2nd semester level to answer a question or solve a problem by synthesizing multiple sources and demonstrating understanding of the investigated subject.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Demonstrate the writing process including planning, editing, revising and rewriting as needed.
- Begin to use appropriate MLA style wherever indicated in writing assignments.
- Use technology to produce, publish and update writing products, e.g. word processing, Google Docs, Turnitin.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Tutorial

Methods of Instruction Independent Study

Methods of Instruction Multimedia

Out of Class Assignments

N/A

Methods of Evaluation

Rationale

Other	Completion of entire individualized contract, e.g. readings and responses, chapter tests and essays using correct MLA format and technology
Exam/Quiz/Test	Unit quizzes in response to grammar concepts, literature and/ or nonfiction texts
Writing Assignment	Essays in response to writing prompts, literature, or nonfiction texts (ex. narrative or argumentative essays)
Report	Short, guided research project on select topics

Textbook Rationale

No updated common core textbooks are available at this time.

Textbooks

Author	Title	Publisher	Date	ISBN
Bromberger, Lee, Heather Barnes, and Cathy Casey.	Prentice Hall Literature, Grade 10: Common Core Edition	Boston: Pearson Education	2011	978-0133195569

Marzano, Robert J, Janet Allen, and Carol Jago	Holt McDougal Literature Common Core Student Edition Grade 10	Geneva: Houghton Mifflin Harcourt	2012	9780547618401
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N/A	Common Core, Common Core Curriculum: English, Grades 9- 12	San Francisco: Wiley,	2014
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Other Instructional Materials (i.e. OER, handouts)

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

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Read, comprehend and analyze literature, independently and proficiently, at the first semester 10th grade level of text complexity.

Demonstrate command of standard English grammar and usage when writing and speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Demonstrate command of the conventions of standard English grammar and usage including parallel structure and various phrases and clauses in writing.

Determine word and phrase meaning using a range of strategies including word origin, context, and resources.

Use appropriate academic vocabulary in writing.

Cite textual evidence to support analysis of text including inference, theme, character development, point of view, cultural experience, and the author's use of words and structure to evoke tone and meaning.

Produce clear and coherent writing of paragraphs and essays in which the development, organization and style are appropriate to task, purpose and audience.

Demonstrate the writing process including planning, editing, revising and rewriting as needed.

Conduct short, sustained research projects at a 10th grade 1st semester level to answer a question or solve a problem by synthesizing multiple sources and demonstrating understanding of the investigated subject.

Use technology to produce, publish and update writing products, e.g. word processing, Google Docs, Turnitin.

Use appropriate MLA format and citations wherever indicated in writing assignments.

SLOs

Recognize and complete the steps for developing an essay and develop an effective narrative and argument essay.

Expected Outcome Performance: 70.0

ABSE NCR GED Preparation	Compose an organized, personal response five- paragraph essay using standard American usage and grammar.
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ABSE NCR Adult Basic Education	Write and edit complete sentences as well as map, organize, and use examples in creating a paragraph.
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ILOs 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.
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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.

ABSE Core PLOs	Apply the skills that the Common Core Standards have identified for each course.
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ABSE NCR AHS Diploma	Write logical arguments based on substantive claims, sound reasoning, and relevant evidence.
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Identify the elements of a research paper and plan, organize, and write a three to five page research paper. Expected Outcome Performance: 70.0

Identify and analyze the elements of a short story.

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

Review of Conventions of English Language (10 hours)

- Grammar and usage
- Capitalization, punctuation and spelling
- Functions in context
- Style
- Syntax
- Determining meanings of words

Analyzing the Cumulative Impact of Writing Paragraphs (10 hours)

- Topic sentence
- Supporting details
- Organization
- Concluding sentences

Planning the Composition of a 5 paragraph Essay (5 hours)

- Structure of a composition
- Prewriting and thesis statement

Drafting the Composition of a 5 paragraph Essay (5 hours)

- Introduction
- Conclusion
- Transitional words
- Writing the draft

Revising the Composition (5 hours)

- Addition of clarifying information
- Deletion of unrelated sentences
- Elimination of unnecessary words
- Correction of shifts in tense or person
- Use of parallel sentence structure
- Sentence variety

Conventions of Standard English in Revisions (5 hours)

- Capitalization
- Commas, colons, semi-colons, apostrophes, quotation marks
- Grammar and usage
- Sentence formation
 - end punctuation
 - sentence fragments and run-ons
 - phrases and clauses
 - misplaced and dangling modifiers

Literature Based In-depth Informative Writing (10 hours)

- Planning and focusing a topic
- Introduction
- Placing tables, charts, graphs, and illustrations in text
- Use of technology
- Organization and development of topic
- Appropriate use of supporting details
 - relevant & sufficient examples or data
 - incorporating quotations and citations as needed
- Conclusion that supports significance of topic
- Revision and Editing
 - transitions to create cohesion
 - varied and appropriate word choice
 - formal style and standard English conventions
 - MLA style

Literature Based Narrative Writing—Biographical or Historical (10 hours)

- Planning and focusing a topic Introduction
- Organize and sequence of events
- Inclusion of narrative techniques
 - dialogue
 - descriptions
 - plot
 - pacing
 - climax
 - conclusion

- Revision and editing
 - coherence
 - use of precise words and phrases
 - sensory details

Introduction to the Literature- Based Argument Essay (10 hours)

- Introduction of claim
- Organization to support argument
- Evidence to support claim
- Relationships between reasons and evidence
- Concluding statement to support argument
- Revision
 - conventions of standard English language
 - formal style
 - objective style
 - cohesion and clarity
 - spelling, grammar and punctuation

Conducting Guided Research Project (10 hours)

- Narrowing and focusing topic and question
- Gathering print and digital sources
 - assessing usefulness of source material
 - assessing relevance of source material
- Organizing information
 - including evidence from source material
 - creating annotated bibliography
 - creating outline
- Draft
- Revise
 - attending to conventions of Standard English Language
 - synthesis of information
 - appropriate use of relevant evidence
 - cohesion and progression of ideas
 - avoiding plagiarism
 - standard MLA style

Literature reading and text analysis (20 hours)

- Analysis of short story
 - plot and conflict
 - setting and conflict
 - character and conflict
 - character development, traits and motivation
 - author's purpose
- In depth analysis of theme
 - symbol
 - setting
 - character
 - theme
- Narrative devices
 - plot
 - style
 - narrative perspective
- Evidence from texts to support analysis
 - evaluation of argument and specific claims
 - assessing validity of reasoning and relevance of evidence
 - identification of false statements and fallacious reasoning

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

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