

ABSE113 : ENGLISH 10B

General Information

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Course Code (CB01) :	ABSE113
Course Title (CB02) :	ENGLISH 10B
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) :	CCC000457215
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 113 helps students develop strategies for reading and analyzing various texts including fiction, poetry and drama. The strategies for writing include multiple genres, such as persuasion, classification and analysis, 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 113 is equivalent to the second semester of 10th grade English (10B). 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 - 0

Total Course Out-of-Class Hours 0 - 0

Total Student Learning Hours 100 - 0

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.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

Variable Credit Course

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	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	100 - 0
Studio	0

Total 100 - 0

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

ABSE112 - ENGLISH 10A (in-development)

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

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

Methods of Instruction Discussion

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 technology and correct MLA style

Writing Assignment Essays in response to writing prompts, literature, or nonfiction texts (ex. narrative or argumentative essays)

Exam/Quiz/Test Unit quizzes in response to grammar concepts, literature and/ or nonfiction texts

Textbook Rationale

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

Textbooks

Author	Title	Publisher	Date	ISBN
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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 9	Geneva: Houghton Mifflin Harcourt,	2012	9780547618401
N/A	Common Core, Common Core Curriculum: English, Grades 9-12.	San Francisco: Wiley	2014	978-1-118-81130-6
Margaret Shenkman	Pearson Common Core Literature Grade 10 Student Edition	Pearson	2015	0133268217

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, accurately summarize, and analyze fiction, drama and poetry, independently and proficiently, at the second semester 10th grade 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 on a 2nd semester 10th grade level.

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 2nd 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 process, Google Docs, Turnitin.

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

SLOs

Recognize, write and compose the process, classification and persuasive essays.

Expected Outcome Performance: 70.0

ABSE NCR GED Preparation	Compose an organized, personal response five- paragraph essay using standard American usage and grammar.
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.
ABSE Core PLOs	Apply the skills that the Common Core Standards have identified for each course.
ABSE NCR AHS Diploma	Write logical arguments based on substantive claims, sound reasoning, and relevant evidence.

Identify and analyze the elements of the short story, poem and full-length play.

Expected Outcome Performance: 70.0

ABSE NCR GED Preparation	Compose an organized, personal response five- paragraph essay using standard American usage and grammar.
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.

ABSE
Core PLOs

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

ABSE
NCR AHS Diploma

Write logical arguments based on substantive claims, sound reasoning, and relevant evidence.

Identify the elements of a research paper and plan, organize, and write a three to five page research paper. Expected Outcome Performance: 70.0

ABSE
NCR GED
Preparation

Compose an organized, personal response five- paragraph essay using standard American usage and grammar.

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.

ABSE
Core PLOs

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

ABSE
NCR AHS Diploma

Write logical arguments based on substantive claims, sound reasoning, and relevant evidence.

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

Process Composition (5 paragraph essay) (10 hours)

- Purpose
 - directional process
 - informational process
- The process paragraph
 - topic sentence
 - steps
 - organization
 - transitional expressions
- From paragraph to composition
 - introductory paragraph
 - body paragraphs
 - concluding paragraph

Classification Composition (10 hours)

- The classification paragraph
 - separation of ideas into classifications or groups
 - the topic sentence
 - supporting details: the six reporter's questions
 - transitional expressions
- From paragraph to essay

Persuasive Composition (10 hours)

- The persuasive paragraph
 - point of view
 - topic sentence
 - pro and con lists
- Supporting an argument
- False logic
- Organizational patterns
 - arguments either for or against
 - alternating arguments
- From paragraph to essay
 - pro and con lists
 - body paragraphs
 - concluding paragraph

Analysis of Fiction (10 hours)

- Writings from diverse authors highlighting diverse characters (age, race, socioeconomic status, abilities/disabilities, etc.)
- Narration – point of view
- Voice
- Reliability
- Setting
- Conflict
- Plot structure
- Character
- Language and style
- Theme

Analysis of Poetry (15 hours)

- Delineating language and style
 - denotation
 - connotation
- Distinguishing voice and tone
- Language tools
- Deriving meaning
 - explication
 - theme
- Analyzing types of poetry from diverse authors highlighting diverse characters.

Analysis of Drama (15 hours)

- Point of view

- Set and setting
- Conflict and plot
 - internal and external conflict
 - conflict and characterization
 - plot structure
- Character
- Language and style
- Theme
- Analysis of full-length play

Guided Research Paper (20 hours)

- Developing topic
- Limitation of the topic
- Research of the topic
 - location of sources from library and/or internet
 - collection of information
 - citation/source notation
- Organization of information
- Outline
- Rough draft
- Citation of direct quotes and paraphrasing using MLA style 8. Revision of text according to MLA style
- Revision of text according to 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 liason?

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