

## ABSE186 : Essentials in Reading and Paragraph Writing

### General Information

Author:	<ul style="list-style-type: none"><li>Kimberli Perner</li></ul>
Course Code (CB01) :	ABSE186
Course Title (CB02) :	Essentials in Reading and Paragraph Writing
Department:	ABSE
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1520.00) Reading
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000629256
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 186 is designed for students who want to improve their reading and paragraph 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. Note: This course is Pass/No Pass only.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Noncredit</li></ul>

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Reading-Basic Skills: Non-Credit</li></ul>
Alternate Discipline:	<ul style="list-style-type: none"><li>Writing-Basic Skills: Non-Credit</li></ul>
Alternate Discipline:	No value

### Course Development

<b>Basic Skill Status (CB08)</b> Course is a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grading Basis</b> <ul style="list-style-type: none"><li>Pass / No-Pass Only</li></ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Pre-Collegiate Level (CB21)</b> Three levels below transfer.	<b>Course Support Course Status (CB26)</b> 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** 32

**Total Course Out-of-Class Hours** 0

**Total Student Learning Hours** 32

### 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)

Non-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	32	0
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	32
Laboratory	0
Studio	0
<b>Total</b>	32
<b>Course Out-of-Class Hours</b>	
Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	0

## Time Commitment Notes for Students

This course is open entry/ open exit.

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value	No Value	No Value	No Value
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## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

ESL30 - ENGLISH AS A SECOND LANGUAGE LEVEL 3

#### Objectives

- Write paragraphs at the low-intermediate level with sufficient unity.
- Develop coherence and mechanical accuracy.
- Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level.
- Converse at a functional level adequate for everyday use on the campus and in the community.
- Respond to questions about recorded and live speeches, dialogues, role plays, and lectures.
- Decode 2,500-word reading passages, respond to inference and recall questions, and utilize a monolingual English dictionary to advantage.

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

Methods of Instruction

Methods of Instruction	Lecture
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Methods of Instruction	Laboratory
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Methods of Instruction Discussion

Methods of Instruction Tutorial

Methods of Instruction Collaborative Learning

Methods of Instruction Presentations

### Out of Class Assignments

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

### Methods of Evaluation

### Rationale

Activity (answering journal prompt, group activity)

Discussions and group activities

Writing Assignment

Paragraphs in response to readings

### Textbook Rationale

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

### Textbooks

Author	Title	Publisher	Date	ISBN
Judith Hochman	The Writing revolution : a guide to advancing thinking through writing in all subjects and grades	San Francisco, CA : Jossey-Bass	2017	9781119364917
Judith Hochman	The Writing revolution : a guide to advancing thinking through writing in all subjects and grades 2nd Edition	San Francisco, CA : Jossey-Bass	2024	9781394182039

### Other Instructional Materials (i.e. OER, handouts)

Description <https://springboard.collegeboard.org>

Author No value

Citation <https://springboard.collegeboard.org>

Online Resource(s)

<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>	

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Comprehend both literature and information-based texts at a high school level.

Utilize various strategies to develop active reading habits.

Read and locate details in a passage and identify the stated or unstated main idea.

Articulate answers to comprehension and analysis questions.

Demonstrate sentence variation, coherence, and unity within a paragraph.

### SLOs

**Use reading comprehension strategies in order to respond with critical analysis.**

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;  
 Core cultivate creativity that leads to innovative ideas.  
*ILOs*

**Analyze and use evidence from given texts to support claims.**

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;  
 Core cultivate creativity that leads to innovative ideas.  
*ILOs*

**Write a well-formed paragraph with a topic sentence, supporting details, including critical thinking and/or analysis, and concluding sentence.**

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;  
 Core cultivate creativity that leads to innovative ideas.  
*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.

## 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

#### Reading Strategies (6 hours)

- 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

#### Literal Comprehension (2 hours)

- Locating details
- Finding the main idea

#### Inferential Comprehension (5 hours)

- Finding the unstated main idea
- Restating information
- Identifying cause and effect
- Drawing conclusions

#### Analysis (3 hours)

- Recognizing fact and opinion
- Identifying bias and tone
- Identifying elements of style and structure

#### Writing Strategies (6 hours)

- 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

#### Paragraphs- Generating Ideas (7 hours)

- Writing introductions
- Thesis Statements
- Writing body paragraphs
- Writing Narrative paragraphs
- Descriptive paragraph writing
- Persuasive paragraphs

#### Analyzing Text & Deriving Evidence for Support (3 hours)

- Writing conclusions
- Editing & Revising

**Total hours: 32**

## 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