

## ABSE114 : ENGLISH 11A

### General Information

<b>Author:</b>	<ul style="list-style-type: none"> <li>• Caryn Panec</li> <li>• Perner, Kimberli</li> </ul>
<b>Course Code (CB01) :</b>	ABSE114
<b>Course Title (CB02) :</b>	ENGLISH 11A
<b>Department:</b>	ABSE
<b>Proposal Start:</b>	Fall 2025
<b>TOP Code (CB03) :</b>	(4930.62) Secondary Education (Grades 9-12) and G.E.D.
<b>CIP Code:</b>	(53.0201) High School Equivalence Certificate Program.
<b>SAM Code (CB09) :</b>	Non-Occupational
<b>Distance Education Approved:</b>	No
<b>Will this course be taught asynchronously?:</b>	Yes
<b>Course Control Number (CB00) :</b>	CCC000457216
<b>Curriculum Committee Approval Date:</b>	04/09/2025
<b>Board of Trustees Approval Date:</b>	07/16/2024
<b>Last Cyclical Review Date:</b>	05/22/2024
<b>Course Description and Course Note:</b>	<p>ABSE 114 focuses on reading, analyzing, and writing about a diverse selection of American literature and literary movements between 1620 and 1860, including a variety of cultural and individual perspectives. It presents strategies for students to complete analytical, informative, persuasive, narrative, and research writing. ABSE 114 is equivalent to the first semester of 11th grade English (11A) and meets the requirements for a high school diploma. Laboratory 100 hours. Note: This is a self-paced course in an open-entry, open-exit lab environment. Successful completion of the course results in 5 high school credits.</p>
<b>Justification:</b>	Content Change
<b>Academic Career:</b>	<ul style="list-style-type: none"> <li>• Noncredit</li> </ul>
<b>Mode of Delivery:</b>	<ul style="list-style-type: none"> <li>• Online</li> </ul>
<b>Author:</b>	<ul style="list-style-type: none"> <li>• Caryn Panec</li> <li>• Perner, Kimberli</li> </ul>
<b>Course Family:</b>	No value

### Academic Senate Discipline

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

### Course Development

<b>Basic Skill Status (CB08)</b>	<b>Course Special Class Status (CB13)</b>
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Course is a basic skills course.

Course is not a special class.

### Grading Basis

- 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 0

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	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	100
Studio	0
<b>Total</b>	<b>0</b>

**Course Out-of-Class Hours**

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

ABSE113 - ENGLISH 10B (in-development)

**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.
- 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 appropriate MLA style 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
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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

Independent Study

Methods of Instruction

Multimedia

Out of Class Assignments

N/A

Methods of Evaluation

Rationale

Other

Completion of entire individualized contract

Exam/Quiz/Test

Unit quizzes and tests in response to literature

Writing Assignment

Informative essay

Writing Assignment

Narrative essay

Writing Assignment

Argumentative essay

Report

Research paper development and completion

Textbook Rationale

There are no new publications of this Common Core textbook. New OER material has been implemented to keep material and information up-to-date.

Textbooks

Author	Title	Publisher	Date	ISBN
Bromberger, Lee, and Cathy Casey.	Prentice Hall Literature, Grade 11: Common Core Edition.	Boston: Pearson Education, 2011. Print 11th Grade Textbook Reading Level. ISBN 978-0133268591	2011	978-0133268591
Marzano, Robert J, Janet Allen, and Carol Jago.	Holt McDougal Literature Common Core Student Edition Grade 11.	Geneva: Houghton Mifflin Harcourt,	2012	9780547618418
N/A	Common Core, Common Core Curriculum: English, Grades 9-12.	San Francisco: Wiley,	2014	978-1-118-81130-6

### 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)**

**Description** Grammar Essentials (Excelsior Online Writing Lab)

**Author** Libretexts

**Citation** <https://human.libretexts.org/@go/page/67859>

**Online Resource(s)**

**Description** Writing, Reading, and College Success: A First-Year Composition Course for All Learners

**Author** Kashyap and Dyquisto. City College of San Francisco. LibreTexts

**Citation** <https://human.libretexts.org/@go/page/20608>

**Online Resource(s)**

**Description** 88 Open Essays- A Reader for Students of Composition & Rhetoric

**Author** Wangler and Ulrich. Northwestern Michigan College. LibreTexts

**Citation** <https://human.libretexts.org/@go/page/21509>

**Online Resource(s)**

## Learning Outcomes

### Course Objectives

Differentiate between texts representative of different literary movements or time periods and authors from the beginning of the pre-colonial times to 1865; read, comprehend, and analyze literature, stories, dramas, and poems, as well as literary nonfiction at a 1st semester 11th

grade text complexity.

Demonstrate the writing process including planning, editing, revising and rewriting as needed.

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Conduct short, sustained research projects at an 11th grade 1st semester level to answer a question or solve a problem by synthesizing multiple sources and demonstrating understanding of the investigated subject.

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.

Demonstrate appropriate MLA format and citation wherever indicated in writing assignments.

Use technology to produce, publish and update writing products, e.g. word processing and publishing programs

Demonstrate command of standard English grammar and usage when writing and speaking.

Identify and describe figurative language, word relationships, and nuances in word meanings.

## SLOs

**Compose well-organized literature-based argumentative, informative and narrative essays.**

Expected Outcome Performance: 70.0

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*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*

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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.

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

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**Identify and analyze the elements of American short stories, poems, and informative texts.**

Expected Outcome Performance: 70.0

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*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*

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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*

---

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

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; cultivate creativity that leads to innovative ideas.

Core

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.

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

Core

PLOs

## 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**

**Critical Reading Analysis of American literature texts (40 hours)**

- Identifying historical and cultural context
- identifying elements of literary movements and genres
- Drawing inferences from text
- Determining themes or central ideas
- Determining point of view
- Identifying sequence of events, plot, and characters
- Analyzing connection of character development to theme
- Analyzing author's style, voice, tone, and mood
- Evaluating word choice and connotation
- Analyzing the use of figurative language
- Identifying literary, poetic, and rhetorical devices

**Literature Based Argumentative Essay (15 hours)**

- Argument essay planning
  - Collect and evaluating sources of evidence
  - Narrow claim to develop thesis
  - Organize claims, counterclaims, and evidence
- Argument essay writing
  - Develop supporting claims and reasoning
  - Explain reasoning
  - Cite supporting evidence
  - Connect evidence to claim
  - Introduce and refute counterclaims
  - Conclude to support significance and implications of position

- Revision
  - Varied and appropriate word choice
  - Formal style and standard English conventions
  - Transitions to create cohesion
  - MLA format

#### **Literature Based Informative/Explanatory Writing (15 hours)**

- Developing plan
- Introduction of a topic
- Organization of complex ideas, concepts, and information
- Developing topic
  - Selection of relevant facts
  - Extended definitions
  - Concrete details
  - Quotations, information, examples
- Transitions to create cohesion
- Varied and appropriate word choice
- Establishing and maintaining style and tone
- Conclusion that supports information and explanation presented
- MLA style
- Revising and editing using conventions of standard English language

#### **Literature Based Narrative Writing (10 hours)**

- Developing plan
- Introduction of real or imagined problem, situation, or observation
- Development of dialogue, pacing, description, reflection, plot, experiences, events, characters
- Organizing and sequencing events
- Varied and appropriate word choice
- Conclusion that follows and reflects experience, observation, resolution
- Revising and editing using conventions of Standards of English Language

#### **Research Project (20 hours)**

- Narrow and focus topic
  - initial background research
  - Develop 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/liasons>):**

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