

Skyline College Official Course Outline

Date: May 2010

1. **TITLE:** English 846
Course Title: Reading and Writing Connections
Units: 5.0 Units
Hours: A total of 80 lecture hours

2. **COURSE CLASSIFICATION**

Credit course applicable to the Associate Degree

3. **COURSE DESCRIPTION:**

Catalog Description:

Five lecture hours per week, plus one lab hour per week by arrangement. *WRITING PREREQUISITE: Completion of ENGL 826, ESOL 840 or ESOL 841/842 with a grade of C or better, or eligibility for ENGL 836, ENGL 846 or ESOL 400 on approved college placement test and multiple measures. READING PREREQUISITE: Completion of READ 826, ESOL 840 or ESOL 841/842 with Credit or a grade of C or better, or eligibility for READ 836, ENGL 846 or ESOL 400 on approved Reading Placement Test and multiple measures.*

This course integrates ENGL 836 and READ 836, satisfying both requirements. It introduces students to college-level reading and writing, covering thesis construction, organization, development, sentence skills, text-based writing, and effective reading strategies to improve comprehension, analysis, and vocabulary. ENGL 846 prepares students for ENGL 100/105.

Schedule of Classes Description:

WRITING PREREQUISITE: Completion of ENGL 826, ESOL 840 or ESOL 841/842 with a grade of C or better, or eligibility for ENGL 836, ENGL 846 or ESOL 400 on approved college placement test and multiple measures. READING PREREQUISITE: Completion of READ 826, ESOL 840 or ESOL 841/842 with Credit or a grade of C or better, or eligibility for READ 836, ENGL 846 or ESOL 400 on approved Reading Placement Test and multiple measures. Integrates ENGL 836 and READ 836, satisfying both requirements. Prepares students to write college-level essays and teaches effective reading strategies to improve comprehension, analysis and vocabulary. Plus one hr/wk by arrangement.

4. **COURSE JUSTIFICATION:**

This course is for students who plan to enroll in transfer-level courses, pursue their AS/AA degrees and/or transfer. For the Associate Degree, this course is degree applicable and partially satisfies Specific Area Requirements (E2).

5. STUDENT LEARNING OUTCOMES:

Upon completion of the course, students will be able to:

- Overall essay unity/thesis: Write focused, coherent, well-developed largely text based essays appropriate to the developmental level organized into effective paragraphs with major and minor supporting details, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.
- Critical reading/writing/thinking: Demonstrate critical reading, writing, and thinking skills through comprehension, analysis, synthesis, and evaluation of important ideas from multiple points of view.
- Critical reading/writing/thinking: Apply basic research and documentation skills.
- Critical reading/writing/thinking: Determine and apply appropriate text study-reading strategies: e.g., previewing/reviewing, annotation, note taking, mapping, outlining, summarizing, test-taking, and reading rate.
- Metacognition: Perceive themselves as improved readers, writers and thinkers engaging in academic discourse in cross-disciplinary contexts.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

This course will provide students opportunities to grow as readers and writers in a student-centered environment. Through reading, writing, and discussing a range of complex issues across disciplines, they will experience reading and writing as interrelated processes. Although there is substantial guidance in the writing process, instruction in essay writing assumes a basic understanding of sentence and paragraph structure. Students will create text-based essays which employ a variety of writing strategies that may include summary, classification, definition, evaluation, interpretation, comparison/contrast and are required to write 4000-6000 words (16- 24 pages of 250 words per page) during the semester, usually in essays of 500-1250+ words. Reading and writing will be done primarily outside of class although in-class writing may also be assigned. Around 20-30% of essays should be in-class, such as midterms or final exam essays.

Upon completion of the course, students will be able to:

A. Develop critical *reading* and *thinking* skills as they apply to the understanding of pre-transfer level texts from diverse cultural sources and perspectives:

1. Explain how reading and writing are interrelated processes;
2. Distinguish between main ideas and supporting details of texts at the high school or college level;
3. Evaluate, interpret, and analyze, a range of texts at the high school or college level, of which at least one should be a book length, non-fiction work;
4. Differentiate between fact, inference and opinion in a given text;

5. Evaluate important ideas from multiple points of view.
6. Apply writing strategies to increase retention: summarizing, mapping, outlining, annotating, and note-taking;
7. Improve vocabulary.

