



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	AHSD
Course Number:	557
Descriptive Title:	High School English 3
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 covers American literature using a historical approach. It includes social, political, and intellectual trends connected with the following time periods: Pre-Colonial Era, the American Revolution, the New England Renaissance, Slavery and the Civil War, the Frontier Era, the Harlem Renaissance, and the Modern Era. Emphasis is placed on the development of writing and critical thinking skills. This course supports students' 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 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 American literary and informational texts from different historical periods by identifying central ideas, rhetorical strategies, and historical influences that shape the author's message. 2. compose organized analytical or research essays on American literature or historical themes that incorporate credible sources, textual evidence, and appropriate Standard English conventions. 3. deliver structured oral or multimedia presentations on American literary works or historical topics that clearly communicate ideas, support claims with evidence, and engage the intended audience.
Course Objectives:	1. Examine the structure, organization, arguments, persuasive techniques, word choice, and rhetorical devices used in public documents, informational materials, and other expository texts. 2. Analyze arguments, positions, trends, styles, and rhetorical devices in American literature. 3. Investigate the underlying philosophical concepts and beliefs expressed in American non-fiction texts. 4. Produce clear and coherent essays that are tailored to a specific task and demonstrate a thorough understanding of the subject matter. 5. Utilize a variety of reliable media and online resources to conduct research and compose informative essays. 6. Deliver comprehensive multimedia presentations and oral responses on American literary works. 7. Demonstrate a strong command of standard English conventions, including vocabulary development, punctuation, paragraph and sentence construction.
Major Topics:	I. Introduction to American Literature and Historical Context (lecture) A. Overview of major periods in American literature B. Relationship between historical events and literary expression C. Strategies for reading and analyzing historical and literary texts II. Pre-Colonial and Early Colonial Literature (lecture) A. Oral traditions and narratives of Indigenous peoples B. Early colonial writings and accounts of exploration and settlement C. Themes of survival, religion, and cultural identity III. Literature of the American Revolution (lecture) A. Persuasive texts and political documents of the Revolutionary period B. Analysis of rhetorical strategies in foundational American writings C. Themes of liberty, democracy, and national identity IV. The New England Renaissance and Transcendentalism (lecture) A. Literary contributions of major American Romantic writers B. Philosophical ideas in transcendentalist and reformist writings C. Themes of individualism, nature, and social reform V. Slavery, Abolition, and the Civil War Era (lecture) A. Slave narratives and abolitionist literature B. Literary responses to slavery and the Civil War C. Examination of rhetorical techniques in speeches and essays

	VI. Frontier Literature and American Expansion (lecture) A. Literature reflecting westward expansion and frontier life B. Themes of independence, opportunity, and conflict with nature C. Development of regional voices in American writing VII. The Harlem Renaissance (lecture) A. Cultural and literary contributions of African American writers B. Exploration of identity, race, and social justice in literature C. Poetry, essays, and fiction of the Harlem Renaissance movement VIII. Modern and Contemporary American Literature (lecture) A. Literary responses to industrialization, war, and social change B. Analysis of modern themes, styles, and narrative techniques C. Diverse voices and perspectives in contemporary American writing IX. Writing and Research in American Literature (lecture) A. Development of thesis-driven essays and literary analysis B. Conducting research using credible academic and online sources C. Integrating quotations, citations, and evidence into written work X. Oral Communication and Multimedia Presentations (lecture) A. Preparation and organization of presentations on literary works B. Use of multimedia tools and visual aids to support analysis C. Techniques for effective speaking and audience engagement
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:	Select a literary work by an American author from a traditionally underrepresented background (such as an Indigenous, African American, Latinx, or LGBTQ+ author). Create a 7-8 slide multimedia presentation that includes: An introduction to the author and their background; a summary of how their experiences and identity influence the themes and messages in their work; at least two examples from your chosen text that highlight DEI themes, with an explanation of their significance. Present your project to the class, focusing on how the author's work contributes to our understanding of diversity and equity in American literature.
Critical Thinking Assignment 1:	Choose a non-fiction text by an American author who discusses diversity, equity, and inclusion (DEI) themes, such as identity, equality, or social justice (examples works by James Baldwin, Audre Lorde, or bell hooks). Identify and explain at least two philosophical ideas the author expresses regarding DEI issues. Consider how these ideas reflect broader social beliefs or challenge readers to think differently. Write a 2-3 paragraph analysis explaining how the author's background and perspective contribute to these philosophical ideas. End with a brief personal reflection on how these concepts impact your understanding of DEI in American society.
Critical Thinking Assignment 2:	Read Sojourner Truth's "Ain't I a Woman?" Then, write a 2- to 3-paragraph response addressing the following questions: What is the author arguing or trying to convey, and how does this relate to her social, cultural, or historical context? Include specific words and phrases that stand out and support your answer. Finally, explain whether you can relate to or understand the beliefs and values expressed in the text. After composing your response, you will share your ideas in a small group of 2-3 classmates.

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), 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: American Literature</i> . Savvas Learning Company, 2022.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite	Prerequisite
Category	sequential
Requisite course:	AHSD 551 High School English 2
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Use general academic and literary devices to analyze and critique literature. AHSD 551: Use general academic and literary devices to analyze and critique literature. Analyze and critique the organizational patterns, structural features, arguments in any given text, demonstrating comprehension of a variety of reading materials. AHSD 551: Analyze and critique the organizational patterns, structural features, arguments in any given text, demonstrating comprehension of a variety of reading materials. Compose research papers, essays, and narrative analyses demonstrating understanding of information. AHSD 551: Compose research papers, essays, and narrative analyses demonstrating understanding of information. Write and speak with command of Standard English conventions: punctuation, paragraph and sentence construction. AHSD 551: Write and speak with command of Standard English conventions: punctuation, paragraph and sentence construction.
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable	
Requisite course:	
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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