

Skyline College Official Course Outline

Date: March 2007

1. **TITLE:** English 846
Course Title: Reading and Writing Connections
Units: 5.0 Units
Hours: 5 class hours per week, plus one hour per week by arrangement.

2. COURSE CLASSIFICATION

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTION:

Catalog Description:

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. Meets five hours, plus one hour by arrangement per week. ENGL 846 prepares students for English 100/105. It is not open to students who have completed ENGL 836 (800) or READ 836 (802) with a grade of C or better.

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. Introduces students to college level reading and writing, meeting five hours plus one hour per week by arrangement.

4. COURSE JUSTIFICATION:

This course is for students who are enrolling in transfer-level courses, pursuing their AS/AA degrees and/or are planning on transferring. For the Associates Degree, this course satisfies the requirement of Group A in the Section 4, Language and Rationality, portion of the Associates Degree requirement.

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.

During the course, students will be asked 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

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:

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.

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 TEXT(S):

Assign fiction and non-fiction selections and one full-length text. Please consult the departmental handbook for additional suggestions.

READERS

Author/Editor	Title	Publisher
Barbara Clouse, ed.	<i>Progressions with Readings</i>	Allyn & Bacon/Longman
Busceme & Smith eds.	<i>75 Readings</i>	McGraw-Hill
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
Escholtz & Rosa, eds.	<i>Subjects and Strategies</i>	Bedford St. Martins
Robinson & Tucker	<i>Texts and Contexts</i>	Thompson Press
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
Hacker, Diane	<i>Rules for Writers</i>	Bedford (Departmental handbook)

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
Ehrenreich, Barbara	<i>Nickel and Dimed</i>	Owl Press
Kilbourne, Jean	<i>Can't Buy My Love</i>	Free Press
McCall, Nathan	<i>Makes Me Wanna Holler</i>	Vintage
McBride, James	<i>The Color of Water</i>	Riverhead Trade
Obama, Barack	<i>The Audacity of Hope</i>	Crown Publishers
Orenstein, Peggy	<i>Schoolgirls</i>	Anchor
Pollan, Michael	<i>The Omnivore's Dilemma</i>	Penguin
Postman, Neal	<i>How to Watch TV News</i>	Penguin

Rose, Mike	<i>Lives on the Boundary</i>	
Santiago-Baca, Jimmy	<i>A Place to Stand</i>	Grove Press
Sanyika Shakur	<i>Monster</i>	Grove Press
Shipler, David	<i>The Working Poor: Invisible in America</i>	Vintage Penguin

Articles:

Author/Editor	Title	Publisher
Anyon, Jean.	"Social Class and the Hidden Curriculum of Work"	Journal of Education. Vol. 162, no.1 (1980).
Finch, Aisha K.	"If Hip-Hop Ruled the World"	Language Awareness, Eschholz, Rosa & Clark, 4th Edition.
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."	<i>Rereading America</i> (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."	<i>Rereading America</i> (7th Ed.). Colombo, Cullen, and Lisle. Bedford, 2007.

FICTION

Author/Editor	Title
Alvarez, Julia	<i>How the Garcia Girls Lost Their Accent</i>
Anaya, Rudolfo	<i>Bless Me Ultima</i>
Arias, Arturo	<i>After the Bombs</i>
Bradbury, Ray	<i>Fahrenheit 451</i>
Dorris, Michael	<i>A Yellow Raft in Blue Water</i>
Hosseini, Khaled	<i>The Kite Runner</i>
Huxley, Aldous	<i>Brave New World</i>
Lee, Harper	<i>To Kill a Mockingbird</i>
Lowry, Lois	<i>The Giver</i>
Martel, Yann	<i>Life of Pi</i>
Naylor, Gloria	<i>The Women of Brewster Place</i>
Ng, Fae	<i>Bone</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>
Souljah, Sistah	<i>The Coldest Winter Ever</i>
Villasenor, Victor	<i>Macho! Or Rain of Gold</i>
Walker, Alice	<i>The Third Life of Grange Copeland; The Color Purple</i>