

ABSE115 : ENGLISH 11B

General Information

Author:	<ul style="list-style-type: none">Kimberli Perner
Course Code (CB01) :	ABSE115
Course Title (CB02) :	ENGLISH 11B
Department:	ABSE
Proposal Start:	Spring 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) :	CCC000457217
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	ABSE 115 focuses on reading, analyzing, and writing about diverse American Literature selections. Students will further practice the modes of analytical, informative, explanatory, narrative, and research based writing. 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 115 is equivalent to the second semester of 11th grade English (11B). 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
Author:	

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.

AND

Advisory

ABSE114 - ENGLISH 11A (in-development)

Objectives

- Demonstrate the writing process including planning, editing, revising and rewriting as needed.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Conduct short, sustained research projects at an 11th grade 1st semester level to answer a question or solve a problem by synthesizing multiple sources and demonstrating understanding of the investigated subject.
- 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.
- Demonstrate command of standard English grammar and usage when writing and speaking.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Independent Study

Methods of Instruction Multimedia

Out of Class Assignments

N/A

Methods of Evaluation

Rationale

Writing Assignment

Narrative, informative, and analytical essays

Other

Completion of entire individualized contract, e.g. readings and responses, chapter tests and essays using correct MLA format

Exam/Quiz/Test

Unit quizzes in response to literature

Writing Assignment

Short guided research project on selected topics

Textbook Rationale

There are no new publications of this Common Core textbook. New OER material has been implemented to keep material and information up-to-date.

Textbooks

Author	Title	Publisher	Date	ISBN
Bromberger, Lee, and Cathy Casey	Prentice Hall Literature, Grade 11: Common Core Edition.	Boston: Pearson Education,	2011	978-0133268591

Marzano, Robert J, Janet Allen, and Carol Jago.	Holt McDougal Literature Common Core Student Edition Grade 11.	Houghton Mifflin Harcourt,	2012	9780547618418
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No Author	Common Core, Common Core Curriculum: English, Grades 9- 12.	Wiley	2014	978-1-118-81130- 6
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Other Instructional Materials (i.e. OER, handouts)

Description	Grammar Essentials (Excelsior Online Writing Lab)
Author	Libretexts
Citation	https://human.libretexts.org/@go/page/67859
Online Resource(s)	

Description	Writing, Reading, and College Success: A First-Year Composition Course for All Learners
Author	Kashyap and Dyquisto. City College of San Francisco. LibreTexts.
Citation	https://human.libretexts.org/@go/page/20608
Online Resource(s)	

Description	88 Open Essays - A Reader for Students of Composition & Rhetoric
Author	Wangler and Ulrich). Northwestern Michigan College. LibreTexts.
Citation	https://human.libretexts.org/@go/page/21509
Online Resource(s)	

Description	Becoming America - An Exploration of American Literature from Precolonial to Post- Revolution
Author	Kurant, W. University of North Georgia. LibreTexts
Citation	https://human.libretexts.org/@go/page/41808
Online Resource(s)	

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Read, comprehend and analyze diverse selections of eighteenth-, nineteenth- and early twentieth century works of American stories, dramas, and poems, as well as literary nonfiction at a 2nd semester 11th grade text complexity.

Determine the meaning of words and phrases: figurative, connotative, technical.

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

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

Conduct short, sustained research projects at an 11th grade 2nd semester level to answer a question or solve a problem by synthesizing multiple sources and demonstrating understanding of the investigated subject.

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.

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

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

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

Apply knowledge of figurative language, word relationships, and nuances in word meanings.

SLOs

Recognize, compose and write literature based argumentative, informative/explanatory and narrative essays.

Expected Outcome Performance: 70.0

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions;
Core cultivate creativity that leads to innovative ideas.

ILOs 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 Apply the skills that the Common Core Standards have identified for each course.
Core
PLOs

Identify and analyze the elements of diverse American short stories, poems and dramas.

Expected Outcome Performance: 70.0

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions;
Core cultivate creativity that leads to innovative ideas.

ILOs 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.

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.

ABSE Apply the skills that the Common Core Standards have identified for each course.
Core
PLOs

Identify the elements of a research paper and plan, organize and write a 5 page research paper.

Expected Outcome Performance: 70.0

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions;
Core cultivate creativity that leads to innovative ideas.

ILOs

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 Apply the skills that the Common Core Standards have identified for each course.

Core

PLOs

Course Content

Lecture Content

No value

Laboratory/Studio Content

Literary Terms in American Literature 2nd Semester (20 hours)

- Words and meanings used in text
- Figurative and connotative
- Analysis of word choice, meaning and tone

Reading Text Analysis (30 hours)

- Drawing inferences from text
- Determining themes or central ideas
- Providing objective summary of text
- Determining point of view
- Analyzing story, drama, or poem
- Identifying sequence of events
- Development of characters, ideas, events
- Evaluating a diverse range of American literature texts

Literature Based Argumentative Essay (10 hours)

- Introduction of a claim
- Developing claim and counterclaim
- Varied and appropriate word choice
- Formal style and standard English conventions
- Transitions to create cohesion
- Establishing and maintain style and tone
- Conclusion that supports argument presented
- MLA style

Literature Based Informative/Explanatory Writing (10 hours)

- Developing a plan
- Introduction of a topic
- Organization of complex ideas, concepts, and information
- Developing a topic
 - selection of relevant facts
 - extended definitions
 - concrete details
 - quotations, information, examples
- Transitions to create cohesion
- Varied and appropriate word choice
- Establishing and maintain style and tone
- Conclusion that supports information and explanation presented
- MLA style
- Revising and editing using conventions of Standards of English Language

Literature Based Narrative Writing (10 hours)

- Developing a plan Introduction of real or imagined problem, situation, or observation
- Development of dialogue, pacing, description, reflection, plot, experiences, events, characters
- Organize and sequence events
- Varied and appropriate word choice
- Conclusion that follows and reflects experience, observation, resolution
- Revising and editing using conventions of Standards of English Language

Research Project (20 hours)

- Self-generated questions
- Narrow and focus of topic
- Research of the topic
 - location of multiple print and digital sources
 - assess usefulness of sources
 - collection of information
 - citation/source notation
- Organization of notes
- Outline Rough draft, use of technology
- Citation of direct quotes and paraphrasing
- Revision
 - maintain flow of ideas
 - avoidance of plagiarism
 - standard format and citations
 - footnotes, endnotes
 - conventions of Standards of English Language

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 liason?

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