

ABSE116 : ENGLISH 12A

General Information

Author:	<ul style="list-style-type: none">• Caryn Panec• Perner, Kimberli
Course Code (CB01) :	ABSE116
Course Title (CB02) :	ENGLISH 12A
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) :	CCC000457218
Curriculum Committee Approval Date:	04/09/2025
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	ABSE 116 focuses on reading, analyzing, and writing about diverse British Literature selections. Students engage in further practice in the modes of analytical, informative, explanatory, narrative and research based writing with appropriate use of conventions. This course is designed to meet the needs of students who wish to study the first semester of 12th grade English (12A) 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 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

Total Course Out-of-Class Hours 0

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	0
Studio	0
Total	0

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

ABSE115 - ENGLISH 11B (in-development)

Objectives

- Read, comprehend and analyze literature, stories, dramas, and poems, as well as literary nonfiction at a 2nd semester 11th grade text complexity.
- Mastery of 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 2nd 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.
- Use appropriate MLA style and citations wherever indicated in writing assignments.
- Use technology to produce, publish and update writing products, e.g. word process, Google Docs, Turnitin.
- Demonstrate command of standard English grammar and usage when writing and speaking.

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

Independent Study

Methods of Instruction

Multimedia

Methods of Instruction

Tutorial

Out of Class Assignments

N/A

Methods of Evaluation

Rationale

Other

Completion of entire individualized contract

Exam/Quiz/Test

Unit quizzes

Writing Assignment

Analysis of diverse British literature selections in short responses and essays

Project/Portfolio

Guided research project on argumentative proposition

Writing Assignment

Informative Essays

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 12: Common Core Edition.	Pearson Education	2011	978-0133268583
Marzano, Robert J, Janet Allen, and Carol Jago	Holt McDougal Literature Common Core Student Edition Grade 12.	Houghton Mifflin Harcourt,	2012	9780547618425
N/A	Common Core, Common Core Curriculum: English, Grades 9-12.	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) No value

Description Grammar Essentials (Excelsior Online Writing Lab)

Author Libretexts

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

Online Resource(s) No value

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) No value

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) No value

Learning Outcomes

Course Objectives

Identify evidence in a literary selection that supports, defends, or clarifies a position taken in writing an essay.

Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Analyze the theme or meaning of a selection.

Determine the elements of discourse (ex. purpose, audience, speaker, etc.) when preparing to write an expository, persuasive, descriptive or narrative essay; support ideas and arguments with precise and relevant examples from the texts, research and the students' personal experiences.

Use critical research strategies to gather and organize information for a research paper.

Write research-based argument essay that demonstrates integration of evidence and uses MLA style in citing sources within the essay and completing a Works Cited page.

Conduct short, sustained research projects at an 12th grade 1st semester level to answer a question or solve a problem by synthesizing multiple sources and demonstrating understanding of the investigated subject.

Accurately use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

SLOs

Read and respond to historically or culturally significant works of British Literature.

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.

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

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

Write essays that convey a well-defined perspective and an awareness of audience and purpose.

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.

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

Use the library resources to find credible sources for research and organize that information into 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.

Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.

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

Reading Comprehension (30 hours)

- British fiction and non-fiction texts including a variety of fiction and non-fiction texts
- Evaluate assertions and thematic concerns within the socio-cultural and historical contexts of the selections
- Define vocabulary words from selections
- Determine a theme of a text and analyze its supporting details, including how it develops throughout a story
- Analyzing a point of view in a text
- Make inferences about a text and interpret figurative language
- Evaluating multiple sources of information

Literary Responses and Literary Analysis (30 hours)

- Characteristics of literary genres and devices
- Identify use of archetypes drawn from myth and traditions in culture, literature, and film Issues, values, and beliefs expressed in the texts
- Recognize political, social, and philosophical assumptions in a selection of literary and non-literary works on a topic
- Determine two or more main ideas and analyze their development throughout a text with an objective summary
- Evaluating an author's use of literary and rhetorical devices to effectively communicate theme
- Analyze a complex sequence of events and explain how these develop throughout the text

Writing Strategies (40 hours)

- Five-paragraph essays that appropriately respond to literature and non-fiction texts, illustrating critical thinking and writing skills that follow the writing process citing relevant evidence
 - Support ideas and viewpoints through specific details, evidence, and examples
 - Integration of text evidence

- Use MLA format, including citations and Works Cited page.
- Research project on an argumentative proposition to include research notes, outline, rough draft and final draft with:
 - Research question
 - Collection of information using library resources
 - Thesis statement within the introductory paragraph
 - Arguments and counterarguments within the body paragraphs
 - Integration of evidence
 - Statement of significance of topic in the conclusion
 - Various and appropriate transitions between each paragraph
 - Precise language, subject-specific vocabulary, and writing techniques throughout the essay
 - Citations and Works Cited page using Modern Language Association (MLA) style
 - Revisions and editing using conventions of Standards of English Language

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