



California Acceleration Project
Supporting California's 113 Community Colleges
To Transform Remediation and
Increase Student Completion and Equity

Inspiration for Accelerated, Thematic Reading & Writing Courses:

Themes & Texts from Past Members of
CAP's Community of Practice

June 2017

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Dan Clark, English Instructor, Moreno Valley College (Daniel.clark@mvc.edu)

Course: English 80: Preparatory Composition. This 6-unit course has no prerequisite, so any student may take it. Students who pass may then enroll in Freshman Composition. It follows the 1A-All-the-Time model, with scaffolding and guidance. It integrates reading and writing and is an alternative to the traditional developmental sequence, which has three levels below transfer. The class meets 6 hours per week plus an hour of lab, for a total of 7 weekly hours of instructor-student contact. Lab is now incorporated into the course and taught by the instructor of record. Grading: Letter Grades.

Theme: The course has four broad themes: learning and motivation; meaningful work; stereotypes; and the achievement gap. There is quite a bit of overlap. Learning and motivation dovetail nicely with work; stereotypes looks back to learning and motivation (and to some extent work), but also forward to connect with the achievement gap.

Key Inquiry Questions: Listed below along with course texts.

Link to Resources used by Acceleration Faculty at Moreno Valley College:

<https://www.dropbox.com/sh/3gycfz8nlgh8b3i/AABCPA9kPWId6Z5v-8mwdania?dl=0>

Course Texts & Other Materials:

Unit One (8/26-9/19): How Do We Learn? What Motivates Us?

- Blackwell, L.S. "You Can Grow Your Intelligence: New Research Shows the Brain Can Be Developed Like a Muscle." *Mindset Works*, 2002. Web. 19 August 2013.
- Cox, Rebecca. "The Student Fear Factor." *The College Fear Factor: How Students and Professors Misunderstand One Another*. New Haven: Harvard UP, 2011. 20-40. Print.
- Dweck, Carol. "Brainology." National Association of Independent Scholars, 2008. Web. 19 August 2013.
- Hanford, Emily. "Angela Duckworth and the Research on 'Grit.'" American Radio Works. Web. 19 August 2013.
- Pink, Daniel. "Autonomy," "Mastery," "Purpose." *Drive: The Surprising Truth About What Motivates Us*. Riverhead: New York, 2009. 85-130. Print.

Unit Two (9/23-10/10): What is Meaningful Work?

- Ehrenreich, Barbara. "Serving in Florida." *Nickel and Dimed: On (Not) Getting By in America*
- Linde, Paul. *Danger to Self. Waste Land* (film)
- Cziksenmihalyi, Mihaly. "Work as Flow." *Flow: The Psychology of Optimal Experience*.

Unit Three (10/14-10/31): How Are We Affected By Stereotypes and What Can We Do About ? Overcoming Stereotypes

- Staples, Brent. "Black Men and Public Space"
- Steele, Claude M. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. Selected Chapters.

Unit Four (11/04 – 11/21): What Are the Causes of the Academic Achievement Gap?

- (Anyon, Jean. "Social Class and the Hidden Curriculum of Work." Note: I didn't actually use this one, but want to keep it on the list, because I do think it would go nicely, and tie into work.)
- Carter, Prudence. from *Keepin' It Real*: "Beyond Belief: Mainstreamers, Straddlers, and Non-Compliant, Believers"
- Gladwell, Malcolm. from *Outliers*. "Marita's Bargain: All My Friends are now from KIPP"
- Kozol, Jonathan. from *The Shame of the Nation*. "Dishonoring the Dead."
- Levitt, Steven D. and Stephen J. Dubner. from *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*: "What Makes a Perfect Parent."

Unit Five: (11/25 – 12/5): Critical Analysis and Self Reflection

- Students picked from one of the books we'd already read from and read the whole thing, then wrote on that. They could choose from
- Cziksenmihalyi, Mihaly. "Work as Flow." *Flow: The Psychology of Optimal Experience*.
- Ehrenreich, Barbara. "Serving in Florida." *Nickel and Dimed: On (Not) Getting By in America*
- Linde, Paul. *Danger to Self*.
- Steele, Claude M. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*.

Jeff Rhyne, English Instructor, Moreno Valley College (jeff.rhyne@mvc.edu)

Course: English 80: Preparatory Composition. This 6-unit course has no prerequisite, so any student may take it. Students who pass may then enroll in Freshman Composition. It follows the 1A-All-the-Time model, with scaffolding and guidance. It integrates reading and writing and is an alternative to the traditional developmental sequence, which has three levels below transfer. The class meets 6 hours per week plus an hour of lab, for a total of 7 weekly hours of instructor-student contact. Lab is now incorporated into the course and taught by the instructor of record. Grading: Letter Grades.

Theme: Food Justice In this class, we examine social justice questions related to our food choices. Topics range from the environmental impact of our food production system to philosophical reflections on the ethics of eating meat. Students learn about abusive labor practices in both meat and vegetable production, about food deserts and the relation of poverty to food choices, and about animal rights debates related to what we eat as they form their own informed views on these important issues.

Key Inquiry Questions: Listed below along with course texts.

Course Texts & Other Materials

Unit One (3 weeks): How Do We Learn? What Motivates Us?

- Blackwell, L.S. "You Can Grow Your Intelligence: New Research Shows the Brain Can Be Developed Like a Muscle." *Mindset Works*, 2002. Web. 19 August 2013.
- Cox, Rebecca. "The Student Fear Factor." *The College Fear Factor: How Students and Professors Misunderstand One Another*. New Haven: Harvard UP, 2011. 20-40. Print.
- Dweck, Carol. "Brainology." National Association of Independent Scholars, 2008. Web. 19 August 2013.
- Hanford, Emily. "Angela Duckworth and the Research on 'Grit.'" American Radio Works. Web. 19 August 2013.
- Pink, Daniel. "Autonomy," "Mastery," "Purpose." *Drive: The Surprising Truth About What Motivates Us*. Riverhead: New York, 2009. 85-130. Print.

Unit Two (3 weeks): What are the effects of our food choices on the environment and human labor?

- "The Climate Crisis at the End of Your Fork" by Anna Lappe in *Food, Inc.: A Participant Guide*, ed. by Karl Weber
- "Growing and Producing Food" by Robert Gottlieb and Anupama Joshi, from *Food Justice*
- "Pieces of Shit" by Jonathan Safran Foer, from *Eating Animals*

Unit Three (3 weeks): Who has access to healthy food?

- "Want Amid Plenty" by Janet Poppendieck, *Monthly Review: An Independent Socialist Magazine* 50.3 (1998)
- "Witnesses to Hunger" by Mariana Chilton, from *A Place at the Table: A Participant Guide*, ed. by Peter Pringle
- "The Grocery Gap" by Allison Karpyn and Sarah Treuhaft, from *A Place at the Table: A Participant Guide*, ed. by Peter Pringle
- "Don't Ask How to Feed the 9 Billion" by Mark Bittman, *NY Times*, 11 Nov 201

Unit Four (3 weeks): The Ethics of Eating Meat

- "The Ethics of Eating Meat" by Peter Singer and Jim Mason, from *The Ethics of What We Eat: Why Our Food Choices Matter*
- "The Ethics of Eating Animals" by Michael Pollan, from *The Omnivore's Dilemma*
- from "I Do" by Jonathan Safran Foer, from *Eating Animals*

Unit Five: (2 weeks): Independent Reading Project Completion and Self Reflection

Students formed groups and read independently throughout the semester. The project culminates in the last essay they write for the class. They choose from

- *Eating Animals*, by Jonathan Safran Foer (ISBN: 9780316069885)
- *Farm Sanctuary: Changing Hearts and Minds About Animals and Food*, by Gene Baur (ISBN: 978-0743291590)
- *Real Food: What to Eat and Why*, by Nina Planck (ISBN: 978-1596913424)
- In the past I've also used:
 - *Slaughterhouse* by Gail A. Eisnitz
 - *Fast Food Nation* by Eric Schlosser

Chris Gibson, Associate Professor, Skyline College (gibsonc@smccd.edu)

Course: ENGL 105: College Composition: A five-unit transfer-level course, which is Skyline’s version of a “co-req” course. The course gives access for students who earned a 2.0-2.59 high school GPA or C- or better in Junior or Senior English; students may also place into this class by Accuplacer score or challenge. The students do the same type of reading, writing, and thinking they do in the traditional transfer-level course with more scaffolding, time, and support. Grading: A, B, C, D, or F.

Theme: Breaking the Shackles of Education and Poverty

Key Inquiry Questions: For the first two weeks, the course begins with a discussion of Dweck’s mindsets as well as Dr. Michael Miranda’s article on seven false beliefs many high school students have about college. The students will then write ungraded Educational Autobiography essays which explore their mindsets and the false beliefs most relevant to their approach to education and learning.

The first two units help them reflect on their educational experiences and explore the challenges of finding academic success at college. In the first major unit, the students analyze the first two chapters of Paul Tough’s *How Children Succeed* and make connections between Tough’s ideas and their educational experiences for their first major essay. In the next unit, the students read the last three chapters of *How Children Succeed* and use Tough’s ideas and discussion as the basis for an argumentative essay on how we can improve student success and retention in college. The students will incorporate at least one article from research into the second essay so they begin practicing research skills. They will also do presentations on one of the major issues impacting student success and retention in preparation for the second major essay.

The last full-length text helps the class explore the societal and systemic challenges the poor and working class face in our country. For the final text, the students will read Linda Tirado’s *Hand to Mouth: Living in Bootstrap America* as well as four newspaper/magazine articles that question or support the author’s credibility. The students will then choose one of the major topics that Tirado covers in the text to begin researching for their third essay, a rhetorical analysis of an argumentative library database article; this general topic will also serve as the basis for the students’ final research paper. In the final unit, the class focuses on scaffolding research and does presentations on their research topics and their research. This prepares them to write a 6-8 page research paper that provides a proposal argument on how to address their selected topic.

Course Texts & Other Materials

“Brainology” by Carol Dweck & “The Seven False Beliefs: Addressing the Psychosocial Underpreparedness of the Community College Student” by Dr. Michael Miranda

Dweck’s relatively short article covers fixed and growth mindsets and serves as the basis for the students’ Educational Autobiography assignment. The Miranda article presents seven misconceptions many students have about college while also presenting “new truths” to help students gain a more accurate perspective on college expectations.

How Children Succeed: Grit, Curiosity, and the Hidden Power of Character by Paul Tough

In this text, Tough provides a lot of research and information on obstacles that impede success for many students who have the capacity but struggle to find academic success. Tough argues that non-cognitive skills represent the most significant traits for students to overcome environmental challenges. The class will write about this text for the first two-major assignments, where the students first have the opportunity to connect Tough’s ideas to their personal experiences in education followed by a second essay that requires them to connect the text to challenges for college success and retention.

Hand to Mouth: Living in Bootstrap America by Linda Tirado; “That Viral ‘Poverty Thoughts’ Essay is Totally Ridiculous” by Angelica Leicht; “The Left Falls for a Revealing Poverty Hoax” by David French; “Linda Tirado Is Not a Hoax: The Author of ‘Why I Make Terrible Decisions’ Discovers the Dark Side of Internet Fame” by Michelle Goldberg; & “Is This What You Want? Author of Viral Poverty Piece Takes Out Teeth to Prove Her Story” by Ryan Grim

Tirado writes about her experiences being poor and covers a wide-variety of topics, including minimum wage employment, health care, substance abuse, health, children, sex, welfare, and the justice system. The Leicht and French articles criticize Tirado’s authenticity and her presentation of her experiences being poor while the Goldberg and Grim articles support the legitimacy of her presentation of her experiences in poverty. The articles provide the context for the class’s analysis of the effectiveness of Tirado’s her presentation of the experiences of being poor and give the students the practice for the type of critical analysis of the sources they will use for their research papers.

Julie Ewing, Associate Instructor, English, Lake Tahoe Community College (Ewing@ltcc.edu)

Course: English 152: Critical Reading and Writing (Accelerated)

English 152 is, currently, the *only* English course below transfer level offered at LTCC. Because our school is so small, we eliminated all but one level below transfer, so *all* students placing below transfer enroll in this one-quarter, 5-unit course. Students read college-level texts and write analytical papers based on those texts and the ideas raised in class discussion. This is a graded course.