B. Develop critical *writing* and *thinking* skills as they apply to the development of cohesive, focused, well-developed expository writing at the pre-transfer level:

1. Read and write from primarily expository text that is generally at the high school to college level;
2. Use the stages of the writing process to develop their ideas;
3. Develop a unifying controlling idea or thesis;
4. Select and develop relevant evidence that supports a thesis or proposition;
5. Develop and organize effective, coherent, unified essays;
6. Write using a variety of essay forms, such as compare-contrast, classification, persuasion;
7. Vary sentences in type and structure demonstrating competence in standard English grammar and usage;
8. Revise, edit, and proofread their work;

C. Apply basic research and documentation skills to their writing

1. Know how and where to find reliable sources in the library and online;
2. Properly cite materials using established citation guidelines;
3. Integrate quoted materials smoothly into their own writing.

7. COURSE CONTENT:

ENGL 846 includes instruction in the following areas:

A. Writing strategies

1. Pre-writing activities (free-writing, brainstorming, outlining, drafting)
2. Supporting details and analysis
3. Organization: paragraph and essay unity and coherence
4. Topic sentences/thesis statements
5. Introductions and conclusions
6. Revision
7. Focused, syntactically mature, grammatically correct sentences
8. Sentence-combining
9. Integrating, quoting, paraphrasing and citing sources as well as analysis and interpretation of textual content
10. Use of various rhetorical modes which may include, among others, summary, classification, definition, evaluation, interpretation and comparison/contrast
11. Introduction to online and library research
12. Incorporate sources: paraphrasing, summarizing, and quoting
13. Strategies for in-class writing

B. Reading (emphasis on non-fiction)/ critical thinking

Assign fiction and non-fiction selections and at least one full-length text.

1. Distinguishing between main ideas and supporting details
2. Understanding relationships between ideas
3. Outlining, paraphrasing, and summarizing readings
4. Pre-reading strategies such as previewing, coding, and activating schema
5. Reading strategies such as mapping, outlining, annotating, and note-taking.
6. Reflecting on, analyzing, and connecting ideas
7. Selecting and developing relevant evidence that supports a thesis or proposition
8. Examining assumptions about themselves and the world.
9. Recognizing authorial tone, strategies, and rhetorical devices
10. Distinguishing between fact, inference and opinion
11. Using logical reasoning
12. reading a variety of texts from across the disciplines

C. Proofreading and editing with an emphasis on the following on an as-needed basis:

1. Fragments and run-together sentences
2. Verb forms, tenses, and subject/verb agreement
3. Punctuation and capitalization
4. Pronoun, adjective, and adverb use
5. Concrete subjects and active verbs

8. REPRESENTATIVE METHODS OF INSTRUCTION:

A. Class time may include lecture/discussion, demonstration/modeling, small group instruction, individual exercises and reading and writing practice, individual work with the instructor, computer-assisted instruction, in-class reading and writing, use of media, textbook, and/or practice activities.

B. Students are required to write 4000-6000 words cumulatively (16- 24 pages of 250 words per page) during the semester, usually in essays of 500-1250+ words. Other writing may include, but is not limited to, drafts, summary or response papers, journals and study questions. Reading and writing will be done primarily outside of class although in-class writing may also be assigned. Around 20-30% of essays should be in-class, such as midterms or final exam essays.

C. Assignments are primarily non-fiction, analytical and/or argumentative, text-based writings which reflect contemporary/philosophical concerns.

9. ASSIGNMENTS:

Essays-- Essays are written in response to the class readings. Clear and detailed writing prompts should be given with every essay assignment

Examples of possible essay assignments include:

- After having read several articles in *Texts and Contexts* about the Asian school system and the American one, compare and contrast the two, conceding the value of the opposite point of view, citing your sources from the text and suggesting which provides a better overall educational experience. (Under “Recommended Books,” see reference for Robinson.)
- Drawing from the two case studies, evaluate whether Vincent Parrillo's theories accurately convey the roots of prejudice and discrimination. Substantiate your response with textual evidence in the form of paraphrases and quotes. (Under “Recommended Books,” see references for LeDuff, Parrillo, and Terkel.)
- Read a selection of texts that discuss media violence. Then, choose one medium to examine—T.V., song lyrics, movies, news, video games, etc. Next, write a 3-5 page essay in which you argue whether you feel the depiction of violence in your choice of medium is a problem in our society. If you feel it is a problem, propose a solution you think might help the situation. If you do not think it is a problem to be addressed, argue why no solution is necessary. You will need to use at least 3 outside research sources to support your ideas or to argue against.
- Using David Shipler’s *The Working Poor* as a starting off point, explore whether you think the concept of success is based on merit, class, hard work, a combination of these or other factors. Write a 5-6 page research essay in which you explore these questions, research possible answers to these questions, looking for evidence of where statistics and data support your ideas as well as do not (and concede these to the other point of view) finally coming up with your own conclusion(s) on the matter. (Under “Recommended Books,” see references for Shipler.)

