

## ABSE113 : ENGLISH 10B

### General Information

Author:	<ul style="list-style-type: none"><li>Caryn Panec</li></ul>
Course Code (CB01) :	ABSE113
Course Title (CB02) :	ENGLISH 10B
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) :	CCC000457215
Curriculum Committee Approval Date:	04/09/2025
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 second semester of 10th grade English (10B) 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"><li>Noncredit</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>Online</li></ul>
Author:	No value
Course Family:	No value

### 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

## 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 - 0

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

**Total Student Learning Hours** 100 - 0

### 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.

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

Variable Credit Course

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	100 - 0	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 - 0
Studio	0

**Total** 100 - 0

**Course Out-of-Class Hours**

Lecture	0
Laboratory	0
Studio	0
<b>Total</b>	<b>0</b>

**Time Commitment Notes for Students**

This is a self-paced course in an open-entry, open-exit lab environment.

**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**

ABSE112 - ENGLISH 10A (in-development)

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

**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
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

Methods of Instruction

Discussion

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 technology and correct MLA style

Writing Assignment

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

Exam/Quiz/Test

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

Textbook Rationale

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

## 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 9	Geneva: Houghton Mifflin Harcourt,	2012	9780547618401
N/A	Common Core, Common Core Curriculum: English, Grades 9-12.	San Francisco: Wiley	2014	978-1-118-81130-6
Margaret Shenkman	Pearson Common Core Literature Grade 10 Student Edition	Pearson	2015	0133268217
<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>				

## Learning Outcomes

### Course 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.

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

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

## SLOs

### Compose well-organized, grammatically correct essays that develop a clear thesis statement and use relevant evidence.

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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### Identify and analyze the elements of fiction.

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 Apply the skills that the Common Core Standards have identified for each course.  
Core PLOs

ABSE Write logical arguments based on substantive claims, sound reasoning, and relevant evidence.  
NCR AHS Diploma

**Plan, organize, format, and present findings and analysis for a research project.**

Expected Outcome Performance: 70.0

ABSE Compose an organized, personal response five- paragraph essay using standard American usage and grammar.  
NCR GED  
Preparation

ABSE Write and edit complete sentences as well as map, organize, and use examples in creating a paragraph.  
NCR Adult Basic  
Education

ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive  
Core ILOs conclusions; cultivate creativity that leads to innovative ideas.

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

ABSE Write logical arguments based on substantive claims, sound reasoning, and relevant evidence.  
NCR AHS Diploma

## 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**

**Process Composition (5 paragraph essay) (10 hours)**

- Purpose
  - directional process
  - informational process
- The process paragraph
  - topic sentence
  - steps and examples
  - organization

- transitional expressions
- From paragraph to composition
  - introductory paragraph
  - body paragraphs
  - concluding paragraph

### **Classification Composition (10 hours)**

- Classification body paragraph
  - separation of ideas into classifications or groups
  - topic sentence
  - supporting details and text evidence
  - transitional expressions
- Classification essay
  - thesis development
  - introduction
  - multiple body paragraphs
  - conclusion

### **Argument Analysis and Composition (15 hours)**

- Elements of rhetoric
  - author's point of view
  - identify and evaluate claims, reasons, and evidence
  - evaluate logical and faulty reasoning
- Argument paragraph
  - thesis statement and main claim
  - supporting evidence
  - explanation and reasoning
- From paragraph to essay
  - introduction
  - body paragraphs
  - concluding paragraph

### **Analysis of Fiction (10 hours)**

- Writings from diverse authors highlighting diverse characters
- Narration – point of view
- Conflict
- Plot structure and devices
- Character and archetypes
- Author's style and voice
  - syntax
  - diction
  - tone
- Theme

### **Analysis of Poetry (15 hours)**

- Delineating language and style
  - denotation
  - connotation
- Distinguishing voice and tone
- Language tools
- Deriving meaning
  - explication
  - theme
- Analyzing types of poetry from diverse authors highlighting diverse characters.

### **Analysis of Drama (10 hours)**

- Elements of drama
- Point of view
- Conflict and plot
  - internal and external conflict
  - conflict and characterization
  - plot structure
- Character
- Language and style
- Theme
- Analysis of a play

### **Guided Research Paper (20 hours)**

- Narrow and focus topic and research question
- Gather print and/or digital sources
  - library resource usage
  - validity and relevance of source material assessment
  - note taking and paraphrasing

- Organize information
  - create outline
  - include evidence from source material
  - add critical thinking commentary
- Draft
  - develop and narrow thesis
  - introduction paragraph
  - technology usage to present content
  - formatting of visuals
  - MLA format citations and Works Cited page
- Revise
  - English language conventions
  - appropriate use of relevant evidence
  - synthesis of information
  - cohesion and progression of ideas
  - avoidance of plagiarism
  - use of MLA formatting

**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