Theme: Technology: The Good, the Bad, and the Ugly

Key Inquiry Questions: In what ways has technology enriched our lives? Does it make us smarter, stronger, faster, and better like the Six Million Dollar Man, or does it inhibit our ability to grow and progress? Does technology enhance or stunt our individuality? Our humanity? As our technology evolves at an exponential pace, where are we headed as a culture? These are but a few of the questions raised and heatedly debated in this course. Students read nonfiction (and a few fictional) texts that address these issues from opposing viewpoints and examine their own relationship with technology, often challenging their previously held beliefs. They explore and research issues related to addiction, security, privacy, and intelligence as they relate to Internet, gaming, cell phones, television, and other technologies currently in use, like automation. After articulating their gut reactions to the readings in more informal reading logs, they take a position on these topics and write well-supported essays using the course texts and outside research. At the end of the quarter, they revise selected pieces to include in a portfolio that showcases their growth as writers and thinkers.

Course Texts:

Two Nonfiction Books

The Shallows: What the Internet Is Doing to Our Brains, by Nicholas Carr

Academic nonfiction written for an educated audience. Carr begins by describing his own love/hate relationship with the Internet and explores the history of technology from the origins of the written word to the massive entity that is Google. The latter half of the book focuses on scientific examination of the brain—essentially how our reliance on the Net changes us. Students read up to eight chapters, focusing particularly on chapters 2, 4, 5, 7, and 8.

Everything Bad Is Good for You: How Today's Popular Culture Is Actually Making Us Smarter, by Steven Johnson

Nonfiction written for a general audience. Johnson frames his book around the concept he's dubbed "The Sleeper Curve": that "the most debased forms of mass diversion...turn out to be nutritional after all" (9). The book focuses on videogames, television, film, and Internet use and illustrates the ways these media enhance our cognitive faculties. Students read the entire book, which is just under 200 pages.

One Fiction Book

1984, by George Orwell

Orwell's dystopian novel complements the nonfiction texts well. Students recognize that the technology used by Big Brother and the Thought Police controls and abuses the people. At the same time, they note how withholding technology from the people keeps them obedient and servile. Students read the entire novel.

Other Supporting Texts/Materials

"The Importance of Writing Badly" by Bruce Ballenger: Short personal essay focusing on the author's memories of "Mrs. O'Neil," the eighth-grade teacher who terrorized him into hating English. The essay argues that teachers should first focus on what their students are trying to say, not on how they say it. <http://www.csmonitor.com/1990/0328/ubad.html>

"Brainology" by Carol Dweck: Dweck's article on mindsets complements Ballenger's essay well. Students read and write on these two pieces (for the Educational Autobiography and Critical Response assignments) before beginning the readings on technology.

"August 2026: There Will Come Soft Rains" by Ray Bradbury: Bradbury's short story describes the aftermath of a nuclear war, where all that remains is a smart house that keeps on serving its absent owners.

Student research materials: books, scholarly articles, relevant videos that students find to complement and support their papers in addition to the course texts. Students bring those to class and share their research findings.

Kelly Fredericks, English Instructor; Butte College (frederickske@butte.edu)

Course: English 118: Accelerated Composition Workshop I and II

A four-unit course that potentially compresses a two-semester below transfer with a one-semester below transfer course. Eligible students must successfully complete a three-semester below transfer course or must score into either the one-level below or two-level below. Successful completion places students directly into transfer-level composition.

Theme: The Digital Divide: Our evolution with technology

Key Inquiry Questions: The course begins with a unit on brain research regarding learning and technology. We explore the questions: What is technology doing? teaching? This unit provides a context for metacognition and “growth mindset” language while placing learning trends within a cultural context. The dystopian novel *The Circle* then becomes the frame for the rest of the course. Students identify themes from the novel as topics for research and discussion. We compare and contrast these themes with contemporary society and students develop their own inquiry projects. Threaded through individual inquiry projects are required readings that explore the relationships between technology/identity (How are we adapting to technology?) and technology/culture (How is technology transforming culture?).

Class text: *The Circle* by Dave Eggers

Depending on class discussion/interest, selected texts may be chosen from the units below. Many of the selections come from Mark Bauerlein’s *The Digital Divide*. This book could easily be adopted as a course text.

Unit One: The Brain: What is technology doing? What is technology teaching?

Helsper, Ellen and Rebecca Enyon. “Digital Natives: Where is the Evidence?” *British Educational Research Journal* (2009): 1-18. Web. 2 June 2015. A good companion to Prensky’s article “Digital Natives, Digital Immigrants.” Helper and Enyon critique Prensky’s overgeneralizations and his lack of research. Helper and Enyon conduct their own research in an attempt to complicate the discussion.

Prensky, Marc. “Digital Natives and Digital Immigrants (part 1)” and “Do They Really Think Differently? (part two)” *On The Horizon* (December, 2001): 1-6. An accessible article, written to the general public, that attempts to create a divide between those individuals who were raised within the digital environment (Natives) and those who transitioned into this digital world (Immigrants). I personally find Prensky’s work flawed which is why I use the companion piece by Helsper and Enyon. However, students enjoy the Prensky articles and rich discussion often results from working with his texts.

Small, Gary and Gigi Vorgan. “Your Brain is Evolving Right Now.” *iBrain: Surviving the Technological Alteration of the Modern Mind* (2008). Print. A provocative discussion of the relationship between technology and brain development. I have used more scholarly, research-based articles in the past but have found that students are more willing to work with this article (or others from the *iBrain*) book. Gary Small is the director of the UCLA Center on Aging.

Unit Two Identity--How are we adapting to technology?

Reid, Donna J. and Fraser J.M. Reid. “Text or Talk? Social Anxiety, Loneliness, and Divergent Preferences for Cell Phone Use.” *Cyberpsychology & Behavior* 10.3 (2007). 424-435. *Academic Search Premier*. Web. 3 June 2015. This scholarly article examines three hypotheses regarding the relationship between assumptions/beliefs about tool use and avoidance behaviors.

Rosen, Christine. “Virtual Friendship and the New Narcissism.” *The Digital Divide*. Ed. Mark Bauerlein. New York: Penguin. 2011. 172-188. Print. A fairly superficial conglomeration of a variety of sources and perspectives, but this article works well to help students brainstorm potential inquiry topics.

Ryan, Francis, Maryanne Bednar, and John Sweeder. “Technology, Narcissism, And the Moral Sense: Implications for Instruction.” *British Journal of Educational Technology*. 30.2 (1999): 115. *Academic Search Premier*. Web. 3 June 2015. The audience for this article is obviously teachers, but the article pairs well with unit one and serves to reinforce metacognition about students own behaviors and attitudes.

Tapscott, Don. "The Eight New Gen Norms." *The Digital Divide*. Ed. Mark Bauerlein. New York: Penguin. 2011. 130-159. Print. Tapscott's eight norms (freedom, customization, scrutiny, integrity, collaboration, entertainment, speed, and innovation) are a bit gimmicky, but serve as ways into more complicated conversations about social trends.

Turkle, Sherry. "If the Computer is a Tool, It It More Like a Hammer Or More Like a Harpsichord?" *National Forum* 71.3 (1991): 8. *Academic Search Premier*. Web. 3 June 2015. A well-written essay that invites students to contemplate the assumptions that result from the metaphors that surround digital tools.

Turkle, Sherry. "Identity Crisis." *The Digital Divide*. Ed. Mark Bauerlein. New York: Penguin. 2011. 99-111. Print. An accessible essay that helps students think about the relationship between identity and culture/social behaviors.

Unit Three: Trends—How is technology transforming culture?

O'Reilly, Tim and John Battelle. "Web Squared: Web 2.0 Five Years On." *The Digital Divide*. Ed. Mark Bauerlein. New York: Penguin. 2011. 130-159. Print. More information than I can personally process, but a good overview of some of the invisible aspects of the internet.

Shenk, David. "Surveillance Society: Openness is the Best Defense Against Intrusions into our Private Realms." *EMBO reports* 7 (2006): S31-5. *ProQuest*. Web. 3 June 2015.

Shenk is a prolific writer and his work is usually more accessible than the article listed here. This article is used at the end of the term. He makes complicated observations about the merging of surveillance and privacy. This merging is a dominate theme in the novel.

Deresiewicz, William. "The End of Solitude." *The Digital Divide*. Ed. Mark Bauerlein. New York: Penguin. 2011. 130-159. Print. This article pairs very well with another theme (loss of solitude and reflection) from the novel.

Alison Kuehner, Professor of English, Ohlone College (akuehner@ohlone.edu)

Course: Ohlone College's accelerated course is a 5-unit integrated reading writing course one-level-below transfer. Currently, students are eligible for this course based on Accuplacer placement scores or because they passed the two-levels-below reading and writing courses. As of Fall 2016, two sections of the integrated class will be "open access" so any student, regardless of placement, can enroll. Letter grades are assigned, with the lowest passing grade a C. There is no lab or skill-based work in the class. We teach it as a transfer-level-composition with more scaffolding and support. Key pedagogical features include challenging readings that connect to real-life issues, perseverance built into the course through the foundational reading "Brainology," all essay writing connected to readings, lots of one-on-one support, and contextualized grammar work when needed. Some sections have embedded tutors.

Theme: What Makes People Do What They Do?

Key Inquiry Questions: How do assumptions about learning affect motivation? How do rewards and punishments affect behavior? What causes addiction: biology, environment, or a combination of these? Is addictive behavior within someone's control? What causes happiness and what are the biggest barriers to happiness? What causes an individual to act, or not to act, in ways that conflict with what that person believes is right? What is success? Is success within one's own power, or is it controlled by one's environment? Students also write a self-reflection paper at the end, on their own motivation, mindset, and/or the course readings that had the biggest impact on them.

Course Texts & Other Materials (These units are options to choose from; some instructors include different readings/videos.)

Motivation

- "Brainology" by Carol Dweck
- *Drive* by Daniel Pink (first three chapters)
- The Marshallow Test by Walter Mischel

Essay Prompt: How do the readings connect to your own experiences with learning and motivation?

Rewards & Punishments

- “Gold Star Junkies” by David Ruenzel: <http://www.edweek.org/tm/articles/2000/02/01/05gold.h11.html>
- “Wrong Answer: A Middle School Cheating Scandal” by Rachel Aviv (this reading shows the real-life consequences of rewards and punishments on a grand scale): <http://www.newyorker.com/magazine/2014/07/21/wrong-answer>
- readings on civil disobedience

Essay Prompt:

1. Was Damany Lewis wrong to change the answers on his students’ tests?
2. Who or what was responsible for the cheating at Parks Middle School, in your opinion?

Habit & Addiction

- Chapters 1, 2, and 9 of *The Power of Habit* by Charles Duhigg
- *This American Life* podcast, “Blackjack”: <http://www.thisamericanlife.org/radio-archives/episode/466/blackjack>
- “Rat Park” from *Opening Skinner’s Box* by Lauren Slater
- “How the Brain Gets Addicted to Gambling” from *Scientific American*: <http://www.scientificamerican.com/article/how-the-brain-gets-addicted-to-gambling/>
- Great addiction TED talk: <https://www.youtube.com/watch?v=66cYcSak6nE>

Essay Prompt: Do you blame Angie for losing so much money due to gambling, or was she unable to control her behavior due to her addiction? Were the casinos at all to blame?

Happiness

- “The Happiness of Pursuit” by Jeffrey Kluger: <http://content.time.com/time/magazine/article/0,9171,2146449,00.html>
- excerpt from *The Art of Happiness* by the Dalai Lama
- Barbara Walters interviews Christopher Reeve: <http://abcnews.go.com/Archives/video/barbara-walters-interviews-christopher-reeve-10050818>
- “The Secret Fears of the Super Rich” by Graeme Wood: <http://www.theatlantic.com/magazine/archive/2011/04/secret-fears-of-the-super-rich/308419/>
- data connecting income or a country’s wealth to happiness

Essay Prompts:

1. Does money bring true and lasting happiness?
2. What do you think are the biggest barriers to happiness?

Free Will/Diffusion of Responsibility

- *Scientific American* article, “How the Brain Makes and Breaks Habits,” (<http://www.scientificamerican.com/article/how-the-brain-makes-and-breaks-habits/>)
- the Darely and Latane chapter from *Opening Skinner’s Box*
- various other short pieces such as a news article about Yue Yue, a toddler who was run over and no one helped: <http://www.telegraph.co.uk/news/worldnews/asia/china/8830790/Chinese-toddler-run-over-twice-after-being-left-on-street.html>
- Students found many related and interesting videos; I show one about the bystander effect, which also raises interesting questions about class—bystanders ignore the guy who looks like a bum but come to the aid of the man in a business suit within minutes: <https://www.youtube.com/watch?v=OSsPfbup0ac>

Essay Prompt: What causes an individual to act, or not to act, in ways that conflict with what that person believes is right? Consider the ideas from the readings—about the power of habits or the bystander effect—and explain why sometimes people act in ways that seems to run counter to their conscience.

