HSENG 21 - ENGLISH 1

Total Hrs Lecture	49.50	**Total Hrs Lab**	0.00	**Total Course Hrs**	49.50
				Total Student Hrs	99.00
				High School Credits	5.00

COURSE DESCRIPTION

This course helps students improve basic skills in reading, writing, listening, speaking, and grammar. It introduces students to the writing process through basic autobiographical and short narrative responses. Class instruction emphasizes vocabulary development, reading comprehension and analysis of level-appropriate texts, and a command of Standard American English. Students also learn basic MLA formatting and display oral communication competency through basic presentation preparation and delivery. This course enables students to establish competency in 1 of 12 English competencies required by the Adult High School Diploma Program. English 1 is aligned with the California English Language Arts Content Standards for Grade 9 and the CB21 Rubric for ABE/ASE English courses four levels prior to transfer. (This course may be repeated once.)

ENROLLMENT RESTRICTIONS

PREREQUISITES

COREQUISITES

ADVISORIES

Students are advised to have a minimum score of 535 on TABE or with an approved equivalent and through consultation with a noncredit counselor to ensure success in the course.

OUTLINE OF COURSE CONTENT

The course will address the following topics:

I. Reading: word analysis, fluency, and systematic vocabulary development
A. Literal and figurative meaning of words
B. Word derivations
C. Denotative and connotative meaning of words
D. Word parts and dictionary use
E. Homonyms, antonyms, and synonyms.

II. Reading comprehension
A. Analysis of functional workplace and educational documents
B. Organizational patterns, author's intent, and credibility
C. Stated main idea
D. Fact versus opinion
E. Context clues and inferences.

III. Literary response and analysis
A. Comparing works representative of universal themes
B. Identifying expressed purposes in literature using structural features
C. Determining main idea, supporting details, and characterization in literature
D. Analyzing and tracing the development of different works through literary devices, voice, person, and plot.

IV. Writing strategies
A. Establishing a coherent topic sentence in a single paragraph response
B. Developing a basic topic sentence within a single paragraph response using appropriate supporting details, transitional elements, and other examples
C. Revising writing through self and peer editing as well as workshops to improve logic, coherence, and organization within a single paragraph.

V. Writing applications

A. Producing a biographical or autobiographical response
B. Producing a single paragraph literary response with a concise topic sentence
C. Describing with concrete sensory details
D. Making effective use of Standard American English
E. Using appropriate conventions for documentation using MLA standards.

VI. Written and oral language conventions: grammar and mechanics of writing
A. Identifying and correctly using clauses, phrases, and mechanics of basic punctuation
B. Understanding proper sentence construction and sentence types
C. Subjects and verbs
D. Fragments and Run-ons.

VII. Listening and speaking: strategies and applications
A. Analyzing delivery of different media genres
B. Choosing a logical pattern of organization for an oral presentation
C. Delivering an oral response to literature using an effective visual aide.

PERFORMANCE OBJECTIVES

Upon successful completion of this course, students will be able to do the following:

1). Develop and support a detailed, clear, and effective topic sentence for a single paragraph writing response
2). Compose a concise main idea sentence in response to a level-specific reading assignment
3). Produce an autobiographical response in single paragraph form
4). Communicate a firm grasp of sound grammatical principles and conventions of Standard American English through written work
5). Compose a single paragraph narrative response to a universal theme that both displays a sound understanding of level-specific literature, organizational patterns, author's intent, and literary devices and illustrates one's own ideas in response to textual examples
6). Develop and present a focused oral presentation that uses a basic visual aide support.

ASSIGNMENTS

Assignments will be consistent with, but not limited by, the following types and examples:

In-class assignments will be consistent with, but not limited by, the following types and examples:
1). Use a dictionary in addition to context clues to identify meaning for new vocabulary words
2). Analyze popular autobiographical responses
3). Analyze and discuss universal themes and literary devices is short stories, newspaper articles, poetry, and plays
4). Write journal entries in response to a variety of readings from different genres
5). Write multiple single paragraph responses reflecting both personal experiences and literary details
6). Prepare for and deliver an oral presentation with a basic visual aide.

Outside-of-class assignments are necessary to satisfy the Title 5 mandated minimum required hours of combined "lecture, study, or laboratory work" (§55154 (h)):
1). Read short fiction, newspaper and magazine articles, and/or websites prior to lecture class discussion
2). Prepare single paragraph and journal responses
3). Complete vocabulary and other workbook assignments
4). Prepare and practice oral presentation and visual aide
5). Edit single paragraph responses in reaction to student workshops.

STUDENT LEARNING OUTCOMES

	Learning Outcome		*Mode of Assessment*
1.	Students will craft a single paragraph response that follows Standard American English conventions in sentence construction and punctuation.	1.	Students will submit a single paragraph sample from a processed piece of writing that will be scored using an AHS Single Paragraph Rubric.
2.	Given an audience and purpose, students will compose a coherent and appropriate topic sentence within a single paragraph response.	2.	Students will submit a single paragraph sample from a processed piece of writing that will be scored using an AHS Thesis Sentence Rubric.

3. Students will be able to identify relevant textual support features to display their understanding of new vocabulary in addition to the main idea, purpose, point of view, credibility, organization, and tone of an author's writing.	3. Students will be provided with a designated reading prompt. They will be asked to display their understanding of the textual features by answering a series of multiple choice questions.

METHODS OF INSTRUCTION

Instructional methodologies will be consistent with, but not limited by, the following types or examples:

1). Lecture to present new material
2). Small group work to encourage student interaction and participation
3). Dictionary use
4). Reading assignments to expand vocabulary and comprehension skills
5). Handouts, workbook, and other reading assignments
6). Paragraph and journal writing and revision
7). Modeling oral presentation styles to help develop listing and speaking skills.

METHODS OF EVALUATION

Evaluation methodologies will be consistent with, but not limited by, the following types or examples:

1). Single paragraph responses using the AHS Single Paragraph Rubric
2). Effective topic sentence writing using the AHS Thesis Sentence Rubric
3). Short reading quizzes based on out-of-class reading assignments
4). Initial class assessment tests, unit tests, vocabulary and other exams
5). Student participation in small group assignments
6). Student workshops and peer editing sessions
7). Oral presentations using a basic visual aide.

REQUIRED TEXTBOOKS

Examples of typical textbooks for this course include the following:

1). Flachmann, Kim. Mosaics: Reading and Writing Paragraphs. 5th ed., Pearson Education, 2011. ISBN: 978-0205028009
2). Cisneros, Sandra. The House on Mango Street. 1st ed., Vintage, 1991. ISBN: 978-0679734772
3). Goodman, Roger. 75 Short Masterpieces. 1st ed., Bantam, 1985. ISBN: 978-0553251418
4). Literature: Reader's Choice. 1st ed., McGraw-Hill/Glencoe, 2006. ISBN: 978-0078454820
5). Other works that feature short stories, autobiographical responses, and famous speeches.

OTHER REQUIRED INSTRUCTIONAL MATERIALS

1). Print card
2). USB drive

COURSE REPEATABILITY

Total Completions Allowed:	***In Combination With:***
2	