

COURSE OUTLINE**Developmental Skills Lab 114
English 11A****I. Catalog Statement**

Developmental Skills Lab 114 meets the needs of students who wish to earn credit for 11th grade English. This course focuses on reading, analyzing, and writing about American Literature selections through 1899. An introduction to the modes of descriptive, narrative, and business writing is included as well as an introduction to the research paper.

Units — 0.0

Total Laboratory Hours — 100.0

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.

II. Course Entry Expectations

Skill Level Ranges: Reading: 5, Writing: 5, Listening/Speaking: 5, Math: 1.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. write five-paragraph essays that reflect the appropriate rhetorical mode;
2. determine the meaning of new words encountered in reading materials;
3. read and respond to historically or culturally significant works of American literature;
4. write essays that convey a well-defined perspective, tightly reasoned argument, and an awareness of audience and purpose;
5. write a two- to three-page research paper;
6. construct a letter of application, business letter, and a resume;
7. demonstrate a command of grammar, syntax, diction, and mechanics.

IV. Course Content

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| A. | Reading Comprehension and Analysis | 40 hours |
| | 1. Context clues to identify word meanings | |
| | 2. Literary terms and devices within the reading selection | |
| | 3. Issues and beliefs reflected in the reading selections | |

4. Recognition and evaluation of prevalent themes in American literature
5. Different genres of American literature (prose and poetry)
- B. Exposition 60 hours
 1. Composition of a five-paragraph essay with supporting details that reflects a rhetorical mode
 - a. Descriptive essay
 - b. Narrative essay
 2. Use of critical analysis to construct a five-paragraph essay with textual evidence about an American literary selection
 - a. Fiction
 - b. Non-fiction (journals, essays and biography)
 - c. Poetry
 3. The process of writing, revising and editing
 4. Formulation of a letter of application, business letter, and resume
 5. Development of a two- to three-page research paper
 - a. Collection of information on note cards
 - b. Outline
 - c. Thesis statement or controlling idea
 - d. Citation of references to substantiate position
 - e. Bibliography

V. Methods of Presentation

The following instructional methodologies may be used in the course:

1. independent study using worksheets and texts;
2. computer-aided instruction;
3. video instruction.

VI. Assignments and Methods of Evaluation

1. Essays
2. Letters
3. Resume
4. Research paper
5. Unit tests

VII. Textbooks

Applebee, A., et al. The Language of Literature: American Literature.
Evanston: McDougal Littell, 2002.
11th Grade Textbook Reading Level. ISBN 0-618-17047-2.

Checkett, G. and L. Checkett. The Write Start with Readings: Paragraphs to Essays.
New York: Addison-Wesley, 2002.
11th Grade Textbook Reading Level. ISBN 0-321-06118-7.

VIII. Student Learning Outcome

- demonstrate a command of grammar, syntax, diction, and mechanics;
- read and respond to historically or culturally significant works of American literature;
- recognize, write, and edit a narrative and descriptive essay;
- write essays, stories, and business letters that convey a well-defined perspective and awareness of audience and purpose;
- use the Internet to find credible sources for research and organize that information into a research paper.