Success

- Culminating text that brings all the other themes together: *The Other Wes Moore* by Wes Moore
- Colin Powell’s TED talk, “Kids Need Structure”: https://www.ted.com/talks/colin_powell_kids_need_structure?language=en

Essay Prompt: In your educated opinion, what led Wes Moore the author to become successful in life while the other Wes Moore ended up in prison for life.

Rebecca Kaminsky, English Instructor, Irvine Valley College (rkaminsky@ivc.edu)

Course: WR399 IVC's accelerated course is a five unit, one-level below college English class. Students who place into the two-levels below or one-level below courses are eligible. Key pedagogical features include: college-level texts and essay assignments, scaffolded assignments, use of a clearly defined instructional cycle, lots of low-risk practice and group discussions/reading activities.

Theme: Success: What is success, how is it measured, and what internal and external factors influence one's ability to be successful?

Key Inquiry Questions: The course is broken into 3 units each consisting of 2 essay assignments, and a final reflection essay (essay 7). Each unit addresses part of the "Driving Question" of the course (above), ending with Essay 6, in which they are answering the question as a whole.

In Unit A, students are asked to make personal connections with the texts, using them to analyze past behaviors and experiences (E1). They also develop an extended definition of "success" for themselves, and apply their definition of success to their own lives, examining specific incidents to determine whether or not they were successful and why (E2). In Unit B, students are asked to make connections between the concepts in the texts and the world around them. First (E3), they use the concepts to determine if an individual (of their choice, at least for now...) is genuinely or superficially successful and what personality traits they possess that influences this. Next (E4), they are asked to examine how one's family may or may not influence one's success, utilizing a case study to illustrate the concepts from the text as evidence. In Unit C, the class looks at the influence of race and gender on success (E5), and finally (E6), students select a memoir and write an essay in which they analyze the individuals in the texts to determine why they were successful, in what ways they are successful, and how they were able to overcome the obstacles in their lives in order to achieve success.

Course Texts & Other Materials

Full-Length Texts:

- *Drive: The Surprising Truth about What Motivates Us* by Daniel Pink
<http://www.amazon.com/Drive-Surprising-Truth-About-Motivates/dp/1594484805>
Pink writes about the evolution of motivation, sources of motivation, and the effects of motivation on our personal and professional lives.
- Selected memoir (*Freedom Writers Diaries, The Blind Side, The Work*)
Each memoir examines the hardships and obstacles faced by the individuals, and their determination and drive to overcome them.

Articles, Chapters, & Videos:

- "The Significance of Grit" by Deborah Perkins-Gough and Angela Duckworth (handout)
Interview with Angela Duckworth in which she defines grit and its impact on our ability to face and overcome challenges.
- "The Key to Success? Grit" Angela Duckworth's TED talk
http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit
Angela Duckworth defines grit and its impact on our ability to face and overcome challenges.
- "Brainology: Transforming Students' Motivation to Learn" by Carol Dweck
Carol Dweck explains her research on mindsets, impacts these mindsets have on how people approach learning, and how the type of praise children are given may impact the type of mindset they develop
- "Habits of Mind" and excerpt from *Framework for Success in Postsecondary Writing*
This article addresses the eight "habits of mind" students must develop in order to be successful in school. In the article, the habits are defined.
- "How Teachers Make Children Hate Reading" by John Holt
In his essay, John Holt discusses how teachers may inadvertently be creating a hostile learning environment for students, and new strategies teachers could use to encourage a love of learning instead of a fear of the classroom.
- "Success is a Continual Journey" Richard St. John's TED talk
http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey
Richard St. John reminds us that success is not a one-way street, but a constant journey. He uses the story of his business' rise and fall to illustrate a valuable lesson — when we stop trying, we fail.
- "Success" by A.S. Pearse

Pearse begins to explain (an question) how people define success, and then provides an extended example of how biologists define success in order to apply this definition to our daily lives.

“Don’t! The Secret to Self-Control” by Jonah Lehrer

Lehrer discusses how self-control influences one’s actions and decisions. He explains the differences in personality traits between “low” and “high” delayers, and he also introduces the “marshmallow test”, how it can be used to predict student outcomes, and how “low” delayers can be taught to be “high” delayers.

“A Childhood Dream, Realized” from *Bossy Pants* by Tina Fey

In this chapter from *Bossy Pants*, Tina Fey narrates her interview with Lorne Michaels, and subsequent job on *SNL*. Through personal examples, she describes the internal qualities that she believes makes Lorne Michaels an effective leader.

“The Science of Success” by David Dobbs

In this article, Dobbs discusses the relationship between genetics and environment, and introduces the idea of “risk genes,” and “orchid” and “dandelion” children and the effects environment plays on each.

“That’s Don Fey” from *Bossy Pants* by Tina Fey

In this chapter from *Bossy Pants*, Tina Fey shares stories of her father, and illustrates her relationship and feelings for him through both personal experiences, and his influence on others.

“The Stories that Bind Us” by Bruce Feiler

In this article, Feiler discusses how knowledge of family history influences one’s outlook and behavior, especially when faced with challenges. He introduces the concepts of ascending, descending, and oscillating family narratives and their impact.

“Black Like Them” by Malcom Gladwell

In this essay, Gladwell introduces the idea of “new racism”, and uses examples from his family’s history to illustrate both direct and indirect forms of racism people face in the United States.

“10 Words Every Girl Should Learn” by Soraya Chemaly

In her editorial, Chemaly argues that every woman needs to learn to say "Stop interrupting me", "I just said that", and "No explanation needed." She then provides examples from her life to illustrate why women need to learn speak up for themselves in both social and professional atmospheres.

“The Windy City Full of Meat” from *Bossy Pants* by Tina Fey

In this chapter from *Bossy Pants*, Tina Fey narrates her experiences while working at The Windy City (improve troupe) and the sexism she faced as she moved forward in her career.

Melissa Long, Associate Faculty, English, Porterville College (melissa.long@portervillecollege.edu)

Accelerated Integrated Reading and Writing

Course: Our accelerated model is a six-unit course that integrates reading and writing. Students placed in one-, two-, and three-levels below qualify to take the course. If a student passes the course with a C or higher, he or she is eligible to take college-level composition.

Theme: Motivation: What Moves Us and Are We Headed in the Right Direction?

Key Inquiry Questions: We will look closely at how students can be responsible for their own learning and seek challenges in college and in their lives in general. We begin by discussing mindsets and how switching from a fixed mindset to a growth mindset can change the way we perceive ourselves relative to education and college culture. Then, we examine motivation and specifically, how to foster an inner drive. We will read a true story of how two men with the same name and similar backgrounds ended up in polar opposite situations. Finally, we will analyze our own life goals and research what we need to do to reach them.

Course Texts & Other Materials:

They Say// I Say by Gerald Graff and Cathy Birkenstein: This book is cheap, small, and easy to read. I teach students how to use the templates in order to structure their writing like a more experienced writer. I am a fan of how I can help students become critical thinkers and then they have the structure to insert their thoughts into a rhetorical framework. For instance, one of the templates for responding to a text is “Though I concede that _____, I still insist that _____.” Students are able to take this basic construction and mold it for their own use: “Though I concede that Ravitch has a point about high school not deserving all of the blame for failing students, I still insist that they should take some of the responsibility for letting so many fall through the cracks.”

“Brainology” by Carol Dweck: Dweck explains the difference between a “growth” mindset and a “fixed” mindset. This piece lays the foundation for the rest of the semester and throughout the class, students will refer to it.

Drive by Daniel Pink: This book is dense and many of my colleagues do not like it, but I find the subject matter fascinating and students appreciate the struggle and learn they are able to read it and understand it if they persevere. Pink explores the ways we are motivated and details how to cultivate intrinsic motivation.

The Other Wes Moore by Wes Moore: Students love this book because the story is compelling. The author, Wes Moore, is a Rhodes Scholar who has worked for two White House administrations and he examines his own life and compares it to another man named Wes Moore who is serving a life sentence for murder. I hope the book will enable us to discuss how much circumstances and choices affect our lives. We do our first of two literature circles with this book.

In the second literature circle, I put students in groups based on their rankings of the following texts: *Switch: How to Change Things When Change Is Hard* (Heath and Heath), *Start with Why: How Great Leaders Inspire Everyone to Take Action* (Sinek), *Living Forward: A Proven Plan to Stop Drifting and Get the Life You Want* (Hyatt and Hakavay), *The Power of Habit* (Duhigg), *You Are a Badass: How to Stop Doubting Your Greatness and Start Living an Awesome Life* (Sincero), *Getting Things Done: The Art of Stress-Free Productivity* (Allen), *The Element: How Finding Your Passion Changes Everything* (Robinson), *Quiet: The Power of Introverts in a World That Can't Stop Talking* (Cain).

Essays/articles found by the students: Students are required to present an inspiring essay or article to the class. The piece should be relatively short and teach us something about motivation.

Co-Requisite

Course: Our co-requisite model is a six-unit course (four units transferrable and two units basic skills--separate classes) that integrates reading and writing. Students placed in one-, and two-levels below qualify to take the course. If a student passes the course with a C or higher, he or she has passed college-level composition.

Theme: Life, Liberty, and the Pursuit of Happiness

Key Inquiry Questions: What is happiness? How do we attain it? Do we really want to attain it? Can happiness be learned? Should we teach it in school?

Course Texts & Other Materials:

They Say/I Say by Gerald Graff and Cathy Birkenstein: This book is cheap, small, and easy to read. I teach students how to use the templates in order to structure their writing like a more experienced writer. I am a fan of how I can help students become critical thinkers and then they have the structure to insert their thoughts into a rhetorical framework. For instance, one of the templates for responding to a text is “Though I concede that _____, I still insist that _____.” Students are able to take this basic construction and mold it for their own use: “Though I concede that Ravitch has a point about high school not deserving all of the blame for failing students, I still insist that they should take some of the responsibility for letting so many fall through the cracks.”

Pursuing Happiness: A Bedford Spotlight Reader edited by Matthew Parfitt and Dawn Skorczewski: This cheap, small reader is a gold mine of readings from different disciplines and perspectives on the subject of happiness. We read the following selections as a class:

“The Oxford Happiness Questionnaire”

“The Declaration of Independence”

“The Sources of Happiness” (The Dalai Lama)

“We Have No Right to Happiness” (Lewis)

“If We Are So Rich...” (Csikszentmihalyi)

The students sign-up to teach most of the remaining selections to the class as they connect to something we are reading together.

The Happiness Project: Or, Why I Spent a Year Trying to Sing in the Morning, Clean My Closets, Fight Right, Read Aristotle, and Generally Have More Fun by Gretchen Rubin: We use this book as a guide to design our own happiness projects wherein students pitch their project in a *Shark Tank*-style activity and once approved, spend one month testing five difficult resolutions addressing mind,

body, and soul to see if they are any happier at the end. Students will write a twenty-page thesis based on their projects (complete with an introduction, literature review, methodology, results, conclusions, references, and addendum).

The Secrets of Happiness: Three Thousand Years of Searching for the Good Life by Richard Schoch: This book takes readers through different philosophies about happiness from Epicurus to Thomas Aquinas and through every major religion.

The Death of Ivan Ilyich by Leo Tolstoy: Though students find this choice odd with the other happiness books, this novella provides the perfect window into a family and allows us to apply some of our happiness theories. We also end the unit with the students creating episodes of *Keeping Up with the Ilyiches*, which is a lot of fun!

