



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	AHSD
Course Number:	507
Descriptive Title:	High School Literature in a Multicultural Society
Division:	Adult High School Diploma
Department:	Adult High School Diploma
Course Disciplines:	Adult High School Diploma
Catalog Description:	This non-credit high school level course is a survey of multicultural literature (fiction and non-fiction) focusing on social, cultural, and literary contexts. Students improve their reading comprehension, writing, and critical thinking skills, and awareness of multicultural literary perspectives. 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 units
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 the course, students will be able to: 1. interpret theme, tone, imagery, and other important literary devices found in multicultural literature. 2. compare common themes in culturally diverse works of literature. 3. analyze social, historical, and/or cultural contexts in literary works.
Course Objectives:	1. Read and discuss works by modern writers of various cultural backgrounds. 2. Research literary terms and devices in literature. 3. Use resources to analyze the social, historical, cultural contexts of literary themes. 4. Compose written responses on the topic of theme, tone, or imagery in a literary work. 5. Compare similar themes found in multicultural literature. 6. Create an outline of common themes to be discussed in an essay. 7. Write a well-structured essay with a supporting thesis statement. 8. Use proper grammar, punctuation, and spelling. 9. Proofread and edit essay. 10. Use MLA format for research paper, parenthetical citations, and works cited. 11. Research historical context as related to a piece of literature. 12. Create a list of social, historical, and cultural events to be discussed in a research paper.
Major Topics:	Note that this is high school level content: I. Literary elements (lecture) A. Plot B. Characters C. Theme D. Setting E. Point of view F. Conflict II. Literary techniques (lecture) A. Figurative language

	B. Diction C. Tone D. Flashback E. Foreshadowing III. Literary context (lecture) A. Social B. Historical IV. Poetry (lecture) A. Form B. Sound C. Rhyme D. Meter V. Writing about literature (lecture) A. The writing process B. Essays C. The research process D. Research papers E. MLA documentation
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:	Before you read the three acts in Estella Portillo's "The Day of the Swallows," you will study key vocabulary words. After you read, you will first use the SAY-MEAN-MATTER technique to closely read and interpret parts of each act. Finally, you will use a concept circle to write a one-page summary of the three acts.
Critical Thinking Assignment 1:	Write a paragraph describing a theme in "The Day of the Swallows" by Estela Portillo. Provide examples from the play and make a connection-to your life, to people you've known, to current events, or to history-in your paragraph.

Critical Thinking Assignment 2:	Review the definitions for speaker and effect. Then, read the poem "The Red Wheelbarrow" by William Carlos Williams and in a paragraph explain the kind of eye the speaker sees the image with and the general impression the poem creates within the reader.
Other Evaluation Methods:	Essay Exams, Multiple Choice, Quizzes, Reading Reports, Term or Other Papers, Written Homework
Instructional Methods:	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, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Kennedy, X.J. and Diana Gioia. <i>Literature: An Introduction to Fiction, Poetry, Drama, and Writing</i> , 13th edition. Pearson, 2019. (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).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
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Requisite Skill and Matching skill(s): Bold	

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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	04/15/2024
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