

ABSE111 : ENGLISH 9B

General Information

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Course Code (CB01) :	ABSE111
Course Title (CB02) :	ENGLISH 9B
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) :	CCC000457213
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 111 helps students explore and analyze both literature and non-fiction, including informational, technical and historical texts. Students are expected to make qualitative evaluations of texts in writing. This course is aligned with the Common Core Standards for reading, writing and language skills required for 9th grade second semester students. The ABSE 111 is equivalent to the second semester of ninth grade English. 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:	New Course
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.

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

ABSE110 - ENGLISH 9A (in-development)

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

AND

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	Description
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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

Other	Completion of entire individualized contract including essays, using correct MLS format, compilation of unit tests, etc.
Exam/Quiz/Test	Unit tests in response to literature
Writing Assignment	Essays in response to prompts, literature, or other nonfiction texts (e.g. narrative and informative essays)
Project/Portfolio	Short, guided research project on select topic

Textbook Rationale

No updated common core textbooks have been adapted or made available.

Textbooks

Author	Title	Publisher	Date	ISBN
Bromberger, Lee, and Cathy Casey	Prentice Hall Literature, Grade 9: Common Core Edition.	Boston: Pearson Education,	2011.	978-0133195552
Marzano, Robert J, Janet Allen, and Carol Jago	Holt McDougal Literature Common Core Student Edition Grade 9.	Geneva: Houghton Mifflin Harcourt	2012.	9780547618395

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)	No value

Materials Fee

No value

Learning Outcomes and Objectives

Course 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.

Demonstrate command of the conventions of standard English grammar and usage including parallel structure and the use of 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 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.

SLOs

Use the writing process to produce clear, coherent, and focused informative/explanatory 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; cultivate creativity that leads to innovative ideas.
Core
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

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

Expected Outcome Performance: 70.0

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

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.
Core
ILOs

Identify literary or rhetorical devices in culturally and historically significant texts.

Expected Outcome Performance: 70.0

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

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.
Core
ILOs

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

Conventions of English Language: Sentence structure (8 hours)

- Subject-predicate agreement
- Phrases
- Clauses
- Sentence variety
- Subject-verb agreement
- Pronoun-antecedent agreement
- Sentence combining
- Identifying and editing sentence problems

Sentence Revision to create cohesion and clarity in writing (6 hours)

- Variation of openings
- Choice of precise words and phrases
- Use of concise language
- Avoidance of clichés

Paragraph Revision (15 hours)

- Effective topic sentences to create controlling perspective
- Cohesive paragraphs
- Well-developed paragraphs
- Coherent paragraphs
- Sequence: Spatial order
- Sequence: Logical order

Patterns of Paragraph Development (8 hours)

- Exemplification
- Narration
- Description
- Comparison and contrast
- Argument

Literary Reading and Text Analysis (28 hours)

- Author's Purpose
- Theme and Symbol
- Author's style and voice
 - sequence and events
 - style and voice
 - tone
- Historical and Cultural Context
 - context within literature
 - context outside of literature
 - influence of author's background

Literature Based Informative Writing (10 hours)

- Planning and focusing a topic

- Introduction
- Formatting diagrams and pictures 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 format

Literature Based Narrative Writing (10 hours)

- Planning and focusing a topic
- Introduction
- Organization and sequencing of events
- Inclusion of narrative techniques
 - dialogue
 - descriptions
 - plot
 - pacing
 - climax conclusion
- Revision and editing
 - coherence
 - use of precise words and phrases
 - sensory details

Conducting a Short, Guided Research Project (15 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
- Revising
 - conventions of Standard English Language
 - synthesis of information
 - appropriate use of relevant evidence
 - cohesion and progression of ideas
 - avoid plagiarism
 - standard MLA style

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