

ABSE112 : ENGLISH 10A

General Information

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Course Code (CB01) :	ABSE112
Course Title (CB02) :	ENGLISH 10A
Department:	ABSE
Proposal Start:	Fall 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?:	Yes
Course Control Number (CB00) :	CCC000457214
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	05/08/2024
Course Description and Course Note:	ABSE 112 is a comprehensive Language Arts course designed to develop strategies for reading, analyzing, and responding to various texts including fiction, non-fiction, technical, and informational writings. It also presents strategies for writing, including multiple genres with appropriate use of conventions. This course is designed to meet the needs of students who wish to study the first semester of 10th grade English (10A) and earn high school credit in English. Laboratory 100 hours. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of this course results in 5 high school credits.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"> Noncredit
Mode of Delivery:	<ul style="list-style-type: none"> Online
Author:	No value
Course Family:	No value

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 Special Class Status (CB13)

Grading Basis

Course is a basic skills course.

Course is not a special class.

- Grade Only

Allow Students to Gain Credit by Exam/Challenge

Pre-Collegiate Level (CB21)

Course Support Course Status (CB26)

Not applicable.

Course is not a support course

General Education and C-ID

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

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

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	100
Studio	0
Total	100

Course Out-of-Class Hours

Lecture	0
Laboratory	100
Studio	0
Total	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

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ABSE111 - ENGLISH 9B (in-development)

Objectives

- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- Read and accurately summarize literature independently and proficiently at the 2nd semester 9th grade competency.
- Use appropriate academic vocabulary in writing.
- Cite textual evidence to support writing at the 2nd semester 9th grade level.
- Conduct short, sustained research projects at a 9th grade 2nd semester level to answer a question or solve a problem by synthesizing multiple sources and demonstrating understanding of the investigated subject.
- Produce clear and coherent writing 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.
- Begin to use appropriate MLA style wherever indicated in writing assignments.
- Use technology to produce, publish and update writing products, e.g. word processing, Google Docs, Turnitin.

AND

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	Description
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No value

No value

Course Limitations

Cross Listed or Equivalent Course

Description

No value

No value

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)

No Value

Specifications

Methods of Instruction

Methods of Instruction

Tutorial

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, e.g. readings and responses, chapter tests and essays using correct MLA format and technology

Exam/Quiz/Test

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

Writing Assignment

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

Report

Short, guided research project on select topics

Textbook Rationale

No updated common core textbooks are available at this time.

Textbooks

Author	Title	Publisher	Date	ISBN
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 10	Geneva: Houghton Mifflin Harcourt	2012	9780547618401
N/A	Common Core, Common Core Curriculum: English, Grades 9-12	San Francisco: Wiley,	2014	

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)	

Learning Outcomes

Course 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.

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.

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 1st 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 processing, Google Docs, CopyLeaks.

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

SLOs

Recognize and complete the steps for developing an essay and develop an effective narrative and argument essay.

Expected Outcome Performance: 70.0

ABSE NCR GED Preparation	Compose an organized, personal response five- paragraph essay using standard American usage and grammar.
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ABSE NCR Adult Basic Education	Write and edit complete sentences as well as map, organize, and use examples in creating a paragraph.
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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.
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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.
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ABSE NCR AHS Diploma	Write logical arguments based on substantive claims, sound reasoning, and relevant evidence.
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Plan, organize, format, and present findings and analysis for a research project.

Expected Outcome Performance: 70.0

Identify and analyze the elements of a short story.

Expected Outcome Performance: 70.0

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

Course Content

Lecture Content

Review of Conventions of English Language (10 hours)

- Grammar and usage
- Capitalization, punctuation and spelling
- Functions in context
- Style
- Syntax
- Determining meanings of words

Analyzing the Cumulative Impact of Writing Paragraphs (10 hours)

- Topic sentence
- Supporting details
- Organization
- Concluding sentences

Planning the Composition of a 5 paragraph Essay (5 hours)

- Structure of a composition
- Prewriting and thesis statement

Drafting the Composition of a 5 paragraph Essay (5 hours)

- Introduction
- Conclusion
- Transitional words
- Writing the draft

Revising the Composition (5 hours)

- Addition of clarifying information
- Deletion of unrelated sentences
- Elimination of unnecessary words
- Correction of shifts in tense or person
- Use of parallel sentence structure
- Sentence variety

Conventions of Standard English in Revisions (5 hours)

- Capitalization
- Commas, colons, semi-colons, apostrophes, quotation marks
- Grammar and usage
- Sentence formation
 - end punctuation
 - sentence fragments and run-ons
 - phrases and clauses
 - misplaced and dangling modifiers

Literature Based In-depth Informative Writing (10 hours)

- Plan and focusing a topic
- Organize and develop topic
 - collect text evidence
 - use of outline to organize details
- Develop introduction
 - establish a purpose
 - include background information
 - Develop thesis statement
- Appropriate use of supporting details
 - include relevant and sufficient evidence
 - incorporate quotations and citations as needed
- Conclusion that supports significance of topic
- Formatting visual information in text
- Use of technology to write and publish
- Revision and Editing
 - transitions to create cohesion
 - varied and appropriate word choice
 - formal style and standard English language conventions
 - MLA format

Literature Based Narrative Writing—Biographical or Historical (10 hours)

- Planning and focusing a topic Introduction

- Organize and sequence of events
- Inclusion of narrative techniques
 - historical and cultural context
 - dialogue
 - descriptions
 - plot
 - climax
 - conclusion
- Revision and editing
 - coherence
 - use of precise words and phrases
 - sensory details

Introduction to the Literature- based Argument Essay (10 hours)

- Introduction of claim
- Organization to support argument
- Evidence to support claim
- Relationships between reasons and evidence
- Concluding statement to support argument
- Revision
 - conventions of standard English language
 - formal style
 - objective style
 - cohesion and clarity
 - spelling, grammar and punctuation

Conducting Guided Research Project (10 hours)

- Narrow and focus topic and research question
- Gather print and digital sources
 - using library search databases
 - assessing validity of source material
 - assessing relevance of source material
- Organize information
 - create outline
 - include evidence from source material
 - add critical thinking commentary
- Draft
 - develop and narrow thesis
 - introduction paragraph
 - using of technology to present content
 - format visuals
 - MLA format citations and Works Cited page
- Revise
 - English language conventions
 - synthesis of information
 - appropriate use of relevant evidence
 - cohesion and progression of ideas
 - avoid plagiarism
 - use of MLA formatting

Literature reading and text analysis (20 hours)

- Analysis of short story
 - plot and conflict
 - setting and mood
 - character development, traits and motivation
 - author's purpose
- In depth analysis of theme
 - symbolism
 - setting
 - character
- Narrative devices
 - plot
 - style
 - point of view
- Analysis of rhetoric
 - evaluate argument, specific claims, and reasoning
 - identify faulty reasoning
 - identify evidence from texts to support analysis
 - evaluate validity and relevance of evidence

Total hours: 100

Additional Information

Repeatability

Repeatable

Justification (if repeatable was chosen above)

Non-credit courses

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

Yes

What term(s) will this course be offered?

Fall/Winter/Spring/Summer

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