



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	AHSD
Course Number:	556
Descriptive Title:	High School English 2
Division:	Library, Academic Support, and Noncredit
Department:	Adult High School Diploma
Course Disciplines:	Adult High School Diploma
Catalog Description:	This noncredit high school level course provides students with an advanced foundation of literature using a variety of genres and themes. It helps students improve their skills in reading comprehension, literary analysis, writing mechanics, and oral presentations. The course supports students in their 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:	AHSD 555 or placement based on the English assessment process
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 16.67
Total Course Hours:	15 to 150
Course Units:	0
Grading Method:	Pass/No Pass only
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. Analyze literary texts by identifying themes, central ideas, and literary devices in a variety of genres, demonstrating comprehension through written responses or class discussions. 2. Produce organized written work (such as an essay, research paper, or narrative analyze) that demonstrates clear structure, use of supporting evidence, and command of standard English conventions. 3. Deliver an organized oral presentation that clearly communicates ideas about literary texts using appropriate structure, supporting details, and visual or digital media when appropriate.
Course Objectives:	1. Use general academic and literary devices to analyze and critique literature. 2. Analyze and critique organizational patterns, structural features, arguments in any given text, demonstrating comprehension of a variety of reading materials. 3. Analyze literary works from various perspectives, focusing on purposes, characteristics, and themes. 4. Analyze the theme and central idea and how they are developed over the course of a text. 5. Compose research papers, essays, and narrative analyses demonstrating understanding of information. 6. Write and speak with command of Standard English conventions: punctuation, paragraph and sentence construction. 7. Compose and create organized, focused, and coherent oral presentations using various methods of media.
Major Topics:	I. Introduction to Literary Analysis (lecture) A. Elements of literature including plot, character, setting, and conflict B. Identification and interpretation of common literary devices such as symbolism, imagery, and figurative language C. Strategies for reading and annotating literary texts II. Reading Comprehension and Critical Thinking (lecture) A. Identifying main ideas, supporting details, and author's purpose B. Analyzing organizational patterns and structural features of texts C. Evaluating arguments and evidence in informational and literary texts III. Analysis of Literary Genres (lecture) A. Study of fiction, including short stories and novels B. Study of poetry, including form, tone, and figurative language C. Study of drama and other literary forms IV. Themes and Perspectives in Literature (lecture) A. Identification of themes and central ideas in literary texts B. Examination of cultural, historical, and social perspectives in literature C. Discussion of how themes develop throughout a text V. Writing Skills and the Writing Process (lecture) A. Prewriting strategies such as brainstorming, outlining, and research B. Drafting, revising, editing, and proofreading written work C. Development of thesis statements and supporting arguments VI. Composition of Essays and Research Papers (lecture) A. Writing narrative, analytical, and argumentative essays

	B. Incorporating textual evidence and research sources C. Organizing essays with introductions, body paragraphs, and conclusions VII. Grammar, Mechanics, and Standard English Conventions (lecture) A. Sentence structure, punctuation, and paragraph development B. Correct usage of grammar and vocabulary in written communication C. Editing and proofreading techniques VIII. Oral Communication and Presentations (lecture) A. Organizing and preparing oral presentations B. Use of visual aids and multimedia to support presentations C. Speaking techniques including clarity, tone, and audience engagement IX. Media Literacy and Evaluation of Sources (lecture) A. Identifying credible sources and distinguishing fact from opinion B. Evaluating bias, reliability, and relevance of information sources C. Ethical use of information and avoidance of plagiarism
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):	
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	The general populace, or common people, of Rome were referred to as plebeians, while the upper class of rulers and scholars were called the patricians. Which of Machiavelli's ideas about plebeians are supported in Julius Caesar? For example, is the public portrayed as selfish, changeable, ignorant, or lacking in gratitude? Write a 3-page essay explaining Machiavelli's philosophies about plebeians. Give five examples for each of the three Machiavellian philosophies listed in your text and cite passages from the play to support your explanations.
Critical Thinking Assignment 1:	Write a 2–3-page persuasive essay defining what you consider to be the qualities of a good leader by describing someone who manifests these traits. Complete the pre-writing graphic organizer before composing your first draft and the self-revision form before composing your final draft.
Critical Thinking Assignment 2:	Over a 3-day period, watch television, looking closely at stereotypes shown in the news, television programs, or movies shown on television. While watching television, fill out the identifying stereotypes in the media worksheet to analyze your findings. Choose one of the groups found on television you felt to be particularly misrepresented or stereotyped. Create a timeline showing important events in that group's history and events of under representation.
Other Evaluation Methods:	Essay Exams, Quizzes, Reading Reports, Term or Other Papers, Written Homework
If Other:	
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:	Hiebert, Elfrieda H.; Gallagher, Kelly; Morrell, Ernest; Cummins, Jim. <i>myPerspectives: English Language Arts, Grade 10</i> . Savvas Learning Company, 2022.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite	Prerequisite
Category	sequential
Requisite course:	AHSD 550 High School English 1
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Identify the main idea and supporting details in grade-appropriate literary and informational texts. AHSD 550: Identify the main idea and supporting details in grade-appropriate literary and informational texts. Develop short essays that include an introduction, body, and conclusion. AHSD 550: Develop short essays that include an introduction, body, and conclusion. Apply standard English grammar, capitalization, punctuation, and spelling in written work. AHSD 550: Apply standard English grammar, capitalization, punctuation, and spelling in written work. Revise and edit written assignments to improve clarity, organization, and correctness. AHSD 550: Revise and edit written assignments to improve clarity, organization, and correctness. Demonstrate effective reading and writing strategies needed to complete high school–level English coursework. AHSD 550: Demonstrate effective reading and writing strategies needed to complete high school–level English coursework.
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	03/08/2026
Original Board Approval Date:	05/20/2026
Effective Term:	FA 2026