What makes you happy?: A playlist of fourteen TED Talks that touch on all of the subjects we discuss throughout the semester. (https://www.ted.com/playlists/4/what_makes_you_happy)

In the second literature circle, I put students in groups based on their rankings of the following texts: *The Buddha Walks into a Bar* (Rinzler), *How Proust Can Change Your Life* (de Botton), *Man's Search for Meaning* (Frankl), *Big Magic* (Gilbert), *The Year of Living Biblically* (Jacobs), *Operating Instructions* (Lamott), *Lighting Up: How I Stopped Smoking, Drinking, and Everything Else I Loved in Life Except Sex* (Shapiro), *Quiet: The Power of Introverts in a World That Can't Stop Talking* (Cain), *Originals: How Non-Conformists Move the World* (Grant).

Lorrie Ross, Associate Professor of English, Mt. San Jacinto College (lrross@msjc.edu)

Course: English 92 – Accelerated English Fundamentals and Skills – 5 units

This course provides an accelerated route to Freshman Composition. It combines reading and writing and replaces the traditional courses 2 and 3 levels below. All essays require source integration. Reading assignments are all college level. The seven writing assignments scaffold up to the common 4-5 page Freshman Composition essay. Instructors review grammar and writing skills as needed. Individual conferences with students are required as well.

Theme: Philosophy and Psychology of Pop Culture

Key Inquiry Questions:

What can we learn from pop culture about real life challenges and beliefs?

This central question holds true for all of the accelerated courses offered at the Menifee Valley Campus of MSJC. In particular, my course looks at the psychology of superheroes, the philosophical issues addressed in *The Big Bang Theory*, and finally the social-psychological insights provided on *Survivor*.

Initially, students start by examining their own educational history through the lens of fixed versus growth mindsets. Reading and writing assignments then start with the way superheroes deal with stress and daily living, relating that to real life experiences. Other topics include the anti-hero in the superhero genre and in real life as well as the prevalence and effects of gender stereotyping.

The *Big Bang* text asks students to look at the philosophical definitions of a life well-lived (Aristotle) and the types of friendships (in-class timed essay). The next essay deals again with stereotyping of gender behavior as well as the nature of evil, relating both to real life examples.

Once we get to *Survivor*, students write Freshman Composition level essays. The research essay and final out-of-class essay look at topics from Milgrim's and Zimbardo's studies on the power of the situation to research on the psychological, social and physical stresses of this type of reality game show. Questions here are varied. What do we learn about ourselves from watching 'reality' television? How real is it? Does the show create sociopaths or are sociopaths just better at the game? Ethically, what are people willing to compromise (back to the nature of evil), and why are women statistically better at this show? Students must conduct outside research as well as apply what they have read to the current season of *Survivor*, showing that they can do more than regurgitate information.

The final essay asks students to tie all these theories and philosophies together. For example, one recent question, developed by the students, asked how the anti-hero is portrayed in superhero movies, *Big Bang* and *Survivor*? Other questions asked students to determine which philosopher would succeed on *Survivor*, whether a powerless superhero tribe or a *Big Bang* tribe would prevail on *Survivor*, or the types of Aristotelian friendships superheroes and reality show contestants formed.

Course Texts and Other Materials:

Instructors on the Menifee campus can choose texts from the Psychology of Pop Culture or Philosophy of Pop Culture series. The San Jacinto site focuses more on Malcolm Gladwell and student success. Handouts, online resources for grammar & writing instruction.

“**Brainology**” by Carol Dweck is used by all instructors as part of the first essay or the educational autobiography.

Psychology of Superheroes - Editor Rosenberg - Non-fiction essays examine the psychology of superheroes and the genre itself.

Philosophy of Big Bang Theory -- Editors Irwin and Kolawski - Non-fiction essays use major philosophers to analyze the basis of a well-lived life, the conflict between scientism and religion, the use of language and ultimately the effect of women on the four main male characters of this popular show.

Psychology of Survivor -- Editor Gerrig - Non-fiction essays cover the power of the situation, the effects of the various kinds of stress (lack of food to social isolation) and why we, the audience, find it fascinating. There is also one on how to win the game by being psychologically strategic!

Summer Serpas, Professor of English, Irvine Valley College (sserpas@ivc.edu)

Course: Our open-access accelerated model is a one-semester 5-unit class that prepares students who test anywhere below one-level-below for college-level writing. Like all our pre-college courses at IVC, our class also has a .5 unit Writing Center co-requisite.

Theme: Our main theme for the semester is motivation and change, mostly focusing on habits. Students think and write about their own habits, the ways we can change habits, the habits of society as a whole, and the way one person found the motivation to change bad habits as described in his or her memoir.

Key Inquiry Questions:

- We begin with a look at our individual habits by thinking and writing about our habits as students and one specific habit we would like to change. In this section of the course, students apply concepts from the texts to their experiences.
- Next, students read about our habits as consumers and write an essay about how a specific store uses these habits to market to consumers. In this assignment, students apply concepts from the texts to something outside themselves.
- In our next unit, we write two essays in which we look at the habits of society as a whole, focusing on addiction and the way we treat others in emergency situations based on societal habits (specifically, the bystander effect and the impact of obedience to authority on our behavior). In this unit, students apply concepts from one text to concepts from another text.
- In our final major essay of the semester, students read a memoir of their choice (from 3 options given by the instructor) and discuss the overall message about motivation and change in the memoir by connecting it to at least 3 of the texts we read during semester.
- Finally, during the last week of class in our final in-class essay, students revisit their habits as students and discuss how these habits have changed over the semester.

Here is a brief overview of our assignments. I'm happy to provide the full assignment by request via email.

1. **Educational Autobiography**— Students choose one trait or concept from the texts we read for the unit (grit, fixed and growth mindset, habits of mind, autonomy, mastery, purpose, or how students float to the mark teachers set), explain it for their readers, and discuss how this trait or concept has impacted their motivation as a student, using specific examples from their educational history to support this claim.
2. **Changing Habits**— Students explain how a habit they have (or have had) follows the habit loop as explained by Charles Duhigg in Chapters 1-3 of his book *The Power of Habit* and come up with a plan to change this habit (or explain how they already changed it) based on Duhigg's discussion of habit change.

3. **Shopping Habits (In-Class)**—Students read Chapter 7, “How Target Knows What You Want before You Do” from *The Power of Habit* and “The Science of Shopping” by Malcolm Gladwell, visit a retail store, and analyze the effectiveness of the store’s marketing strategies based on the concepts in the texts.
4. **Individual Responsibility for Habits**—Students argue whether Angie Bachmann, whose story they read about in *The Power of Habit* Chapter 9 “The Neurology of Free Will: Are We Responsible for Our Habits?,” should be held accountable for her gambling debts based on what they learned about addictions from reading Lauren Slater’s chapter “Rat Park: The Radical Addiction Experiment.”
5. **How Societal Habits Can Lead to Human Cruelty**—Students discuss the motivations behind and causes of the seemingly cruel acts they read about in Lauren Slater’s chapter “In the Unlikely Event of a Water Landing: Darley and Latane’s Training Manual—A Five Stage Approach” and Stanley Milgram’s article “The Perils of Obedience,” touching on how habits impact choices even in extreme situations.
6. **Book Club**—In small groups, students read a memoir of their choice (from three options given by the instructor) and write about the message about motivation and change in their memoir by connecting to at least 3 of the texts we read throughout the semester.
7. **Habits of Mind (In-Class)**—Students revisit the “Habits of Mind” excerpt and discuss how they have developed 3 of the habits discussed in the document over the semester, using specific examples from their experiences in the class.

Course Texts & Other Materials

Full-Length Texts

- *Drive: The Surprising Truth about What Motivates Us* by Daniel Pink
- *The Power of Habit: Why We Do What We Do in Life and Business* by Charles Duhigg

Supplemental Articles

- “The Significance of Grit” by Deborah Perkins-Gough and Angela Duckworth (<http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/The-Significance-of-Grit@-A-Conversation-with-Angela-Lee-Duckworth.aspx>)
- “The Key to Success? Grit” Angela Duckworth’s TED talk (http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit)
- “Brainology” by Carol Dweck (<http://cap.3csn.org/2012/10/08/accelerated-english-math-students-on-carol-dweeks-mindsets/>)
- “Habits of Mind” from *The Framework for Success in Postsecondary Writing* (<http://wpacouncil.org/framework>)
- “I Just Wanna Be Average” by Mike Rose (<http://userwww.sfsu.edu/mmartin/rose.pdf>)
- “How Teachers Make Children Hate Reading” by John Holt
- “The Science of Shopping” by Malcolm Gladwell (<http://gladwell.com/the-science-of-shopping/>)
- “Rat Park: The Radical Addiction Experiment” and “In the Unlikely Event of a Water Landing: Darley and Latane’s Training Manual—A Five Stage Approach” from *Opening Skinner’s Box* by Lauren Slater
- “The Perils of Obedience” by Stanley Milgram (<http://harpers.org/archive/1973/12/the-perils-of-obedience/>)

Book Club Memoir

- Students are given three memoirs to choose from for Essay 6. Here are some that we use:
 - *The Other Wes Moore* by Wes Moore
 - *The Distance between Us* by Reyna Grande
 - *The Freedom Writer’s Diary: How 150 Teens Used Writing to Change Themselves and the World around Them* by Erin Gruwell and The Freedom Writers
 - *The Blind Side* by Michael Lewis
 - *Wild* by Cheryl Strayed
 - *My Beloved World* by Sonia Sotomayor

Josh Scott, English instructor & BSI Coordinator, Solano Community College (JScott@Solano.edu)

Course: English 360: Accelerated English: SCC started offering three pilot sections of our accelerated writing course in Fall 2011. We slowly scaled up the number of sections and eliminated the 3-level below class (which had a 19% rate of persistence to English 1)

in Spring 2015 and the 2-level below class (which had a 31% persistence rate to English 1) in Spring 2016. This means that all students, regardless of placement, will take no more than one semester of remediation in the writing sequence. In Fall 2014, students in the accelerated course had a 36% chance of persisting to English 1 in two years. The department has struggled to understand this low number, especially since other schools throughout the state have seen much higher persistence rates for the accelerated class. One solution identified was the blind, holistic grading of an in-class 2-hour exam which was inadequately normed and had not been validated. The department voted to end this practice in 2015 and move to an instructor-graded portfolio assessment. It's too early to see the 2-year persistence rate after this change, but this move did increase the pass rate for the accelerated class from 50% in Fall 2014, to 63% in Fall 2015, to 71% in Fall 2016. The department believes that this change, along with other structural and support-based changes (along with added professional development—11 faculty members participated in last year's CAP program), will improve the persistence rate of the accelerated class going forward.

Theme: How should we (individually, corporately) live?

Key Inquiry Questions: Students begin the semester reading Dweck, discussing and writing about the learning process, and exploring their beliefs regarding education in an in-class "Educational Autobiography" assignment. Throughout these first two weeks we set up classroom expectations (self, others, teacher) which will facilitate a growth mindset. We then move to a unit on animal ethics where students read an abridged version of chapter 2 ("Equality for Animals?") from Peter Singer's *Practical Ethics*, and students write an essay explaining to what extent they agree or disagree with Singer's thesis. The next paper interrogates the United States' drug policy. Last semester I found a few articles from Rolling Stone and the New York Times which worked well to identify some of the issues (personal liberty, social cost, inequity of prosecution based on race and social class, etc.), but I plan to find new readings for this semester. We also generate questions related to the policy which they then research on the databases. Students then write a paper where they critique our current policy, explaining either why it should be maintained or why it should be revised. I encourage them to focus on a specific aspect of the policy, most likely connecting to their research question. We next write a paper titled "Do the Right Thing", where they read articles about Milgram's "Perils of Obedience", Zimbardo's "Stanford Prison Experiment," and an edited version (so it can stand alone) of Slater's "In the Unlikely Event of a Water Landing", which summarizes the work of Darley and Latane, among others. We also watch a few video clips of the Milgram and Zimbardo studies. Students then write a paper which explores the factors influencing behavior in a crisis—which factors are most important? Least? Finally, we read and analyze a book which students selected from the beginning of the semester. Last semester they selected Nell Bernstein's *Burning Down the House: The End of Juvenile Prison*. In addition to reading and discussing the book, students brought in an outside source (from a library database) and they conducted fieldwork (interview, observation, etc.) to help them more fully understand the juvenile justice system. They then wrote a paper exploring a problem related to the book (youth crime, abuse in the system, blatant racism in the system, etc.), the cause of the problem, and a possible solution to the problem.

