



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	AHSD
Course Number:	558
Descriptive Title:	High School English 4
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 focuses on British literature using the historical approach. It includes social, political, and intellectual trends connected with the following time periods: Anglo-Saxon, Medieval, English Renaissance, Renaissance drama, the early 17th century, the Restoration and the 18th century, the Romantic Era, the Victorian Age, and contemporary British poetry and prose. Emphasis is placed on the development of writing, critical thinking, and the use of literary tools. 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 British literary and informational texts from multiple historical periods by identifying major themes, literary techniques, and the social or philosophical ideas reflected in the works. 2. compose a well-organized essay that presents a clear argument supported by textual evidence, demonstrating effective writing strategies and appropriate standard English conventions. 3. apply vocabulary development and word analysis strategies, including the use of roots and affixes, to interpret and discuss complex literary and informational texts.
Course Objectives:	1. Create a well-structured argument that includes supporting claims, opposing arguments, and evidence to back up both sides. 2. Apply effective writing strategies to demonstrate knowledge of various British authors' perspectives, influences, trends, styles, assumptions, and beliefs. 3. Evaluate British literature from different time periods, focusing on literary techniques. 4. Investigate the underlying philosophical concepts and beliefs expressed in British non-fiction texts. 5. Engage in word analysis, focusing on roots and affixes, to systematically enhance vocabulary development. 6. Demonstrate a strong command of standard English conventions, including vocabulary development, punctuation, paragraph and sentence construction.
Major Topics:	I. Introduction to British Literature and Historical Context (Lecture) A. Overview of major periods in British literature B. The relationship between literature and historical events C. Literary genres and forms in British literature D. Strategies for reading and analyzing literary texts II. Anglo-Saxon Literature (Lecture) A. Historical and cultural background of Anglo-Saxon England B. Characteristics of Anglo-Saxon poetry and oral tradition C. Themes such as heroism, fate, and loyalty D. Analysis of representative works III. Medieval Literature (Lecture) A. Historical context of the Medieval period B. Influence of religion and the feudal system on literature C. Development of allegory and morality tales D. Analysis of representative prose and poetry IV. The English Renaissance (Lecture) A. Humanism and intellectual developments of the Renaissance B. Characteristics of Renaissance poetry and prose C. Major themes such as individualism and the nature of humanity D. Analysis of representative literary works V. Renaissance Drama (Lecture) A. Development of English theater during the Renaissance B. Structure and conventions of dramatic works C. Themes such as power, ambition, and human conflict D. Analysis of representative plays

	VI. Early Seventeenth-Century Literature (Lecture) A. Historical and social influences of the period B. Metaphysical poetry and prose C. Literary style, imagery, and symbolism D. Analysis of representative works VII. Restoration and Eighteenth-Century Literature (Lecture) A. Social and political influences of the Restoration period B. Development of satire, essays, and early novels C. Literary techniques and stylistic features D. Analysis of representative works VIII. The Romantic Era (Lecture) A. Historical context and reaction to industrialization B. Emphasis on emotion, imagination, and nature C. Characteristics of Romantic poetry and prose D. Analysis of representative literary works IX. The Victorian Age (Lecture) A. Social, cultural, and technological changes of the Victorian period B. Themes of social reform, morality, and industrialization C. Development of the Victorian novel and poetry D. Analysis of representative works X. Contemporary British Literature (Lecture) A. Social and cultural trends influencing modern British writing B. Themes in contemporary poetry and prose C. Literary experimentation and diverse perspectives D. Analysis of representative works XI. Literary Analysis and Critical Thinking (Lecture) A. Identifying themes, literary devices, and rhetorical strategies B. Evaluating arguments and perspectives in literary and non-fiction texts C. Comparing literary works across historical periods XII. Writing and Language Development (Lecture) A. Writing analytical and argumentative essays about literature B. Supporting claims with textual evidence C. Standard English conventions, including grammar, punctuation, and sentence structure D. Vocabulary development through word analysis, including roots and affixes
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:	Read the poem "The White Man's Burden" by Rudyard Kipling. As you read, take note of words, phrases, and themes that convey views on race, empire, and cultural superiority. Consider: How does Kipling describe non-European characters, cultures, or lands? What assumptions about racial hierarchy and "civilization" do he seem to make? Reflect on how Kipling's background and the context of British imperialism in the late 19th and early 20th centuries influenced his portrayal of non-European peoples and cultures. Think about the message he is conveying about empire and the British role in the world. Then, write a 5-paragraph essay analyzing the racial and colonialist themes in Kipling's work. Clearly state

	how Kipling's work reflects racist and colonialist attitudes and support your argument with specific quotes or passages from the text. Consider how modern readers might view Kipling's work and the potential impacts of reading and studying literature that promote these perspectives today. How can understanding this historical context help us critically evaluate Kipling's legacy?
Critical Thinking Assignment 1:	Choose a British non-fiction text that explores a social or philosophical issue, such as “A Vindication of the Rights of Woman” by Mary Wollstonecraft or “The Subjection of Women” by John Stuart Mill. Identify and analyze at least five key terms in the text that relate to diversity, equity, and inclusion (DEI) topics (e.g., “rights,” “equality,” “freedom”). Look up each word’s origin, root, or affixes, and explain how the word choice helps to convey the author’s beliefs or perspective. Write a 4-paragraph response describing how the author’s language and philosophical views contribute to modern discussions on social equity or gender rights. Sharing how learning about these terms and their meanings can help us understand historical perspectives on DEI issues.
Critical Thinking Assignment 2:	Choose a British author whose work reflects ideas about social class and its impact on individuals and society (such as Charles Dickens, George Orwell, or Virginia Woolf). Write a 2-3 paragraph analysis describing how the author’s background and time period shaped their views on social class. Use quotes or examples from the text to show how they convey these beliefs. Reflect on how the author’s depiction of class differences relates to contemporary issues of social equity and inclusion. In your final paragraph, explain how literature can be a tool for understanding or challenging social issues across time periods.
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:	Prentice Hall. <i>myPerspectives: British and World Literature, Grade 12</i>. Savvas Learning Company, 2017. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite	Prerequisite
Category	sequential
Requisite course:	AHSD 552 High School English 3
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Examine the structure, organization, arguments, persuasive techniques, word choice, and rhetorical devices used in public documents, informational materials, and other expository texts. AHSD 552: Examine the structure, organization, arguments, persuasive techniques, word choice, and rhetorical devices used in public documents, informational materials, and other expository texts. Produce clear and coherent essays that are tailored to a specific task and demonstrate a thorough understanding of the subject matter.

	AHSD 552: Produce clear and coherent essays that are tailored to a specific task and demonstrate a thorough understanding of the subject matter. Demonstrate a strong command of standard English conventions, including vocabulary development, punctuation, paragraph and sentence construction. AHSD 552: Demonstrate a strong command of standard English conventions, including vocabulary development, punctuation, paragraph and sentence construction.
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).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	03/09/2026
Original Board Approval Date:	05/20/2026
Effective Term:	FA 2026