

COURSE OUTLINE

**Developmental Skills Lab 116  
English 12A**

**I. Catalog Statement**

Developmental Skills Lab 116 meets the requirements of twelfth grade high school English. Literary analysis, written responses to literature, research report writing, and the elements of discourse are emphasized in this course.

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 this course is worth 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. develop warranted and reasonable positions by using elements of the text to defend and clarify interpretations;
2. analyze an author's implicit and explicit philosophical assumptions and beliefs;
3. analyze the theme or meaning of a selection;
4. explain the elements of discourse (for example, purpose, audience, speaker, etc.) when planning, organizing, writing, and revising expository, persuasive, descriptive, or narrative writing assignments;
5. support ideas and arguments with precise and relevant examples from the texts, research, and the students' personal experiences;
6. use critical research strategies to gather and organize information from library research;
7. write research-based argument essays that demonstrate knowledge of correct MLA format in citing sources within the essay and completing a Works Cited page.

**IV. Course Content**

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|----|--|----------|
| A. | Reading Comprehension  | 30 hours |
|    | 1. Fiction and non-fiction texts including short stories, drama, biography, film essays, and one novel   |          |
|    | 2. Evaluate assertions and thematic concerns within the socio-cultural and historical contexts of the selections   |          |
|    | 3. Define vocabulary words from selections   |          |
| B. | Literary Responses and Literary Analysis   | 30 hours |
|    | 1. Characteristics of literary genres  |          |
|    | 2. Use of archetypes drawn from myth and traditions in culture, literature, and film   |          |
|    | 3. Issues, values, and beliefs expressed in the texts  |          |
|    | 4. Political, social, and philosophical assumptions in a selection of literary and non-literary works on a topic   |          |
| C. | Writing Strategies   | 40 hours |
|    | 1. Five-paragraph essays that appropriately respond to literature and non-fiction texts, illustrating critical thinking and writing skills that follow the writing process |          |
|    | 2. Support of ideas and viewpoints through specific details and examples   |          |
|    | 3. Six- to ten-page research project on an argumentative proposition of the student's choosing:  |          |
|    | a. Research  |          |
|    | b. Thesis statement  |          |
|    | c. Arguments for and against thesis statement  |          |
|    | d. Outline   |          |
|    | e. Correct Modern Language Association (MLA) format  |          |

**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. small group and one-on-one student/teacher instruction;
4. video instruction.

**VI. Assignments and Methods of Evaluation**

Unit tests.  
Essays.  
Research paper.

**VII. Textbook(s)**

Madden, F. Exploring Literature.  
New York: Longman, 2001.  
10<sup>th</sup> Grade Textbook Reading Level. ISBN: 0-321-01183-X.

Checkett, L. and G. Feng-Checkett. The Write Start with Readings: Paragraphs to Essays.  
New York: Longman, 2002.  
10<sup>th</sup> Grade Textbook Reading Level. ISBN: 0-321-06118-7.

**VIII. Student Learning Outcome**

- demonstrate a command of grammar, syntax, diction, and mechanics;
- read and analyze works of literature presenting culturally diverse, feminist, and alternative lifestyle viewpoints;
- use context clues to infer vocabulary definitions;
- develop a persuasive essay and a comparison/contrast essay using supporting examples;
- use the internet to find credible sources for research and arrange that information into a research paper.