

ABSE117 : ENGLISH 12B

General Information

Author:	<ul style="list-style-type: none">Kimberli Perner
Course Code (CB01) :	ABSE117
Course Title (CB02) :	ENGLISH 12B
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) :	CCC000457219
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 117 focuses on reading, analyzing, and writing about British Literature selections. Students engage in further practice in the modes of analytical, informative/explanatory, and narrative writing. Research paper writing is included. 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 117 is equivalent to the second semester of 12th grade English (12B). 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
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.
- Demonstrate understanding of the majority of face-to-face speech, recorded, and live dialogues in standard dialect at a normal rate, although some repetition may be required.
- Decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.

AND

Advisory

ABSE116 - ENGLISH 12A (in-development)

Objectives

- Locate evidence in a literary selection that supports, defends, or clarifies a position taken in writing an essay.
- Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- Analyze the theme or meaning of a selection.
- Determine the elements of discourse (ex. purpose, audience, speaker, etc.) when preparing to write an expository, persuasive, descriptive or narrative essay; support ideas and arguments with precise and relevant examples from the texts, research and the students’ personal experiences.
- Use critical research strategies to gather and organize information for a research paper.
- Write research-based argument essays that demonstrate knowledge of correct MLA style in citing sources within the essay and completing a Works Cited page.
- Conduct short, sustained research projects at an 12th grade 1st semester level to answer a question or solve a problem by synthesizing multiple sources and demonstrating understanding of the investigated subject.
- Accurately use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Entry Standards

Entry Standards

Illustrate the parts of the essay writing process by 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.

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

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

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

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction

Independent Study

Methods of Instruction

Collaborative Learning

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
Exam/Quiz/Test	Unit tests
Writing Assignment	Literary analysis essays, analytical essays
Project/Portfolio	6-10-page guided research project on argumentative proposition

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 12: Common Core Edition.	Pearson Education,	2011	ISBN 978-0133268583
Marzano,. Robert J., Janet Allen, and Carol Jago.	Holt McDougal Literature Common Core Student Edition Grade 12.	Houghton Mifflin Harcourt,	2012	ISBN 9780547618425
N/A	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 duplicated articles from books and periodicals with copyright permission.

Author No value

Citation No value

Online Resource(s)

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)	

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Develop warranted and reasonable positions by using elements of the text to defend and clarify interpretations.

Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Analyze the theme or meaning of a selection.

Explain the elements of discourse (for example, purpose, audience, speaker, etc.) when planning, organizing, writing, and revising expository, persuasive, descriptive, or narrative writing assignments.

Apply an understanding of syntax to the study of complex texts.

Support ideas and arguments with precise and relevant examples from the texts, research and the students' personal experiences.

Use critical research strategies to gather and organize information from library research.

Write research-based argument essays that demonstrate knowledge of correct MLA format in citing sources within the essay and completing a Works Cited page.

Conduct short, sustained research projects at an 12th grade 2nd semester level to answer a question or solve a problem by synthesizing multiple sources and demonstrating understanding of the investigated subject.

Vary syntax, when writing, for effect, consulting references from guidance as needed.

Accurately use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

SLOs

Use the internet to find credible sources for research and organize that information into a research paper. Expected Outcome Performance: 70.0

ABSE NCR Adult Basic Education	Write and edit complete sentences as well as map, organize, and use examples in creating a paragraph.
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. 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. Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.
ABSE Core PLOs	Apply the skills that the Common Core Standards have identified for each course.
ABSE NCR AHS Diploma	Comprehend, analyze, and make logical inferences from complex literature, media, and informational texts. Write logical arguments based on substantive claims, sound reasoning, and relevant evidence.
ABSE NCR GED Preparation	Interpret and synthesize reading passages, maps, cartoons, and practical and historical documents.

Write essays and stories that convey a well-defined perspective and an awareness of audience and purpose.

Expected Outcome Performance: 70.0

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. 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.

Read and respond to historically or culturally significant works of British Literature.

Expected Outcome Performance: 70.0

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

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

Reading, Literature: Stories, Dramas, Poetry (30 hours)

- Cite strong and thorough evidence in text
- Determine and analyze central ideas/themes
- Literary analysis and development of archetypes in a specific genre
- Show how diction impacts tone (denotative, connotative and figurative meanings of words and phrases in a text)
- Develop structural meaning and influences of specific text
- Evaluate multiple interpretations of a story, drama or poem

Reading, Informational Texts: Literary Nonfiction (30 hours)

- Cite strong and thorough textual evidence
- Determine and analyze central ideas/themes
- Analyze organization of text and how it develops
- Construct the meaning of words and phrases and the author's usage of key term/s
- Analyze and evaluate author's structure
- Determine the effectiveness of the author's point of view, including rhetoric and style
- Integrate and evaluate multiple perspectives and approaches to the same subject
- Delineate and evaluate reasoning, premises, purposes and arguments of U.S. documents related to themes, purposes and rhetorical features
- Analyze U.S. documents related to themes, purposes and rhetorical features

Writing, Argumentative, Informative/Expository and Narrative (40 hours)

- Argumentative Writing-develop claims and counterclaims through reasoning
- Informative/Expository Writing-organize complex ideas to create unity
- Narrative Writing-use of effective techniques, well-chosen details and well- structured event sequences
- Five-paragraph essays that appropriately respond to literature, fiction and non-fiction texts, illustrating critical thinking and writing skills
- Support of ideas and claims through specific details and strong textual evidence
- Six- to ten-page research project on an argumentative proposition of the student's choosing to include research notes, outline, rough draft and final draft with:
 - Thesis statement within the introductory paragraph
 - Arguments for and against thesis statement within the body paragraphs
 - Statement of significance of topic in the conclusion
 - Various and appropriate transitions between each paragraph precise language, subject-specific vocabulary, and writing techniques throughout the essay
 - Citations using Modern Language Association (MLA) style
 - Revisions and edit using 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 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