Examples of possible exercises include:

- Using two paragraphs, one, a well-focused PIE (Point, Information, Explanation) paragraph, and the other, a collection of simple statements and facts, determine the point and the purpose of the latter as compared to the former. Is one paragraph preferable to you as a reader, and if so, why? Once you have figured out how to create a PIE paragraph, we will have a PIE writing contest. For homework, you will write a clear, focused PIE paragraph, using a paragraph from your current essay. We will assess these and the class will vote for a winning PIE at the end of class.

Examples of possible HBA assignments include:

- Specific units/exercises to 80% mastery
- Attendance at a series of specific workshops related to course content
- Other appropriate assignments expected of all students

10. EVALUATION OF STUDENT PERFORMANCE:

Letter grade will be based on:

- Essays: Organized, coherent, unified essays, the majority of which will be text-based and written outside of class. The evaluation of these essays

should be based on the rubric established by the Assessment Committee, meaning essays should be graded holistically based on all the criteria in the rubric. Instructors are encouraged to offer rewrites that address an improvement in the students' writing process and finished product, which can include grammar and syntax.

- Journals: Written responses to readings and class discussions
- Oral Participation: Active participation in class discussions demonstrating understanding of and response to the reading.
- Quizzes: Adequate comprehension of material.
- Homework: Completed assignments focusing on particular English writing skills, such as freewriting, brainstorming, outlining, answering guided questions, organizing information into charts, practicing skills in English usage and grammar, etc.
- Final Exam: Demonstrated competence in text-based essay writing, using standard English.

11. RECOMMENDED TEXT(S):

READERS

Author/Editor Title Publisher

Barbara Clouse, ed. *Progressions with Readings*. 7th ed. New York: Longman, 2007.

Buscemi, Santi, and Charlotte Smith, eds. *75 Readings*. 10th ed. Burr Ridge, IL: McGraw-Hill, 2006.

Escholtz, Paul and Alfred Rosa, ed. *Subjects and Strategies: A Writer's Reader*. 10th ed. Boston: Bedford/St. Martins, 2004.

Robinson, William S. and Stephanie Tucker. *Texts and Contexts: A Contemporary Approach to College Writing*. 6th ed. Boston: Cengage Learning (formerly Thomson Learning), 2006.

RHETORICS

Author/Editor Title Publisher

Aaron. *The Little, Brown Handbook Brief Version* with Skyline Custom Access Code – 3rd edition – ISBN: 978-0-558-24261-9

NON-FICTION

Full-length books:

Ehrenreich, Barbara. *Nickel and Dime*. New York: Holt Paperbacks, 2002.

Orenstein, Peggy. *Schoolgirls*. New York: Anchor, 1995.

Postman, Neil, and Steve Powers. *How to Watch TV News*. New York: Penguin, 1992.

Rose, Mike *Lives on the Boundary*. New York: Penguin, 2005.

Santiago-Baca, Jimmy. *A Place to Stand*. New York: Grove Press, 2002.

Articles:

| Author/Editor | Title | Publisher |
|---------------|--|---|
| Anyon, Jean. | “Social Class and the Hidden Curriculum of Work” | Journal of Education. Vol. 162, no.1 (1980). |

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| Finch, Aisha K. | “If Hip-Hop Ruled the World.” | <u>Language Awareness</u> , 4 th ed. Ed. Paul Eschholz, Alfred Rosa and Virginia Clark. New York, NY: St. Martin’s Press, 1986. |
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Fowles, Jib. “Advertising’s Fifteen Basic Appeals.” Texts and Contexts

Grisham, John. “Unnatural Killers” The Blair Reader, 4th Edition

Kingsolver, Barbara. “Life is Precious, or It’s Not” Language Awareness, Eschholz,
Rosa & Clark, 4th Edition.

