

Glendale College
Course Outline of Record Report

Course ID 010324
 Revision - April 2025

ABSE187 : Preparation for College Reading and Composition

General Information

Author:	<ul style="list-style-type: none"> • Kimberli Perner • Panec, Caryn
Course Code (CB01) :	ABSE187
Course Title (CB02) :	Preparation for College Reading and Composition
Department:	ABSE
Proposal Start:	Spring 2026
TOP Code (CB03) :	(1520.00) Reading
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000659437
Curriculum Committee Approval Date:	04/09/2025
Board of Trustees Approval Date:	06/17/2025
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 18-64 hours. Note: This course is Pass/No Pass only.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"> • Noncredit
Mode of Delivery:	<ul style="list-style-type: none"> • In-Person • Remote • Hybrid • Online
Author:	<ul style="list-style-type: none"> • Kimberli Perner • Panec, Caryn
Course Family:	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.

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

- Pass / No-Pass 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	18 - 64
Total Course Out-of-Class Hours	0 - 0
Total Student Learning Hours	18 - 64

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
Lecture Hours	18 - 64

Out of Class
0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54

Laboratory Hours	0	0	Course In-Class (Contact) Hours	
Studio Hours	0	0	Lecture	18 - 64
			Laboratory	0
			Studio	0
			Total	18 - 64
			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

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ABSE186 - Essentials in Reading and Paragraph Writing

Objectives

- Comprehend both literature and information-based texts at a high school level.
- Utilize various strategies to develop active reading habits.
- Read and locate details in a passage and identify the stated or unstated main idea.
- Articulate answers to comprehension and analysis questions.
- Demonstrate sentence variation, coherence, and unity within a paragraph.

AND

Advisory

ESL30 - ENGLISH AS A SECOND LANGUAGE LEVEL 3 (in-development)

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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Respond to comprehension and analysis questions.	No Value
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Course Limitations

Cross Listed or Equivalent Course	Description
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No value	No value
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Requisite Validation

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

No Value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
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Methods of Instruction	Laboratory
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Methods of Instruction	Discussion
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Methods of Instruction	Collaborative Learning
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Out of Class Assignments

Finishing readings or essays that were not completed in class.

Methods of Evaluation	Description of Activity/Interaction
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

Learning Outcomes
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 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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Compose and edit a five-paragraph (300+ word) essay which includes a thesis, introduction, body, conclusion, and citations. Expected Outcome Performance: 0.0

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.
	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

Critical Reading Analysis (9-32 hours)

- Comprehension of fiction and non-fiction texts
 - Main Idea, supporting details, context clues
 - Author's purpose and point of view
 - Style and tone
 - Inferences, conclusions, and assumptions
 - Figurative language
 - Elements of fiction: setting, plot, characterization, and theme
- Rhetorical Analysis
 - Main claim, supporting claims, counterclaims
 - Faulty and logical reasoning
 - Validity of evidence
 - Argument structures
 - Compare and contrast arguments

Analytic Essay Writing Process (9-32 hours)

- Analyze argument source texts
 - Identify central claims, counterclaims, and evidence
 - Evaluate reasoning
 - Classify and evaluate evidence
 - Determine faulty reasoning
- Plan and organize
 - Annotation of source texts
 - Outline to organization of evidence and ideas
 - Develop thesis statement
- Draft essay
 - Write an introduction
 - Background information
 - Thesis development
 - Body paragraphs development
 - Topic sentences
 - Integrate evidence
 - Explanation of analysis
 - Develop a conclusion
 - Restate thesis
 - Concluding strategies
- Revision
 - Use rubric to self evaluate
 - Create a logical progression of Ideas
 - Transitions to improve cohesion
 - Identify and correct grammar and punctuation
 - Cite sources and integrate quotations

Total hours: 18-64

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