

COURSE OUTLINE**Developmental Skills Lab 115  
English 11B****I. Catalog Statement**

Developmental Skills Lab 114 meets the needs of students who wish to earn credit for 11<sup>th</sup> grade English. This course focuses on reading, analyzing, and writing about American Literature selections through 1899. Further practice in the modes of descriptive, narrative, and research paper writing is included.

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. 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 selections                 |          |
| 3. Issues and beliefs reflected in the reading selections                   |          |
| 4. Recognizing and evaluating prevalent themes in American literature       |          |
| 5. Comprehending different genres of American literature (prose and poetry) |          |
| 6. Similarities and differences among literary works by the same author     |          |

- B. Exposition 60 hours
1. Five-paragraph essay with supporting details that reflects a rhetorical mode
    - a. Example essay
    - b. Comparison or contrast essay
    - c. Cause or effect essay
    - d. Definition 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 including journals, essays, and biographical works
    - c. Poetry
    - d. Drama
  3. Use of personal experience or observation in writing a five-paragraph essay
  4. Editing and revision
  5. Development of a two- to three-page research paper
    - a. 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. Research paper.
3. Unit test.

VII. **Textbooks**

Applebee, A., et al. The Language of Literature: American Literature.

Evanston: McDougal Littell, 2002.

11<sup>th</sup> 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.

11<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 respond to historically or culturally significant works of American literature;
- recognize, write, and edit the example, cause or effect, definition, and comparison/contrast essay;
- write essays and stories that convey a well-defined perspective and an awareness of audience and purpose;
- use the internet to find credible sources for research and organize that information into a research paper;