LeDuff, Charles. "At a Slaughterhouse, Some Things Never Die." New York Times. 16
June 2000.

Leo, John. “When Life Imitates Video” US News and World Report. May 3, 1999.
Vol. 23, Issue 17, pg. 14.

Lutz, William. “Weasel Words.” Language Awareness.

Parillo, Vincent. “Causes of Prejudice.” *Rereading America* (7th Ed.) Colombo, Cullen,
& Lisle. Bedford, 2007.

Stockman, Farah. “Picturing America’s Enemies” Language Awareness, Eschholz, Rosa
& Clark, 4th Edition.

Terkel, Studs. "C.P. Ellis." *Rereading America* (7th Ed.). Colombo, Cullen, and Lisle.
Bedford, 2007.

FICTION

Author/Editor Title

Alvarez, Julia. How the Garcia Girls Lost Their Accents. Chapel Hill,
NC: Algonquin Books, 1991.

Anaya, Rudolfo. *Bless Me Ultima*. New York: Grand Central Publishing, 1999.

Dorris, Michael. *A Yellow Raft in Blue Water*. New York: Picador, 2003.

Hosseini, Khaled. *The Kite Runner*. New York: Riverhead Trade, 2004.

Huxley, Aldous. *Brave New World*. New York: Harper Perennial Modern Classics, 2006.

Lee, Harper. *To Kill a Mockingbird*. New York: Harper Perennial Modern Classics, 2006.

Ng, Fae. *Bone*. New York: Harper Perennial, 1994.

Walker, Alice. *The Color Purple*. New York: Pocket, 1990.

Other supplemental texts:

READERS

| Author/Editor | Title | Publisher |
|---------------------------|--|-----------------------|
| Dorothy Seylor, ed. | <i>Patterns of Reflection</i> | Allyn & Bacon/Longman |
| Ellsworth & Higgins, eds. | <i>English Simplified</i> | Allyn & Bacon/Longman |
| Escholtz & Rosa, eds. | <i>Models for Writers</i> | Bedford St. Martins |
| Kennedy and Kennedy | <i>The Bedford Reader</i> | Bedford St. Martins |
| McCormick, Kathleen | <i>Reading our Histories, Understanding our Cultures</i> | Longman Press |
| Bachman & Barth, eds. | <i>Between Worlds</i> | Pearson/Longman |
| Joy, Anna | <i>We Are America</i> | Thomson Press |

RHETORICS

| Author/Editor | Title | Publisher |
|---------------------------------|---|-----------|
| Optional Style Rhetorics | | |
| Strunk and White | <i>10 Lessons in Clarity and Style</i> | Longman |
| Provost, Gary | <i>100 Ways to Improve Your Writing</i> | Signet |
| Zinsser, William | <i>On Writing Well</i> | Collins |

NON-FICTION

Full-length books:

| Author/Editor | Title | Publisher |
|-----------------|---|--------------------|
| Duerr Berrick | <i>Faces of Poverty</i> | Oxford Press |
| Kilbourne, Jean | <i>Can't Buy My Love</i> | Free Press |
| Obama, Barack | <i>The Audacity of Hope</i> | Crown Publishers |
| Pollan, Michael | <i>The Omnivore's Dilemma</i> | Penguin |
| Shipler, David | <i>The Working Poor: Invisible in America</i> | Vintage Penguin |

FICTION

| Author/Editor | Title |
|----------------------|------------------------------------|
| Arias, Arturo | <i>After the Bombs</i> |
| Bradbury, Ray | <i>Fahrenheit 451</i> |
| Lowry, Lois | <i>The Giver</i> |
| Martel, Yann | <i>Life of Pi</i> |
| McCall, Nathan | <i>Makes Me Wanna Holler</i> |
| Naylor, Gloria | <i>The Women of Brewster Place</i> |
| Orwell, George | <i>1984; Animal Farm</i> |
| Potok, Chaim | <i>My Name is Asher Lev</i> |
| Salinger, J.D. | <i>The Catcher in the Rye</i> |
| Sanyika Shakur | <i>Monster</i> |
| Souljah, Sistah | <i>The Coldest Winter Ever</i> |
| Villasenor, Victor | <i>Macho! Or Rain of Gold</i> |