

Skyline College Official Course Outline

Date: May 2008

1. **TITLE:** English 836
Course Title: Writing Development
Units: 3.0 Units
Hours: 3 lecture hours per week

2. COURSE CLASSIFICATION

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTION:

Catalog Description: *Writing Prereq: ENGL 826 or ESOL 840 or 841/842 with grade C or better, or appropriate scores on approved college placement tests and other measures as necessary. Reading Prereq: READ 826 with Credit or a grade of C or better, or eligibility for READ 836 on approved college Reading placement test, or other measures as necessary.*

An introduction to college composition that prepares students to write essays at the college level, focusing on thesis construction, organization, development, sentence skills, reading, and text-based writing. Students will be assigned in-class and outside writing assignments and exercises, as well as attend individual conferences and tutoring. ENGL 836 prepares students for ENGL 100/105.

Schedule of Classes Description: *Writing Prereq: ENGL 826 or ESOL 840 or 841/842 with grade C or better, or appropriate scores on approved college placement tests and other measures as necessary. Reading Prereq: READ 826 with Credit or a grade of C or better, or eligibility for READ 836 on approved college Reading placement test, or other measures as necessary.*

Writing process, from paragraph to essay, prepares students for college-level essay writing, focusing on thesis construction, organization, development, sentence skills, reading, and text-based writing. ENGL 836 prepares students for ENGL 100/105.

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 analysis, synthesis, and evaluation of important ideas from multiple points of view.
- Critical reading/writing/thinking: Apply basic research and documentation skills.
- Metacognition: Perceive themselves as improved readers, writers and thinkers engaging in academic discourse in cross-disciplinary contexts.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

During the course, students will be asked to:

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

1. Evaluate, interpret and analyze, a range of pre-transfer level texts, of which at least one should be a book length, non-fiction work
2. Distinguish between main ideas and supporting details
3. Differentiate between fact, inference and opinion in critical and scholarly works
4. Identify and analyze the structure of an argument
5. Distinguish between deductive and inductive reasoning.
6. Comprehend the rhetorical purpose of a reading.
7. Select and develop relevant evidence that supports a thesis or proposition
8. Engage in reading as a way to make meaning of the world.
9. Examine assumptions about themselves and the world.
10. Recognize authorial tone, strategies, and rhetorical devices

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

1. Although there is substantial guidance in the writing process, instruction in essay writing assumes an understanding of sentence and paragraph structure. Students 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.

2. During the semester, students will be expected to learn how to:

- a) read and write from primarily expository text that is generally at the high school to college level
- b) use the stages of the writing process to develop their ideas
- c) develop a unifying Controlling Idea or Thesis
- d) select and develop relevant evidence that supports a thesis or proposition
- e) vary sentences in type and structure demonstrating competence in standard English grammar and usage.
- f) develop and organize clear, coherent, unified essays, relatively free of errors.
- g) write using a variety of essay forms, such as compare-contrast, classification, persuasion.
- h) revise, edit, and proofread their work
- i) evaluate important ideas from multiple points of view

C. Develop general critical thinking skills as they apply to analytical discourse:

1. Apply basic research and documentation skills to their writing
 - a) know where to find reliable sources in the library and online
 - b) properly cite materials using MLA guidelines
 - c) integrate quoted materials smoothly
2. Perceive themselves as improved writers and thinkers engaging in academic discourse in cross-disciplinary contexts.

7. COURSE CONTENT:

ENGL 836 includes instruction in the following areas:

A. Essay writing-- The majority of writings will be text-based and will include: integrating, quoting, paraphrasing, citing sources, as well as analyzing and interpreting textual content. The majority of essays will be expository and less so, personal narrative or descriptive.

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 with an emphasis on compare-contrast, classification, persuasion, argument and analysis.
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 summarizing, 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. may include lecture, whole-class discussion, small group instruction, individual exercises and writing practice, individual student conferences with the instructor, computer-assisted instruction, in-class writing, use of media, textbook, and/or practice activities.
- B. include essays, in which 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. A portion of their 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. A certain percentage (midterm and/or final) of their writing should be done in class.
- C. Assignments are primarily non-fiction, analytical and/or argumentative, text-based writings which reflect contemporary/philosophical concerns.

9. ASSIGNMENTS:

Examples of possible 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.
- 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.

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 both in class and 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 (primarily) non-fiction selections and one full-length text. Please consult the departmental handbook for additional suggestions.

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

Hacker, Diane. Rules for Writers. 5th ed. Boston: Bedford/St. Martin's, 2004.

NON-FICTION

Full-length books:

Ehrenreich, Barbara. *Nickel and Dimed*. 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). |
| 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. |
| Fowles, Jib. | “Advertising’s Fifteen Basic Appeals.” | <u>Texts and Contexts</u> |
| Grisham, John. | “Unnatural Killers” | <u>The Blair Reader</u> , 4th Edition |
| Kingsolver, Barbara. | “Life is Precious, or It’s Not” | <u>Language Awareness</u> , Eschholz, Rosa & Clark, 4th Edition. |
| LeDuff, Charles. | "At a Slaughterhouse, Some Things Never Die." | <u>New York Times</u> . 16 June 2000. |
| Leo, John. | “When Life Imitates Video” | <u>US News and World Report</u> . May 3, 1999. Vol. 23, Issue 17, pg. 14. |
| Lutz, William. | “Weasel Words.” | <u>Language Awareness</u> . |
| Parillo, Vincent. | “Causes of Prejudice.” | <i>Rereading America</i> (7th Ed.) Colombo, Cullen, & Lisle. Bedford, 2007. |
| Stockman, Farah. | “Picturing America’s Enemies” | <u>Language Awareness</u> , 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. 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. *The Catcher in the Rye*
Sanyika Shakur *Monster*
Souljah, Sistah *The Coldest Winter Ever*
Villasenor, Victor *Macho! Or Rain of Gold*