



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	AHSD
Course Number:	503
Descriptive Title:	High School Fundamentals of Writing B
Division:	Adult High School Diploma
Department:	Adult High School Diploma
Course Disciplines:	Adult High School Diploma
Catalog Description:	This noncredit high school level course provides students with a review of the writing process and outline. It gives students opportunities to explore writing styles, and it includes an introduction to research paper writing. Students strengthen skills in grammar, vocabulary, and oral presentation. Successful completion of this course contributes to progress toward a high school diploma or equivalent. From 1-10 high school credits can be earned in 15-hour modules. Note: This course is open entry/open exit.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.83 to 8.33
Hours Laboratory (per week):	0
Outside Study Hours:	1.66 to 16.66
Total Course Hours:	15 to 150
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	

Other:	
Cal-GETC:	
Term:	
Other:	
Student Learning Outcomes:	Upon completion of this course, students will be able to: 1. use vocabulary appropriately in various contexts. 2. write an essay with relevant thesis and functional grammar usage. 3. analyze a contemporary social issue and write a well-developed research paper using MLA style.
Course Objectives:	1. Use concise and accurate vocabulary. 2. Use context clues in understanding unknown vocabulary. 3. Make inferences and draw conclusions in reading comprehension leading to vocabulary acquisition. 4. Apply analogies to understand the relationships between words. 5. Use a dictionary and a thesaurus. 6. Examine roots, suffixes, and prefixes of words. 7. Create an outline of possible topics to be discussed in an essay. 8. Brainstorm and use a graphic organizer to formulate ideas for essay writing. 9. Develop an essay in one of the following styles: narrative, expository, persuasive, and comparison. 10. Write a well-structured essay with a thesis and supporting details. 11. Use correct grammar, spelling, and punctuation in writing. 12. Proof-read and self-edit an essay with peers and instructor to evaluate structure and content, and to improve written works. 13. Use resources to determine a relevant social issue. 14. Review published literature on research topic. 15. Create a survey to be distributed to classmates. 16. Use MLA style in research writing. 17. Proof-read and self-edit with peers and instructor to evaluate structure and content, and to improve written works.
Major Topics:	Note that this is high school level content: I. Essay Writing (lecture)

- A. Free writing and brainstorming
- B. Mapping and outlining
- C. Researching your topic
- D. Writing a thesis statement
- E. Supporting and organizing the thesis with specific evidence
- F. Revising your essay for unity, support, coherence, and sentence skills
- G. Proofreading
- H. Rewriting and revision

II. Grammar and structure (lecture)

- A. Identifying common grammar errors in writing
 - 1. Fragments, run-on and comma splice
 - 2. Tenses
 - 3. Subject-Verb agreement
 - 4. Working with commas and other marks of punctuation
- B. Understanding coordination and subordination
- C. Implementing paragraph principles toward cohesive, unified essays
- D. Exercising logic - fact vs. opinion
- F. Choosing the right words
- G. Explaining a process, constructing a definition and arguing an opinion

III. Vocabulary Building (lecture)

- A. Origin of words
- B. Improve understanding of new words
- C. Contextualized reading
- D. Reading to increase knowledge of words
- E. Effective dictionary uses for vocabulary building
- F. Building a workable word bank

	IV. Introduction to Research (lecture) A. Selecting a topic that can be readily researched B. Limiting the research topic and making the purpose the research paper clear C. Gathering information on a limited topic D. Planning a research paper and taking notes E. Exploring formats - MLA and APA styles F. Researching methods G. Using proper parenthetical citation and works cited
Total Lecture Hours:	15 to 150
Total Laboratory Hours:	0
Total Hours:	15 to 150
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	In a paragraph, trace the etymology of a given word analyzing its root, prefix, and suffix.
Critical Thinking Assignment 1:	Write a five-paragraph essay comparing or contrasting your school experience with those Ellen Ganz describes in "What's Wrong with Schools" by Casey Banas.
Critical Thinking Assignment 2:	Use the Internet and community-based resources to formulate a hypothesis on contemporary social issues, such as immigration, in a five-page research paper using MLA style and proper documentation for works cited.
Other Evaluation Methods:	Essay Exams, Journal kept throughout course, Objective Exam, Quizzes, Reading Reports, Term or Other Papers, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Langan, John. <i>Exploring Writing Paragraphs and Essays</i> , 3rd Edition. McGraw-Hill, 2012 (Discipline Standard)
Alternative Texts:	

Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	03/02/2024
Original Board Approval Date:	01/13/2025
Last Reviewed and/or Revised by:	Matt Kline
Date:	03/11/2026

Last Board Approval Date:	05/20/2026
Effective Term:	FA 2026