

ABSE187 : Preparation for College Reading and Composition

General Information

Author:	<ul style="list-style-type: none">Kimberli Perner
Course Code (CB01) :	ABSE187
Course Title (CB02) :	Preparation for College Reading and Composition
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) :	CCC000629257
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 187 is designed for students who want to strengthen their critical reading comprehension and responsive essay writing skills for college and career readiness. This course leads students through reading analysis and the writing process: planning, organizing, writing, evaluating, and revising essays. This course includes incorporating and citing evidence from source materials. Lecture 32 hours. Note: This course is Pass/No Pass only.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Noncredit
Author:	No value

Academic Senate Discipline

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

Course Development

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

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	32
Laboratory	0
Studio	0
Total	32
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Studio	0
Total	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
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.
- Converse at a functional level adequate for everyday use on the campus and in the community.
- Demonstrate understanding of the majority of face-to-face speech, recorded, and live dialogues in standard dialect at a normal rate, although some repetition may be required.
- Decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.
- Approximate standard American pronunciation well enough to be understood by typical fluent speakers of English.

OR

Advisory

ABSE186 - Essentials in Reading and Paragraph Writing (in-development)

Objectives

- Utilize various strategies to develop active reading habits.
- Read and locate details in a passage and identify the stated or unstated main idea.
- Demonstrate sentence variation, coherence, and unity within a paragraph.

Entry Standards

Entry Standards

Respond to comprehension and analysis questions.

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Laboratory

Methods of Instruction Discussion

Methods of Instruction Collaborative Learning

Out of Class Assignments

- Article analysis
 - Informational text
 - Fiction
- Essays

Methods of Evaluation

Rationale

Other	Discussion
Writing Assignment	Sample writing products
Project/Portfolio	Portfolio

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Judith Hochman	The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades	Jossey-Bass	2017	9781119364917

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

Description	https://springboard.collegeboard.org
Author	No value
Citation	https://springboard.collegeboard.org
Online Resource(s)	

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

Identify the main idea and supporting details in a non-fiction text and understand figurative language in fiction.

Read, and analyze contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone.

Complete the writing process for a given prompt based on one or more source texts.

Compose a well-organized essay with an introduction, body paragraphs, and conclusion.

Recognize and correct errors, revise sentences or passages for word choice, sentence structure, and usage of mechanics errors.

Use correct citation techniques.

Solve the Extended Response portion of a practice test for a High School Equivalency Exam and/or meet the entry criteria for ENGL 101.

SLOs

Read, analyze, and evaluate concepts within literary and nonfiction texts.

Expected Outcome Performance: 0.0

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

Compose and edit a five-paragraph (200+ word) essay which includes a thesis, introduction, body, conclusion, and citations.

Expected Outcome Performance: 0.0

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

Literature (16 hours)

- Comprehension—Main Idea, Supporting Details, Context Clues
- Critical Thinking Skills: Making Applications
- Critical Thinking Skills: Analysis—Making Inferences, Interpret Figurative Language
- Critical Thinking Skills: Analysis—Style and Structure , Compare and Contrast
- Critical Thinking Skills—Synthesis, Tone, and Point of View
- Non-Fiction Prose: Informational Non-Fiction
- Non-Fiction Prose: Business-Related Documents
- Non-Fiction Prose: Literary
- Non-Fiction—Emphasis on Author's tone and purpose
- Non-Fiction Prose: Visual Communication
- Prose Fiction: Emphasis on setting, plot, and point of view
- Prose Fiction: Emphasis on characterization, figurative language and theme
- Poetry—Emphasis on simile, metaphor, personification, and symbolism
- Drama—Comparing Drama and Prose
- Drama—Parts of a Script and Story Elements of Drama

Essay (16 hours)

- Assess Your Essay Needs
- Analyzing Arguments--Central Claims, Counterclaims, & Evidence
- Evaluating Reasoning/ Classify and Analyze Evidence--Faulty Logic Determiners
- Analyzing Arguments- Strong vs Weak
- Plan: Determine Your Claim and Evidence-
- Writing Thesis--Plan: Organize Your Response/ Create a Progression of Ideas
- Writing an Introduction--Developing a Conclusion
- Classify and Analyze Evidence--Developing Essay Body Paragraphs
- Evaluate Your Response--Essay Expectation Check List
- Proper use of citations

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