

## ABSE114 : ENGLISH 11A

### General Information

Author:	<ul style="list-style-type: none"><li>Kimberli Perner</li></ul>
Course Code (CB01) :	ABSE114
Course Title (CB02) :	ENGLISH 11A
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) :	CCC000457216
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 114 focuses on reading, analyzing, and writing about diverse selections of American literature. Students will be introduced to modes of analytical, informative, explanatory, narrative, and research writing aligned with the California Common Core State Standards and high school grade-specific standards to define college and career readiness expectations. ABSE 114 is equivalent to the first semester of 11th grade English (11A). 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"><li>Noncredit</li></ul>
Author:	

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Writing-Basic Skills: Non-Credit</li></ul>
Alternate Discipline:	<ul style="list-style-type: none"><li>Reading-Basic Skills: Non-Credit</li></ul>
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** 0

**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

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	0
Laboratory	100
Studio	0

<b>Total</b>	0
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	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.
- Decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.

#### AND

#### Advisory

ABSE113 - ENGLISH 10B

##### 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.
- 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 appropriate MLA style 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                      Independent Study

Methods of Instruction                      Multimedia

### Out of Class Assignments

N/A

### Methods of Evaluation

### Rationale

Other	Completion of entire individualized contract
Exam/Quiz/Test	Unit quizzes and tests in response to literature
Writing Assignment	Informative essay
Writing Assignment	Narrative essay
Writing Assignment	Argumentative essay
Report	Research paper development and completion

### 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. Print 11th Grade Textbook Reading Level. ISBN 978-0133268591	2011	978-0133268591

Marzano, Robert J, Janet Allen, and Carol Jago.	Holt McDougal Literature Common Core Student Edition Grade 11.	Geneva: Houghton Mifflin Harcourt,	2012	9780547618418
N/A	Common Core, Common Core Curriculum: English, Grades 9-12.	San Francisco: Wiley,	2014	978-1-118-81130-6
<b>Other Instructional Materials (i.e. OER, handouts)</b>				
<b>Description</b>	Instructor generated information with duplicated articles from books and periodicals with copyright permission.			
<b>Author</b>	No value			
<b>Citation</b>	No value			
<b>Online Resource(s)</b>				
<b>Description</b>	Grammar Essentials (Excelsior Online Writing Lab)			
<b>Author</b>	Libretexts			
<b>Citation</b>	<a href="https://human.libretexts.org/@go/page/67859">https://human.libretexts.org/@go/page/67859</a>			
<b>Online Resource(s)</b>				
<b>Description</b>	Writing, Reading, and College Success: A First-Year Composition Course for All Learners			
<b>Author</b>	Kashyap and Dyquisto. City College of San Francisco. LibreTexts			
<b>Citation</b>	<a href="https://human.libretexts.org/@go/page/20608">https://human.libretexts.org/@go/page/20608</a>			
<b>Online Resource(s)</b>				
<b>Description</b>	88 Open Essays- A Reader for Students of Composition & Rhetoric			
<b>Author</b>	Wangler and Ulrich. Northwestern Michigan College. LibreTexts			
<b>Citation</b>	<a href="https://human.libretexts.org/@go/page/21509">https://human.libretexts.org/@go/page/21509</a>			
<b>Online Resource(s)</b>				
<b>Materials Fee</b>	No value			

## Learning Outcomes and Objectives

### Course Objectives

Identify and accurately summarize eighteenth-, nineteenth- and early twentieth-century works of American literature, both fiction and non-fiction read, comprehend and analyze literature, stories, dramas, and poems, as well as literary nonfiction at a 1st semester 11th grade text complexity.

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 appropriate MLA format and citation wherever indicated in writing assignments.

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

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

Identify and describe 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; 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*

### Identify and analyze the elements of 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; 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*

### Identify the elements of a research paper and plan, organize and write a five-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; 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*

## 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**

**Literary Terms in American Literature 1st Semester (20 hours)**

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

**Critical Literature or Critical Reading Analysis (30 hours)**

- Drawing inferences from text
- Determining themes or central ideas
- Providing objective summary of text
- Determining point of view
- Identifying sequence of events
- Development of characters, ideas, events
- Evaluating 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 maintaining style and tone
- Conclusion that supports argument presented
- MLA style

**Literature Based Informative/Explanatory Writing (10 hours)**

- Developing plan
- Introduction of a topic
- Organization of complex ideas, concepts, and information
- Developing topic
  - Selection of relevant facts
  - Extended definitions
  - Concrete details
  - Quotations, information, examples
- Transitions to create cohesion
- Varied and appropriate word choice
- Establishing and maintaining style and tone
- Conclusion that supports information and explanation presented
- MLA style
- Revising and editing using conventions of standard English language

**Literature Based Narrative Writing (10 hours)**

- Developing plan
- Introduction of real or imagined problem, situation, or observation
- Development of dialogue, pacing, description, reflection, plot, experiences, events, characters
- Organizing and sequencing 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
- Narrowing and focusing of topic
- Research of the topic
  - Location of multiple print and digital sources
  - Assessing 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 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