Course Texts & Other Materials

"Brainology" by Carol Dweck: Short, accessible article by a Stanford educational psychologist about how having a "fixed" or "growth" mindset about intelligence influences our learning, especially our willingness to engage difficult tasks; also examines how different kinds of praise influence our mindsets.

<http://cap.3csn.org/2012/10/08/accelerated-english-math-students-on-carol-dwecks-mindsets/>

"Animal Equality?" by Peter Singer: Accessible argument that we should consider equal consideration of interests, rather than "speciesist" reasoning, when deciding how to treat other creatures. This is chapter 2 from *Practical Ethics*. I've slightly altered the text to by removing a few paragraphs at the end which move into other territory not needed for this argument.

"The War on Drugs is Burning Out" by Tim Dickinson (*Rolling Stone*): News article summarizing the move to and various arguments for and against legalization and/or decriminalization. This article worked well enough, but it functioned as a news story (published at the beginning of the semester), so I will find new readings for fall most likely.

"The Patriots Guide to Legalization" by Kevin Drum (*Mother Jones*): Argument for legalization of marijuana, specifically.

"Weed: Been There, Done That" by David Brooks (*New York Times*): Brooks argues that we shouldn't legalize marijuana because to do so would be to tilt society towards an inferior, stoner culture.

“The Perils of Obedience” by Stanley Milgram (*Harper’s*)

Milgram describes and interprets his famous obedience to authority experiment using simulated electrical shocks.

“The Stanford Prison Experiment” by Philip Zimbardo: Zimbardo describes and interprets his famous simulated prison experiment.

“In the Unlikely Event of a Water Landing” by Lauren Slater (excerpted from *Opening Skinner’s Box*): Slater describes and shares competing interpretations for both the murder of Katherine Genovese and the following studies meant to explain witnesses’ lack of willingness to intervene.

Burning Down the House: The End of Juvenile Prison by Nell Bernstein: Bernstein argues that the juvenile justice system can never be reformed—it has been racist and classist since its inception, and the evidence has been in front of us for over a hundred years. We need to end the system and completely rethink our beliefs regarding youth, crime, and incarceration.

Professor Wendy Smith, San Diego Mesa College (wsmith@sdccd.edu)

Course: Accelerated Reading, Writing and Reasoning is an open-access, one semester, 4-unit course that integrates reading and writing (based on the Chabot model). In the traditional pathway, we have 2 writing courses below and 2 reading courses below transfer (Accuplacer may place students into a variety of combinations of these courses). The courses are largely thematic and the general philosophy’s is Chabot’s (though our course is letter graded):

Theme: Faculty can choose their own themes (for example: social justice, social class, memoir). My theme for the past years has been social class. Here’s an excerpt from my Fall 2014 Syllabus:

What Will You Be Reading, Writing, and Thinking About?

The theme for the course is social and economic class. In a themed course, we learn to “speak the same language” and everyone becomes a mini-expert on the topic. Being an expert means you write in an informed way and can help others with their writing. As you learn more, you’ll learn how class everywhere: in your family life, on TV, at the movies, on commercials, in what people wear and drive. Think of the semester as us having a really interesting conversation. You can find a helpful companion web site for our book here: nytimes.com/class. Many of our chapters are accessible here, too, in case you find yourself without a book.

[Note: For Fall 2015, I’m working on using a series of articles that discuss class, but also things like assessment, placement, retention, persistence. I think it will be useful for students to, one, see the kind of work I do, and, two, to see themselves in this work. My students bring a lot to the table and I expect to learn from them.]

Key Inquiry Questions: What is social class? How does it affect me and my family? How does it affect my education and career? What are the struggles faced by people as a result of the growing class divide? How are race, class, gender, and immigration related?

[Note: For Fall 2015, here are a few tentative new questions: What does it mean to go to college? Is college open to all people who wish to become educated? What obstacles do students face? How can you, as students succeed best in college? How are education and social class related? How can we work to help improve access?]

Course Texts & Other Materials: For the past few years, I have used *Class Matters* by Correspondents of the New York Times. The articles anthologized in the book are from a 2005 series on socioeconomic class. Each addresses a different aspect of social class. Students like the book and learn a lot (especially about the value of an education to maintaining or moving up from the class you were born into). I have sometimes used other articles to supplement the book. [Another note: I still find the book relevant, though it has become a bit dated. Though this is the only *New York Times* series that was turned into a book, a google search of “new york times series” will reveal others that are newer. I am considering some of these, such as “The New Poor.”]

In addition to *Class Matters*, I have used the following (most of the supplemental readings are from a unit at the beginning of the semester when we talk about students’ reading/writing histories and college student identity):

They Say/I Say, by Gerald Graff and Cathy Birkenstein

“The Most Annoying Assignment Ever,” by Heal McKnight (published in TETYC, a description of an assignment called “The Context Journal”)

“Brainology,” by Carol Dweck
“How Male and Female Students Use Language Differently,” by Deborah Tannen
“On Identity,” by Lisa Jarnot
“Learning to Read,” by Malcolm X
“I Just Wanna Be Average,” by Mike Rose
“Minimum Wage” (an episode of the show 30 Days)

I also post articles and such, when I come across them, on our edmodo site. Students can also post. If I think of a text that connects with something we are talking about, I might assign it for extra credit or suggest it as an additional text to use in a paper. I’ve assigned films like *Sicko*, *Roger and Me*, *A Day without a Mexican*, and *Winter’s Bone*, as part of the “Class Analysis of a Film,” assignment.

Andrew Kranzman, Assistant Professor of English, Modesto Junior College (kranzmana@mjc.edu)

Course: This is a course I taught at Skyline College in the Bay Area.

Theme: The theme for this class is “Character and College Success.” Learners read, write, and think about “character” in terms of habits and behaviors of successful students. They also read, write, and think about learner experiences that are often unaccounted in discussions of “character,” such as the first-generation experience or the institutional and social barriers faced by learners with learning disabilities.

Key Inquiry Questions: The semester begins with a look at our individual habits and behaviors by thinking and writing about our habits as learners. In this section of the course, learners apply concepts from the texts to their own experiences in a “Text to Personal Experience” essay.

Next, learners read about the first-generation experience of college and some critiques of “character education.” In this section, learners put a reading from unit one in conversation with a reading from unit two in a “Text to Text” essay.

In our next unit, learners look at disability and consider how conventions of what it means to be a ‘normal’ learner are frequently unaccounted in “character education.” In this section, learners connect a reading from unit three with a real-world environment (design of classroom assignments, campus and classroom accessibility, stigma and forced self-identification, etc.) in a “Text to World” essay.

Finally, during the last week of class in our final in-class essay, learners revisit their habits as learner and discuss how these habits have changed over the semester.

Here is a brief overview of our assignments. I’m happy to provide the full assignment by request via email (kranzmana@mjc.edu)

1. **Letter of Introduction** – Learners write a brief letter of introduction in response to a series of questions. They also read my letter of introduction and ask me a question about myself. (Stolen from Jeanne Costello, Fullerton College)
2. **Text to Personal Experience**— Learners choose one trait or concept from the texts we read for the unit (grit, fixed and growth mindset, habits of mind, the student fear factor), explain it for their readers, and discuss how this trait or concept has impacted their motivation as a learner, using specific examples from their educational history to support this claim.
3. **Text to Text**— Learners explain Angela Duckworth’s grit and Mike Rose’s critique of Duckworth for their readers, and argue which one they agree with and why. They also draw on a third reading from unit two to illustrate their argument and the validity of Rose and/or (or both/and) Duckworth.
4. **Engaged Learning (In-Class)** – Learners read an excerpt from bell hooks’s *Teaching to Transgress* on “education as the practice of freedom” and relate it to an earlier reading from class.
5. **Text to World** – Learners discuss how a reading from unit three is reflected in an on-campus learning environment.
6. **Habits of Mind (In-Class)**—Learners revisit the “Habits of Mind” chapter and discuss how they have developed 3 of the habits discussed over the semester, using specific examples from their experiences in the class.

Course Texts & Other Materials

Full-Length Texts

- ***The Short Bus: A Journey Beyond Normal* by Jonathan Mooney**

Articles (email for complete list of titles)

- “Brainology” by Carol S. Dweck <http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/Brainology.aspx>
 - “The Student Fear Factor” by Rebecca D. Cox (excerpt from *The College Fear Factor*)
 - “Describing the Habits of Mind” by Arthur L. Costa <http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx>
 - “The Significance of Grit” by Deborah Perkins-Gough and Angela Duckworth <http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/The-Significance-of-Grit@-A-Conversation-with-Angela-Lee-Duckworth.aspx>
 - “The Key to Success? Grit” Angela Duckworth’s TED talk http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit
 - “Why Teaching Kids to Have ‘Grit’ Isn’t Always Such a Good Thing” by Mike Rose <http://mikeroosebooks.blogspot.com/search/label/character%20education>
 - *First Generation* by Adam & Jaye Fenderson (documentary) <https://www.youtube.com/watch?v=pfDx4duheHk>
 - “For the Poor, The Leap to College Often Ends with a Hard Fall” by Jason DeParle <http://www.nytimes.com/2012/12/23/education/poor-students-struggle-as-class-plays-a-greater-role-in-success.html>
 - *Learning Re-Abled* by Patricia A. Dunn (excerpts)
 - “Disability: A Choice of Models” by Colin Barnes and Geof Mercer (excerpts)
-

Sydney Brown, English Instructor, Grossmont College (sydney.brown@gcccd.edu)

Course: English 099: Accelerated Preparation for College Reading, Reasoning, and Writing. This course is designed to prepare students for the academic reading, reasoning, and writing expected in transfer and associate-degree courses. Students will engage in the essential practice of academic inquiry—discovering through reading, discussion, and writing, new views, new knowledge, and new truths about relevant and complex issues. In a highly supportive learning environment, students will develop critical reading, reasoning, and writing strategies and skills to help them engage in research and write academic essays by using and acknowledging multiple sources. (Nondegree credit course)

Theme: “Intellectual Empathy: Cultivating the Superpower.”

Key Inquiry Questions: What does it mean for an individual or group to have—or not have—intellectual empathy? How might cultivating it make us better (aka, super) critical readers, thinkers, and writers? Super human beings and citizens? How might it enrich the ways we experience the world? Will practicing intellectual empathy help us, as well as others, to achieve our goals? These are some of the big questions we will wrestle with this semester.

Course Texts & Other Materials:

Instructional Cycle One: Intellectual Empathy and Equity in Education

- Progression of English 90, 98, and 110 students at Grossmont College (chart)
- “Brainology,” by Carol Dweck
- from *Social Class and the Hidden Curriculum of Work*, by Jean Anyon
- “The Rose that Grew from Concrete,” by Tupac Shakur (poem)
- “Learning to Read,” by Malcolm X
- “Allegory of the Cave,” by Plato
- “What is Metacognition” by Michael E. Martinez
- *Ivory Tower*, Dir. Andrew Rossi. (documentary film) or *Changing Education Paradigms*, by Sir Ken Robinson (short film)

Essay Prompt: Drawing on ideas and information from at least three of the assigned texts, one of which must be Anyon’s, write an essay in which you address ways in which the academic sustainability gap can be closed.

Instructional Cycle Two: Intellectual Empathy, Identity and Stereotype Threat

- “The Danger of a Single Story,” TED Talk by Chimamanda Ngozi Adichie
- “A Prostitute, A Servant, and a Customer-Service Representative: A Latina in Academia,” by Carmen R. Lugo-Lugo
- *Reel Bad Arabs: How Hollywood Vilifies a People*, Dir. Jeremy Earp and Sut Jhally. (film)
- *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, by Claude M. Steele (select chapters)
- “Mortal Man,” by Kendrick Lamar
- “Go the Way Your Blood Beats: Frank Ocean Frees Himself and Others,” by Clay Cane
- *White Like Me*, Dir. Scott Morris and Tim Wise (short film)
- “Skinhead” by Patricia Smith (poem)

Essay Prompt: Using the chapters we read from Claude M. Steele’s *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, two additional assigned texts, and one outside source, discuss the ways in which individuals and/or groups can reduce the dangers of identity and stereotype threat.

