



COURSE OUTLINE : ABSE 186
N Non-Credit
COURSE ID 010323
Cyclical Review: November 2021

COURSE DISCIPLINE : ABSE
COURSE NUMBER : 186
COURSE TITLE (FULL) : Essentials in Reading and Writing 1
COURSE TITLE (SHORT) : Essentials in Reading and Writing 1
ACADEMIC SENATE DISCIPLINE: Adult Basic and Secondary Ed

CATALOG DESCRIPTION

ABSE 186 is designed for students who want to improve their reading and writing skills for college and career readiness. Focus is on reading and comprehension strategies, vocabulary development, fluency, and responsive writing in the form of a well-structured paragraph. (Lecture 32 hours)

CATALOG NOTES

Note: This course is Pass/No Pass only.

Total Lecture Units:0.00

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:32.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Faculty Contact Hours: 32.00

Total Student Contact Hours: 32.00

Recommended Preparation: ESL 30.



ENTRY STANDARDS

| | Subject | Number | Title | Description | Include |
|---|---------|--------|--------------------------------------|--|---------|
| 1 | ESL | 30 | ENGLISH AS A SECOND LANGUAGE LEVEL 3 | Write paragraphs at the low-intermediate level with sufficient unity; | Yes |
| 2 | ESL | 30 | ENGLISH AS A SECOND LANGUAGE LEVEL 3 | develop coherence and mechanical accuracy; | Yes |
| 3 | ESL | 30 | ENGLISH AS A SECOND LANGUAGE LEVEL 3 | demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level; | Yes |
| 4 | ESL | 30 | ENGLISH AS A SECOND LANGUAGE LEVEL 3 | converse at a functional level adequate for everyday use on the campus and in the community; | Yes |
| 5 | ESL | 30 | ENGLISH AS A SECOND LANGUAGE LEVEL 3 | respond to questions about recorded and live speeches, dialogues, role plays, and lectures; | Yes |
| 6 | ESL | 30 | ENGLISH AS A SECOND LANGUAGE LEVEL 3 | decode 2,500-word reading passages,, respond to inference and recall questions, and utilize a monolingual English dictionary to advantage. | Yes |

EXIT STANDARDS

- 1 Comprehend both literature and information-based texts at a high school level.
- 2 Utilize various strategies to develop active reading habits.
- 3 Read and locate details in a passage and identify the stated or unstated main idea.
- 4 Articulate answers to comprehension and analysis questions.
- 5 Demonstrate sentence variation, coherence, and unity within a paragraph.

STUDENT LEARNING OUTCOMES

- 1 Use reading comprehension strategies in order to respond with critical analysis.
- 2 Analyze and use evidence from given texts to support claims.
- 3 Write a well-formed paragraph with a topic sentence, supporting details, including critical thinking and/or analysis, and concluding sentence.

COURSE CONTENT WITH INSTRUCTIONAL HOURS



| | Description | Lecture | Lab | Total Hours |
|---|--|---------|-----|-------------|
| 1 | <p>Reading Strategies</p> <ul style="list-style-type: none"> • Previewing, scanning, and predicting • Decoding words • Word structure roots prefixes suffixes • Using context clues, restatement, synonyms, and antonyms • Deriving meaning from context • Patterns of organization | 6 | 0 | 6 |
| 2 | <p>Literal Comprehension</p> <ul style="list-style-type: none"> • Locating details • Finding the main idea | 2 | 0 | 2 |
| 3 | <p>Inferential Comprehension</p> <ul style="list-style-type: none"> • Finding the unstated main idea • Restating information • Identifying cause and effect • Drawing conclusions | 5 | 0 | 5 |
| 4 | <p>Analysis</p> <ul style="list-style-type: none"> • Recognizing fact and opinion • Identifying bias and tone • Identifying elements of style and structure | 3 | 0 | 3 |
| 5 | <p>Writing Strategies</p> <ul style="list-style-type: none"> • Sentence Variation- Writing complete and cohesive sentences • Fragments & Run-On Sentences • Topic Sentence- Claim/ Main Idea Statement • Supporting Details/ Essential Evidence & Explanation • Transitions- Attending to the flow of the paragraph | 6 | 0 | 6 |
| 6 | <p>Paragraphs- Generating Ideas</p> <ul style="list-style-type: none"> • Writing introductions • Thesis Statements • Writing body paragraphs • Writing Narrative paragraphs • Descriptive paragraph writing • Persuasive paragraphs | 7 | 0 | 7 |



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|---|---|---|---|-----------|
| 7 | Analyzing Text & Deriving Evidence for Support <ul style="list-style-type: none"> • Writing conclusions • Editing & Revising | 3 | 0 | 3 |
| | | | | 32 |

OUT OF CLASS ASSIGNMENTS

- 1 Applied practice, such as drafting, re-writing, and finalizing a paragraph.

METHODS OF EVALUATION

- 1 Discussion
- 2 Sample writing products
- 3 Student portfolio of writing

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

| Title | Type | Publisher | Edition | Medium | Author | ISBN | Date |
|--|--------------|---------------------------------|---------|---------------------------|----------------|---------------|------|
| The Writing revolution: a guide to advancing thinking through writing in all subjects and grades | Supplemental | San Francisco, CA : Jossey-Bass | 1 | Print | Judith Hochman | 9781119364917 | 2017 |
| https://springboard.collegeboard.org | Supplemental | College Board | | digital learning resource | | | |