

Skyline College
Official Course Outline

Date: October 2008

1. **TITLE:** English 828
Basic Composition and Reading
5.0 Units; Five lecture hours per week
Recommended: Eligibility for READ 826 and ENGL 826 by appropriate scores on college placement tests and other measures as necessary.

2. **COURSE CLASSIFICATION:**
Credit course not applicable to the Associate Degree.

3. **COURSE DESCRIPTIONS:**
Catalog Description:
Five lecture hours per week. Recommended preparation: Eligibility for READ 826 and ENGL 826 by appropriate scores on college placement tests and other measures as necessary.
Practice in composition and reading based on the study of essays and other reading material.
Composition of short essays, with focused work on reading, paragraph development, and sentence structure. (Units do not count toward the Associate degree.)

Schedule of Classes Description:
Five lecture hours per week. Recommended preparation: Eligibility for READ 826 and ENGL 826 by appropriate scores on college placement tests and other measures as necessary. Practice in composition and reading based on the study of essays and other reading material. Composition of short essays, with focused work on reading, paragraph development, and sentence structure. (Units do not count toward the Associate degree.)

4. **COURSE JUSTIFICATION:**
This course serves the college by adding to the curriculum a course with an additional method of delivery of instruction in composition and reading to students at the remedial level. The course integrates reading and composition instruction from two standalone courses--English 826 and Reading 826. English 828 is a foundation course for students who require more sustained preparation to succeed at academic composition and reading tasks before attempting more advanced composition and reading courses, leading to transfer.

5. **STUDENT LEARNING OUTCOMES (SLO'S):**
Upon completion of this course, students will be able to:
 - Overall essay unity/thesis: Write focused, coherent, well-developed largely text based essays appropriate to the basic skills 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 documentation skills.

- Critical reading/writing/thinking: Determine and apply appropriate text study-reading strategies to basic-level readings: 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.

At the conclusion of this course, students should be prepared for English 846—Reading and Writing Connections, the integrated reading/composition course at the pre-transfer level; or English 836 and Reading 836, the standalone composition and reading courses at the pre-transfer level. Students will write 4—8 text-based essays which employ a variety of writing strategies that may include summary, classification, definition, evaluation, interpretation, comparison/contrast in lengths of 2-5 pages (500--1250+ words) focused around a thesis statement, organized logically and coherently, and developed with specific detail drawn from course readings as well as their own experience and knowledge. They should have begun using sentence combining techniques and sentence development strategies in order to write fluent, clearly-focused, syntactically-mature sentences that are not excessively choppy, and are relatively free of basic usage errors. Reading and writing will be done primarily outside of class although in-class writing may also be assigned. Approximately 20% of essays should be in-class, such as midterms or final exam essays.

During the course, students will be asked to:

A. Develop critical *reading* and *thinking* skills as they apply to the understanding of basic skills 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 basic skills 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 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 828 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

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 write 4—8 essays (2-5 pages of 250 words per page) during the semester. 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. Approximately 20% 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:**

Clear and detailed writing prompts should be given with every essay assignment. Examples of possible essay assignments include:

- **Essay topics:**

Essays are written in response to the class readings. Clear and detailed writing prompts should be given with every essay assignment. Here are two examples of essay assignments:

Topic 1: In a 2-3 paged typed essay respond to the following: The media, especially the television and film industries, are often accused of exploiting all kinds of stereotypes. Pick a favorite television show or movie, and write a comparative character analysis, choosing one male character and one female character. Use the articles in the unit "Who Has it Tougher-Boys or Girls?" pp. 59-75 as source material or to help you establish a vocabulary for your analysis.

Topic 2: In a 3-4 page typed essay, use the articles and editorials discussed in your reading journal assignments and in class discussions to write a persuasive argument either for or against requiring high school exit examinations.

- **Reading Journal:**

Teachers assign reading journals to help the student read actively. An active reader engages himself/herself in the material, that is, thinks about it, reflects on it, makes connections to his/her own experience, asks questions, and generally reads the text critically and carefully.