Instructional Cycle Three: Intellectual Empathy and Forgiveness

- *I Have Never Forgotten You: The Life and Legacy of Simon Wiesenthal*, Dir. Richard Trank (film)
- *The Sunflower: On the Possibilities and Limits of Forgiveness*, by Simon Wiesenthal
- “Remembering Forgiveness: Between Forgiveness and Revenge,” Maria Mayo

Essay Prompt: Using ideas and information from Simon Wiesenthal’s *The Sunflower*, as well as in-class writing and class discussions, build your own answer to the critical question posed by Wiesenthal at the end of the first part of his book. He asks his readers, “You, who have just read this sad and tragic episode in my life, can mentally change places with me and ask yourself the crucial question, ‘What would I have done?’ (98). You should draw on four arguments from the second half of the book, “The Symposium,” two which support your position and two that do not, using concession and refutation to strengthen your argument.

Michelle Crooks, English Instructor, Grossmont College (michelle.crooks@gcccd.edu)

Course: English 099: Accelerated Preparation for College Reading, Reasoning, and Writing. This course is designed to prepare students for the academic reading, reasoning, and writing expected in transfer and associate-degree courses. Students will engage in the essential practice of academic inquiry—discovering through reading, discussion, and writing, new views, new knowledge, and new truths about relevant and complex issues. In a highly supportive learning environment, students will develop critical reading, reasoning, and writing strategies and skills to help them engage in research and write academic essays by using and acknowledging multiple sources. (Nondegree credit course)

Theme: Technology: The Superhuman and the Subhuman

Key Inquiry Questions: The broad theme for this course is technology and social justice. We will study three sub-topics related to technology: diversity and STEM, artificial intelligence, and social media movements. We will read many college-level, challenging texts and tie the conversation back to the following question: How is technology making us superhuman and subhuman? We will not talk about technology in an isolated sense; we will connect it to human rights issues and critical issues of our time.

Course Texts & Other Materials:

Unit 1: Mindsets (3 weeks)

- “Brainology: Transforming Students’ Motivation to Learn” by Carol Dweck

Essay Prompt: Would you say that your own experiences in school reflect and support Dweck’s argument? Yes? No? Somewhat? Please bring in TWO specific experiences from your life to support your stance and be detailed. You must include at least two quotes from Dweck’s text.

Unit 2: On Diversity and STEM (4 weeks)

- “How Diversity Makes Us Smarter” by Katherine Phillips
- “Diversity in STEM: What It Is and Why It Matters” by Kenneth Gibbs
- “The Lack of Diversity in Tech is a Cultural Issue” by Bonnie Marcus
- A variety of tech company diversity pages and statistics, such as Facebook and Google

Essay prompt: We have read about the lack of diversity in STEM fields. The U.S. government and educational institutions are just two major groups that are concerned about this. Non-profits have been formed and other initiatives to educate, recruit, hire and retain more women and people of color in STEM. Tech companies in Silicon Valley and elsewhere are recently feeling the pressure to release data on their employee demographics and find unique ways to address this issue because it is getting national attention. For this essay, you must **write a letter to the CEO of a major tech company** (e.g., Facebook, Google, Twitter) and explain this issue and propose what the company should do, weaving in at least one article from the unit and research you have done on the company.

Unit 3: On Artificial Intelligence (4 weeks)

- *Ex Machina*, film by Dir. Alex Garland
- “Don’t Fear Artificial Intelligence” by Ray Kurzweil
- “The Tech Threat” by Bob Abeshouse
- “Humans, Not Robots, Are the Real Reason Artificial Intelligence Is Scary” by Zach Musgrave and Bryan Roberts
- “Five Sly Themes Make ‘Ex Machina’ 2015’s Best Film So Far” Zoller Seitz
- “The Coming Transhuman Era,” a TED Talk by Jason Sosa

Essay Prompt: Based on the texts, videos, and discussions from this unit, which of the following actions should society take in regards to AI and why? Support your answers with at least 3 texts from this unit and pick a theme or two listed on the next page to focus your essay on. 1) Continue full speed with the development of AI. 2) Pause AI development until critical discussions and research take place. 3) Ban AI development altogether.

Unit 4: Social Media Movements (5 weeks)

- “Equal Signs on Facebook” by Levin
- “Small Change: Why the Revolution Will Not Be Tweeted” by Malcolm Gladwell
- “Facebook and an Online Guatemalan Justice Movement That Moved Offline” by Summer Harlow

Essay Prompt: For this essay, you will pick one social media movement related to a social justice issue...How powerful was/is this movement? Has it led to “small change” or significant change? Why? (4 sources required)

Cindi Davis Harris, EdD, Associate Professor of English, Grossmont College (Cindi.harris@gcccd.edu)

Course: English 099: Accelerated Preparation for College Reading, Reasoning, and Writing. This 5-unit course is an integrated reading and writing course, one level below transfer, whereas the traditional sequence is comprised of two courses. The class meets 4 hours per week face-to-face and one hour online. It is a letter-graded course.

Theme: The overall theme for the course is Success: what is it? How is it achieved? How is it defined? How do we manage and navigate potential obstacles to success? This theme intersects with the central concept about the nature of academic writing, which is based on Kenneth Burke’s “Parlor Metaphor.” We begin by acknowledging (and celebrating) the insider conversations for which student’s are experts. From there we begin to consider the ways in which academic writing is like their own “insider” communications, full of community specific references, jargon, and commonly accepted “moves.” In entering the world of these new conversations, our first goal is to “listening” in order to observe, practice, and eventually master the insider moves writers make to communicate their ideas with their intended audience(s).

With this in mind, students write for many audiences along the way. They keep both a blog in which they summarize and respond to individual texts throughout the class. These “low stakes” assignments are intended to be a “parlor” for students to practice participating in an academic conversation with each other, a known audience. In addition, students also write three formal Synthesis Essays for three different audiences: one that they know and are a member of, one that they are familiar with, but are not a member of, and one for which they are informed “outsiders.”

Unit 1 –Motivation and Success – Entering the conversation

Key Question: Can we learn to be more motivated, and if so, how do we become more independent, motivated learners?

- Duckworth, Angela. “The Key to Success? Grit” *Ted Talks Education*. April 2013. Web.

- Briceño, Eduardo. "Why Understanding these Four Types of Mistakes Can Help us Learn."
- Dweck, Carol S. "Brainology: Transforming Students' Motivation to Learn."

Writing assignment:

1. Introduction Blog – Students respond to Carol Dweck's brainology as a means by which they introduce themselves to the rest of the class. This low-stakes assignment is non-graded, but is marked for completion. Audience: Class members.

Unit 2 – Motivation, Learning, and Metacognition – Engaging in the Academic Conversation

Key Questions: What is the relationship between motivation, improvement, and learning? What steps must I take to ensure that learning takes place?

- Dweck, Carol "Carol Dweck Revisits the 'Growth Mindset'"
- Colvin, Geoffrey. "Secrets of Greatness: What it takes to be Great." *Fortune Magazine*.
- Martinez, Michael. "What is Metacognition." *Phi Delta Kappan*.

Writing assignments:

1. Response Blog 2 – Create a "success and learning" calendar based on research on motivation, learning, and success - Audience: Class members
2. Synthesis Essay 1 – Give advice to incoming college freshmen, working to convince them that they can be successful, but it may take a change in mindset and attitude. Audience: incoming college freshmen who are like them (recent graduates, adult re-entry, vets, etc)

Unit 3 –Education, Learning, and Success

Key Question: How do different methods of instruction affect learning? Are some teaching practices more effective than others? Is there equity in effective methods of instruction? In other words, do all students have access to effective instruction?

- Kohn, Alfie. "The Perils of 'Growth Mindset' Education: Why We're Trying to Fix our Kids When We Should be Fixing the System."
- Anyon, Jean. "Social Class and the Hidden Curriculum at Work" *Journal of Education*.
- Freire, Paulo. "The Banking Concept of Education."
- Jean Piaget - <http://www.simplypsychology.org/piaget.html#stages>
- Lawrence Kohlberg - <http://www.simplypsychology.org/kohlberg.html>
- Lev Vygotsky - <http://www.simplypsychology.org/vygotsky.html>

Writing Assignments:

1. Response Blog 3 – Summary & Response to Kohn – Audience: Class members
2. Synthesis Essay 2 – Editorial: To what extent are the teaching methods described in Anyon's research effective and/or ethical. Audience: Readers of the *Chronicle of Higher Education*

Unit 4 –Situational and Dispositional Factors to Individual Success

Key Questions: To what extent to situational and/or dispositional factors affect our behavior? What, if anything, should/could be done to mitigate the effect of negative situational factors?

Core Texts:

- Lessing, Doris. "Group Minds" *Prisons We Choose to Live Inside*. Harper & Row. 2007.
- Paul, Annie Murphy. "It's Not Me, It's You" *The New York Times*.
- Vedantam, Shankar. "How a Self-Fulfilling Stereotype Can Drag Down Performance" *Washington Post*.
- Zimbardo, Phillip. "Why Situations and Systems Matter." From *The Lucifer Effect*.

Writing Assignments:

1. Response Blog 4 – Summary & Response to Zimbardo - Audience: Class members

2. Synthesis Essay 3 – Academic Paper analyzing the situational and dispositional factors leading to their own success. Students cite both from their own body of work as well as any course text that helps them to analyze their level of success in completing it. Audience: Academic Audience.
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Kelly Douglass, Associate Professor, Riverside City College (Kelly.Douglass@rcc.edu)

Course: English 80: Preparatory Composition. Catalog description: Accelerated preparation for English Composition (ENG 1A), this course offers intensive instruction in the academic reading, reasoning, and writing expected in transfer and associate-degree courses. Students will read college-level texts and write a minimum of 10,000 words. Classroom instruction integrates Writing and Reading Center activities. Additional info from my MVC predecessors, Dan Clark and Jeff Rhyne: This 6-unit course has no prerequisite, so any student may take it. Students who pass may then enroll in Freshman Composition. It follows the 1A-All-the-Time model, with scaffolding and guidance. It integrates reading and writing and is an alternative to the traditional developmental sequence, which has three levels below transfer. The class meets 6 hours per week plus an hour of lab, for a total of 7 weekly hours of instructor-student contact. Grading: Letter Grades.

Theme: Understanding Success / Successful Understanding

Key Inquiry Questions: The course examines mythologies about success and about what helps people to be successful and encourages students to question traditional and popularized narratives of success and look instead at behaviors, attitudes, and practical strategies that they can adopt to be successful in college and in their communities. The class is divided into reading units with Malcolm Gladwell's *Outliers* serving as the main text that we read over the course of the semester interrupted throughout with shorter texts as listed below.

Course Texts and Guiding Questions:

Unit 1 (Weeks 1-3)

Stories That Don't Make Sense -- Part A: The Self-Made Man

Gottschall, Jonathan. "Life Stories" *The Storytelling Animal: How Stories Make Us Human*. Boston: Houghton Mifflin, 2012. Print.
Gladwell, Malcolm. "Introduction" – "Chapter 1" *Outliers: The Story of Success*. New York: Back Bay Books, 2008. Print.

Stories That Don't Make Sense -- Part B: "I'm Not Really a [Math, English, School, Book] Person"

Dweck, Carol. "Brainology." *National Association of Independent Scholars*, 2008. Web. 19 August 2013.

Unit 2 (Weeks 4-9)

YOU: What is the Role of the Individual in Defining and Finding Success?

Gladwell, Malcolm. "Chapter 2" – "Chapter 5" *Outliers: The Story of Success*. New York: Back Bay Books, 2008. Print.
Pink, Daniel. Excerpt from the "Introduction," excerpt from "Chapter 2," "4: Autonomy," "5: Mastery," "6: Purpose." *Drive: The Surprising Truth About What Motivates Us*. Riverhead: New York, 2009. 1-10, 32-47, 85-130. Print.
Thoreau, Henry David. "Conclusion" *Walden; or, Life in the Woods*. New York: Dover Publications, 1995 [1854]. Print.

Unit 3 (Weeks 9-12)

Influence and Environment: What is the Role of Family, Background, Educational Experience and Access, Strangers on the Bus, Community Influences, and other "Inputs" in Defining and Finding Success?

Gladwell, Malcolm. "Chapter 6" – "Epilogue" *Outliers: The Story of Success*. New York: Back Bay Books, 2008. Print.
Frankl, Viktor. "Logotherapy in a Nutshell" – "The Meaning of Suffering." *Man's Search for Meaning*. Boston: Beacon Press, 2006 [1959]. 97-115. Print.

Students select one memoir to start reading for the Book Club Project; students begin reading in week 10.

Unit 4 (Weeks 12-15)

Stories That Make Sense: Understanding Success as Successful Understanding

Students finish the one Book Club memoir they selected from the following list:
Grande, Reyna. *The Distance Between Us : A Memoir*. New York: Atria, 2012. Print.
Moore, Wes. *The Other Wes Moore: One Name, Two Fates*. New York: Spiegel and Grau Trade Paperbacks, 2011. Print.
Strayed, Cheryl. *Wild: From Lost to Found on the Pacific Crest Trail*. New York: Alfred A. Knopf, 2012. Print.

Erin Delaney, Assistant Professor, College of the Canyons (Erin.delaney@canyons.edu)

Course: English 96: Accelerated Preparation for College Reading and Writing. This 4-unit course is one level below transfer. Students may test into the course by earning a score of 55-79 on the Accuplacer exam or by passing English 89, a course two levels below transfer. The course integrates reading and writing; it requires rigorous, detailed, lengthy readings and asks students to complete scaffolded writing assignments that help them prepare for transfer-level writing. Many sections of English 96 (including mine) require students to participate in supplemental activities, tutoring, or other systems of support. This is a graded course.

Theme: Growth and Resilience

Key Inquiry Questions: Listed below along with course texts

Course Texts:

Unit 1: How Do We Learn?

In this unit, students learn about the learning process, including the role of motivation and deliberate practice. They are asked to reflect on their own learning experience and ways that experience could have been improved. In this unit, students read/watch:

- *The Genius in All of Us* by David Shenk
- "Brainology" by Carol Dweck
- "[The Case Against Grades](#)" by Alfie Kohn
- "[The Surprising Science of Motivation](#)" by Dan Pink
- "[IQ Scores Reflect Motivation as well as 'Intelligence'](#)" by Ed Yong
- "[How Tests Make Us Smarter](#)" by Henry Roediger
- "[School's Out](#)" by Daniel Pink
- The [Frontiers for Young Minds](#) website (This is a science journal that is written by scientists and reviewed by kids ages 8-15)
- "[Raising Students Who Want to Read](#)" by Phyllis Hunter
- "[Teaching Math to People Who Think They Hate It](#)" by Jessica Lahey

Unit 2: What Are Our Obstacles to Learning?

In this unit, students examine serious obstacles to learning, including poverty, violence, racism, and the school-to-prison pipeline. They write about the causes and effects of these obstacles. In this unit, students read/watch:

- "[Addressing Our Needs: Maslow Comes to Life for Educators and Students](#)" by Lori Desautels
- "[Growing Roses in Concrete](#)" by Jeff Duncan Andrade
- Excerpt from *I Am Malala* by Malala Yousafzai
- "[A Girl who Demanded School](#)" by Kakenya Ntaiya
- "[Challenging the Misperception that Schools are Dangerous Places](#)" Interview with Dewey Cornell
- "[The School-to-Prison Pipeline](#)" by Marilyn Elias
- "[How to Discipline Students without Turning School into a Prison](#)" by Jeff Deeney
- Excerpt from *True Notebooks* by Mark Salzman (scroll down and click on "Read an Excerpt")
- "[Five Stereotypes about Poor Families and Education](#)" by Valerie Strauss
- "[Thin Ice: Stereotype Threat and Black College Students](#)" by Claude M. Steele
- "[Equity](#)" from the Glossary of Education Reform
- "[The Banking Concept of Education](#)" by Paulo Friere
- Chapter 2 of *The College Fear Factor* by Rebecca Cox (available as an eBook through the [COC library](#))
- "[Some Students Need to Fail](#)" by Melissa Nicolas

Unit 3: How Do We Build Resilience?

In this unit, students learn about resilience and apply their knowledge to a narrative. They discuss the role of help and compare it to many narratives' pattern of an individual succeeding without help. In this unit, students read/watch:

- *Life of Pi* by Yann Martel, *The Glass Castle* by Jeannette Walls, or *Beloved* by Toni Morrison
- “What Is Resilience?” by This Emotional Life on PBS
- [“Promoting Resiliency among First-Generation College Students”](#) by Jessica Fentress and Rachel Collopy
- “Note to Educators: Hope Required When Growing Roses in Concrete” by Jeff Duncan Andrade (Proquest)
- “The Glee Club” by Willow Lawson (Proquest)
- [“The Key to Success? Grit”](#) by Angela Duckworth

Carla Maroudas, Assistant Professor of English, Mt. San Jacinto College (cmaroudas@msjc.edu)

Course: English 092 is a 5 unit reading and writing course based on specific theme. There is an emphasis on essays, reading strategies, research, critical thinking, analysis, and MLA. This course is designed to prepare students for a smooth transition to reading, writing, and the research demands of English 101. Our course is open access so any student is eligible to enroll.

Theme: Leaders and Heroes: Our semester theme focuses on overcoming obstacles to success, ethical leadership, heroic journeys, and researching social justice.

Key Inquiry Questions

Over the semester, we begin with a look at our individual obstacles to success and setting goals to overcome challenges. In this section of the course, students are applying concepts from the texts to their own experiences.

Next, we examine the nature of virtue and ethical leadership. We analyze characters in *The Walking Dead* and relate these fictional situations to real-life ethical or leadership dilemmas.

In our next unit, we examine the ethical and psychological profiles of well know superhero characters. We examine the nature of heroism in everyday life. Students also study the hero’s journey and relate the stages of Campell’s work to their own life journeys.

In our final unit of the semester, students select a research topic of their choice that takes some aspect of social justice as their focus. One goal of this unit is to examine the ethics of a debate and to take a leadership role in their communities by learning more about real-world concerns. A major part of this unit is to learn a research process that involves inquiry, narrowing a topic, asking good research questions, database skills, forming a judgment, and planning, drafting, and revising an argument. Students have been integrating sources all semester, but we go over the finer points of MLA documentation in research writing.

Here is a brief overview of our assignments. I’m happy to provide the full assignment by request via email.

1. **Setting Goals (In-Class):** Students write letters to themselves to be read midway through the semester. The letter is formatted as an essay with a note of encouragement as an introduction, a thesis that sets two goals for overcoming specific obstacles to success.
2. **Virtue:** Using scenarios from *The Walking Dead* (TWD) and passages from their text, *The Philosophy of The Walking Dead*, as support students present an argument about whether TWD portrays an optimistic or pessimistic view of human nature.
3. **Leadership:** Students select a character from *TWD* and analyze his or her effectiveness as a leader.
4. **Success Inventory (In-Class):** Midway through the semester, students read their letters to themselves and assess to what extent that are on track with their goals set in the letter. Students then determine how best to maintain or improve their success, either by setting new goals or by coming up with a plan to reach their goals.
5. **Hero’s Journey:** After studying Campell’s Hero’s Journey and relating their own journeys to this pattern, students select a superhero film and trace the hero’s journey for their chosen character. This essay has been successful in teaching transitions and paragraph focus.
6. **Profile a Superhero:** After studying the history of comics in the U.S. and the ways these characters have reflected American dreams and concerns, students write an essay about their selected character in Essay 5. The essay examines leadership style, ethical style, archetypical character type, as well as what this character reflects about contemporary American events (e.g. Ironman was developed during the atomic age to examine the ethics of technology in warfare. Today, this character still reflects ethical concerns about drone warfare, black-ops, and artificial intelligence).
7. **Research Paper:** Students select a topic of social justice. We complete several brainstorming sessions about their topic to find a narrow angle and form an effective research question. Students learn about popular, scholarly, and government sources

to examine purpose and audience of these kinds of texts. Students form an argument based on evidence and work to convince an audience of their peers of their idea.

8. **Success Inventory and Reflection:** Students revisit their letters, midterm inventory, and reflect on the habits they developed to overcome challenges. They examine how productive habits of mind, the ability to work in teams, and developing problem-solving skills will be valuable in later college courses and in their personal and professional lives.

Course Texts & Other Materials

- *The Philosophy of the Walking Dead*
- *The Psychology of Superheroes*
- Supplemental articles

Anna Marie “Ree” Amezcuita, English Instructor, Moreno Valley College (Annamarie.amezcuita@mvc.edu)

Course: English 80: Preparatory Composition. This 6-unit course has no prerequisite, so any student may take it. Students who pass may then enroll in Freshman Composition. It follows the 1A-All-the-Time model, with scaffolding and guidance. It integrates reading and writing and is an alternative to the traditional developmental sequence, which has three levels below transfer. The class meets 6 hours per week plus an hour of lab, for a total of 7 weekly hours of instructor-student contact. Lab is now incorporated into the course and taught by the instructor of record. Grading: Letter Grades.

Theme: The overarching theme of the course is EDUCATION. How do we learn; How can we cope with Stereotype Threat; What motivated Victor Villasenor? Who has a right to an education (Malala Yousafzia)? The last two units offer students practice applying the information to another text, so we look at two memoirs in light of the research on mindset, grit, and stereotype threat.

Key Inquiry Questions: Listed below along with course texts.

Course Texts & Other Materials:

Unit One: How Do We Learn? What Motivates Us?

Blackwell, L.S. “You Can Grow Your Intelligence: New Research Shows the Brain Can Be Developed Like a Muscle.” *Mindset Works*, 2002. Web. 19 August 2013.

Cox, Rebecca. “The Student Fear Factor.” *The College Fear Factor: How Students and Professors Misunderstand One Another*. New Haven: Harvard UP, 2011. 20-40. Print.

Dweck, Carol. “Brainology.” National Association of Independent Scholars, 2008. Web. 19 August 2013.

Hanford, Emily. “Angela Duckworth and the Research on ‘Grit.’” American Radio Works. Web. 19 August 2013.

Pink, Daniel. “Autonomy,” “Mastery,” “Purpose.” *Drive: The Surprising Truth About What Motivates Us*. Riverhead: New York, 2009. 85-130. Print.

Unit Two: How Are We Affected By Stereotypes and What Can We Do to Overcome Stereotypes

Staples, Brent. “Black Men and Public Space” *Harper’s*. 1986. Print.

Steele, Claude M. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. Selected Chapters.

Unit Three: Dedication to Education and Personal Achievement

Gladwell, Malcolm. “David Boies You Wouldn’t Wish Dyslexia on Your Child. or Would You?” *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants*. New York: Little Brown, 2013. 99-124. Print.

Villaseñor, Victor. *Burro Genius: A Memoir*. New York: Rayo, 2005. Print.

Unit Four: The Right to an Education

Sears, John F., “Eleanor Roosevelt The Universal Declaration of Human Rights” Franklin and Eleanor Roosevelt Institute (FERI). Hyde Park, NY: 2008.

“Universal declaration of Human Rights.” United Nations. 10 Dec. 1948.

Yousafzai, Malala, and Christina Lamb. *I Am Malala: The Girl Who Stood up for Education and Was Shot by the Taliban*. New York: Little Brown, 2013. Print

Unit Five: Composing a Portfolio

Banks, William P. "Preparing Your Writing Portfolio" East Carolina University. January 2014. Online.

Andrea Hammock, Associate Professor of English and Reading, Mt. San Jacinto College (ahammock@msjc.edu)

Course: English 092: English Fundamentals and Writing Skills. As of summer 2016, this 5-unit course now has no prerequisite, so any student may take it. This course has replaced a sequence which at one point included three levels below in reading and three levels below in writing (6 total classes). Students who pass this course may then enroll in Freshman Composition. It is an integrated reading and writing course with scaffolding, guidance, and just-in-time remediation. Many of the instructors incorporate Reading Apprenticeship along with California Acceleration Project strategies.

All seven essays require source integration with college level reading. Typically, 2 essays are written in class and 5 essays are written out of class. Class assignment schedules are flexible, and instructors hold conferences with students individually and in small groups. Regular written response/critical reading quizzes are given to allow students the opportunity to think about the readings in new ways. Group work and class discussions are the norm rather than the exception. Essay assignments include: An educational autobiography; a cultural self-analysis; a Gladwell inspired analysis of a famous person's life; and a response to the selected autobiographical novel (W. Kamkwamba). Feel free to email me for my specific assignments and essay prompts.

Grading: Letter Grades with increasing expectations and points. The class begins with several low-stakes assignments.

Theme: Opportunity and Legacy: Studies of Unexpected Success

Key Inquiry Questions: What is success? What paths did others take to success? How do the ideas of success motivate/demotivate us? What do we give up to be successful? Does success equal happiness? How does media/mainstream society alter our perceptions of success? (And more, as they arise.)