The following is an example of a reading journal assignment:

1. Write the name of the article (enclosed in quotation marks "Title of Article") and the name of the author, correctly spelled.
- 2.... Give the author's background.
- 3.... What is the article about? (1 sentence)
4. How does the author feel about the subject of the article? (1 sentence)
5. Give specific reasons/details stated by the author to support his/her opinion.
6. Do you agree/disagree with the author's point of view on this subject? Give your reasons.
7. Vocabulary. Look up the words on the study guide sheet. Then look up three other words that you do not know.

- **Proofreading and editing skills:**

- Sentence combining, grammar practice in context of writing
- Skills practice exercises, assigned to individual students, based on their needs
- Collaborative group work to edit and proofread peer writing
- Online, CD, and lab supplemental exercises

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
- **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 or REQUIRED TEXT(S):**

Assign fiction and primarily non-fiction selections and one or more full-length texts.

RHETORICS

Author/Editor Title

Departmental handbook:

Hacker, Diane. *Rules for Writers*. Bedford/St. Martin's, 2003.

Wilson, Paige and Teresa Ferster Glazier. *The Least You Should Know About English*, Heinle, 2005.

READERS

Author/Editor Title

Alexander & Lombardi. *Joining a Community of Readers*, 4th ed. Houghton-Mifflin (2007)

Ankar, Susan. *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life*. Bedford/St. Martin's, 2006.

Atwan, Robert. *America Now*. Bedford/St. Martins, 2006.

Eggers, Philip. *Process and Practice Guide for Developing Writers*. Addison Wesley Publishing Company, 1997.

Gillotte, Helen and Jan Gregory. *Readings Across American Cultures*. Kendall/Hunt Publishing Company, 2002.

Langan, John. *English Skills*. McGraw-Hill, 2005.

Mc Whorter, Kathleen. *Guide to College Reading* 8th ed. Longman Pearson (2008).

Newsweek or *Time* magazine

Smith, Brenda. *Breaking Through College Reading* 8th ed. Longman Pearson (2007)

Robinson, William and Pam Altman. *Integrations: Reading, Thinking, and Writing, for College Success*. Heinle, 2002.

Cortina & Elder. *Opening Doors*. McGraw-Hill (2007)

NON-FICTION/MEMOIR

Author/Editor Title

- Angelou, Maya. *I Know Why the Caged Bird Sings*. Bantam Books, 1983.
Beals, Melba. *Warriors Don't Cry*. Harper Collins (2007).
Dog, Mary Crow. *Lakota Woman*. Washington Square Press-Harper Perennial (1991).
Dumas, Firoozeh. *Funny in Farsi*. Random House (2004).
McCourt, Frank. *Angela's Ashes*. Harper Perennial, 2005.
Rodriguez, Luis. *Always Running: La Vida Loca. Gang Days in L.A.* Touchstone, 2005.
Salzman, Mark. *True Notebooks: A Writer's Year at Juvenile Hall*. Vintage Books, 2004.
Santiago, Esmeralda. *When I Was Puerto Rican*. Vintage Books (2004).
Sikes, Gini. *8 Ball Chicks*. Anchor, 1998.
Wakatsuki-Houston, Jeanne. *Farewell to Manzanar*. Houghton Mifflin (2002)

FICTION

Author/Editor Title

- Cisneros, Sandra. *House on Mango Street*. Vintage, 1991.
Comer, James P. *Maggie's American Dream: The Life and Times of a Black Family*. Plume, 1989.
Haddon, Mark. *the curious incident of the dog in the night-time*. Vintage, 2004.
Hansberry, Lorraine. *A Raisin in the Sun*. Vintage, 1994.
Hinton, S.E. *Rumble Fish*.
Kidd, Sue Monk. *The Secret Life of Bees*. Penguin, 2003.
Kincaid, Jamaica. *Lucy. Le Livre de Poche*, 2002.
Naylor, Gloria. *The Women of Brewster Place*. Penguin, 1983.
Pham, Andrew X.. *Catfish and Mandala: A Two-Wheeled Voyage Through the Landscape and Memory of Vietnam*. Picador, 2000.
Thomas, Piri. *Down These Mean Streets*. Vintage, 1997.
Villasenor, Victor. *Macho!* Arte Publico Press, 2007.

WORKBOOKS

- Altman, Pam. *Sentence-Combining Workbook*. Harcourt.