Course Texts & Other Materials:

- **Books**
 - *Outliers: The Story of Success*, by Malcolm Gladwell
 - *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope*, by William Kamkwamba
- **Articles**
 - "Brainology" - Carol Dweck
 - "Social Class and the Hidden Curriculum of Work" - Jean Anyon
 - "The Cycle of Socialization" - Bobbie Harro
 - "What True Education Should Do" - Sydney Harris
 - "A Homemade Education" - Malcolm X
 - *The College Fear Factor (chapters 1 and 2)* - Rebecca Cox
 - *Drive* (select chapters) – Daniel Pink
 - *Pedagogy of the Oppressed* (chapter 2) - Paulo Freire
 - "The White Lie of the Self-Made Person" - James Fallows
 - *Sonia Sotomayor: A Biography* (excerpts) – Meg Greene
 - Selected autobiographical articles/excerpts (based on class interests)
 - "The Art of Failure" – Malcolm Gladwell
 - "You Can Do It, Baby" – Leslie Garrett
 - "What Drives Success?" - Amy Chua and Jed Rubenfeld
- **Films/Videos**
 - "RSA Animates: Changing Education Paradigms" – Sir Ken Robinson
 - "The Puzzle of Motivation" – Daniel Pink
 - "A Kinder, Gentler Philosophy of Success" – Alain de Botton

- “To This Day” – Shane Koyczan
- “Extreme Swimming with the World’s Most Dangerous Jellyfish” – Diana Nyad
- “How to Live Before You Die” – Steve Jobs
- “Why You Will Fail to Have a Great Career” – Larry Smith

Elizabeth Buchanan, Associate Professor, Language Arts, Porterville College (elizabeth.buchanan@portervillecollege.edu)

Course: English 73X: English Express. This integrated reading and writing course is an alternative to the traditional developmental sequence, which has three levels below transfer. Students who pass may then enroll in Freshman Composition. It follows the 1A-All-the-Time model, with scaffolding and guidance. The class meets 6 hours per week. Grading: Letter Grades.

Theme: The main theme of the course is resilience

Course Texts & Other Materials:

Students will read three books:

Memoir: *The Sunflower*, Ellie Wiesel

Fiction: *The Nightingale*, Kristen Hannah

Nonfiction: *Opening Skinner’s Box*, Lauren Slater

They will also read several articles, along with viewing Ted Talks.

Unit One (8/23—9/15): How Do We Learn? How resilience keeps us focused on Learning?

Cox, Rebecca. “The Student Fear Factor.” *The College Fear Factor: How Students and Professors Misunderstand One Another*. New Haven: Harvard UP, 2011. 20-40. Print.

Dweck, Carol. “Brainology.” National Association of Independent Scholars, 2008. Web. 19 August 2013.

Hanford, Emily. “Angela Duckworth and the Research on ‘Grit.’” American Radio Works. Web. 19 August 2013.

Almy, John. “Alphabet Soup”

“In the Unlikely Event of a Water Landing,” Ch. 4 from *Opening Skinner’s Box* by Lauren Slater

Essay: Autobiographical

Unit Two (9/20-10-6): In order to be resilient, do we need to be forgiving of others?

Weisenthal, Simon, *The Sunflower*. New York: Schocken, 1976. Print.

“Obscure Stanley Milgram and Obedience to Authority,” Ch. 2 from *Opening Skinner’s Box* by Lauren Slater

Essay: Persuasive – The Question of Forgiveness

Unit Three (10/18-11/10): How does rhetoric tie to resilience?

“Opening Skinner’s Box B.F. Skinner’s Rat Race,” Ch. 1 from *Opening Skinner’s Box* by Lauren Slater

“On Being Sane in Insane Places,” Ch. 3 Ch. 4 from *Opening Skinner’s Box* by Lauren Slater

“Quieting the Mind - The Experiments of Leon Festinger,” Ch. 5 from *Opening Skinner’s Box* by Lauren Slater

“Lost in the Mall - The False Memory Experiment, Ch. 8 from *Opening Skinner’s Box* by Lauren Slater

Essay – Rhetorical analysis

Unit Four (11/15-12/6): Is resilience naturally or culturally acquired?

Hannah, Kristen. *The Nightingale*

“Rat Park - The Radical Addiction Experiment” Ch. 7 from *Opening Skinner’s Box* by Lauren Slater

“Monkey Love - Harry Harlow’s Primates” Ch. 6 from *Opening Skinner’s Box* by Lauren Slater

“Lost in the Mal – The False Memory Experiment!” Ch. 8 from *Opening Skinner’s Box* by Lauren Slater

Essay: Argumentative

Leslie Tejada, Assistant Professor of English, West Los Angeles College (TejadaLA@wlaac.edu)

Course: English 100

West LA's accelerated course is a three unit, one-level below college English class. Students who place into the two-levels below or one-level below courses are eligible. English 100 prepares students for academic reading, critical thinking, and writing expected in transfer and associate-degree classes. Students plan, draft, revise, and edit compositions based on college-level readings that cover topics that challenge students' thinking and provide an intellectual background for the assignments. All English 100 courses have supplemental instructors. Grading: Letter grades.

Theme: Educational Success

Key Inquiry Questions: Listed below along with course texts.

Unit One: What motivates us to learn?

- "The Student Fear Factor" by Rebecca Cox
- "Brainology" by Carol Dweck
- "TedTalk: Grit" by Angela Duckworth

Essay Prompt: In this ungraded (but mandatory!) essay, I will get to know who you are as a person and a writer. I want to know how your educational experiences—positive and negative—have impacted the student you are today. Tell me the story of your educational history—the journey you have been on, the good, the bad, and how you have felt about yourself as a learner in your past schooling.

Unit Two: Is the public school system equitable?

- *Multiplication is for White People* by Lisa Delpit

Essay Prompt: After reading *Multiplication is for White People*, identify potential causes of the achievement gap. Then, choose two of Lisa Delpit's recommendations for closing the gap, and analyze how they would work to close the achievement gap.

- "The Latino Education Crisis: Rescuing the American Dream" by Patricia Gandara
- "The Latino Gap: Not Quite Trilingual" by Devin Browne
- Students choose one other article from *The Latino Education Gap*

In-class Essay Prompt: What are the two or three most effective recommendations for closing the achievement gap between low-income Latino students and their higher income white counterparts that you read about in these last two or three articles? Be sure to fully explain the recommendation with examples and say why it would be effective.

Unit Three: How do educational inequities affect our ability to reach the American Dream?

- *Between the World and Me* by Ta-Nehisi Coates

Essay Prompt: In what ways does education potentially uplift and/or harm young people of color in the United States?

Lauren Halsted Burroughs, Associate Professor, English, Cuyamaca College (Lauren.halsted@gcccd.edu)

Course: ENGL 120 and ENGL 020: Freshman Composition with basic skills support. Course pair for students who place one level below freshman composition but want to enroll directly in freshman composition. Requires concurrent enrollment in both courses, which are taught by the same instructor.

ENGLISH 020 – SUPPORT FOR FRESHMAN COMPOSITION, 1 hours lecture, 1 units

Catalog Description: This course is designed to review and reinforce the skills necessary to be successful in English 120 (freshman composition). Students will study the elements and principles of composition through the practice of editing and revising narrative, expository, and argumentative essays. Student will also be introduced to effective reading skills and strategies necessary for the reading of college level material. Pass/No Pass only. Non-degree applicable.

ENGLISH 120 – COLLEGE COMPOSITION AND READING, 3 hours lecture, 1 hour laboratory, 3 units

Catalog Description: Traditional freshman composition course. Students will study the elements and principles of composition through the practice of writing narrative and expository essays and a research paper. Utilizing word processing in the computer lab, revision is stressed as a means of achieving effective skills in writing. Assigned readings stimulate critical thinking and effective writing. Emphasis is on using outside sources and documenting them according to MLA format.

Theme: The theme for my particular course is "Monsters." NOTE: Faculty are free to choose their own course themes.

Key Inquiry Questions: What do the monsters people create say about the cultures in which they are produced? We then use the idea of monsters to discuss issues of technology, race, and gender.

Instructional Cycle One: Summary and Argument Response to Zombies (Two weeks)

- Reading: Klosterman, Chuck. "My Zombie, Myself: Why Modern Life Feels Rather Undead." *New York Times* 5 Dec. 2010: 1(L). *Opposing Viewpoints in Context*. Web. 9 Oct. 2016.

Essay Prompt: Read Klosterman's article "My Zombie, Myself: Why Modern Life Feels Rather Undead." Then, write a 1250-1500-word essay first summarizing the article's main point and next responding to his argument with an argument of your own. Your argument should include at least one counter-argument, or point your opposition could raise, to which you respond with a refutation.

Instructional Cycle Two: Rhetorical Analysis, Monsters and Political Cartoons

- Main Reading: Hall, Nicholas Sean. "The Wasp's 'Troublesome Children': Culture, Satire, and the Anti-Chinese Movement in the American West." *California History*, no. 2, 2013, p. 42. EBSCOhost, ezproxy.cuyamaca.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.342175302&site=eds-live.
- A collection of political cartoons from about 1850 to the present.
- *The Chinese Exclusion Act* (Documentary)

Essay Prompt: Select at least three political cartoons we have discussed and write a 1500-1750 word rhetorical analysis of those images.

Instructional Cycle Three: Applying a Theory, Beauty and the Beast

- Main Reading: Chimamanda Ngozi Adichie, *We Should All Be Feminists*
- Lucius Apuleius, "Cupid and Psyche"
- Madame Le Prince De Beaumont's story "Beauty and the Beast"
- Angela Carter, "The Tiger's Bride"
- Disney's *Beauty and the Beast* (film)

Essay Prompt: Write a 1500-1750-word essay that offers an analysis of Beauty and the Beast from a feminist perspective.

Instructional Cycle Four: Researched Arguments, Monsters in Various Cultures

- Independent Research, 5 credible sources (at least one book, at least one peer-reviewed article)

Essay Prompt: For this assignment, students are expected to select and narrow a topic, conduct independent research, engage in all stages of the reading and writing processes (including assigned topic proposal and annotated bibliographies), and finally write a 1750-2000 word research paper. For topics, students are asked to select a particular monster from a culture we have not discussed and write an argument (informed by research) about what that monster says about the culture in which it was produced.

Instructional Cycle Five: In-Class, On Demand Academic Writing

- One article, provided by the department

Essay Prompt: For their final exam, the English department will institute (beginning Fall 2017) a common essay exam for the English 1A class. The short, expository article will be selected by the department. Students will read the article in class and then write an analysis of the argument and respond with an argument of their own. They will have 2 hours to complete the essay exam.

Ruth Rhodes, Professor of English, College of the Redwoods (Ruth-Rhodes@redwoods.edu)

Course: ENGL 102: Accelerated Precollegiate Analytical Reading and Writing

An accelerated, precollegiate course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Close analytical reading of and sustained written response to complex argumentative texts is required as preparation for English 1A.

Theme: Rethinking paradigms about how children and teens learn, grow, and succeed

Key Inquiry Questions

In class, students generate questions at issue as they discuss each reading. They typically focus on one of them when they write a paper. Questions aren't provided in advance, but here are several that often come up:

- How do different kinds of praise from teachers and parents affect children's learning, motivation and interest?
- How does sleep—or lack of it—affect brain function? How should schools and parents respond to sleep research?
- How should we talk about race to our kids? How should we talk to each other?
- Is lying wrong? When kids lie, what should we do about it? How can lying be “developmentally appropriate”?
- What does it mean to be “gifted”? How do school policies about giftedness affect student learning?
- How are teaching practices affected by a school's socioeconomics? What should school be teaching, anyway?
- What is grit, what does it reveal about kids? Is it teachable? Does it matter—and when?

Course Texts & Other Materials

Nurture Shock by Po Bronson and Ashley Merryman and supplement with readings that enrich, deepen, and/or challenge Bronson and Merryman's ideas.

“Brainology” by Carol Dweck

Nurture Shock, “The Inverse Power of Praise”

“Stop Saying, 'You're So Smart!' 3 Better Ways to Praise Kids” by Renee Jain

Nurture Shock, “The Lost Hour”

“Let Kids Sleep Later” by Terra Ziporyn Snider

Nurture Shock, “Why White Parents Don't Talk about Race”

“White Privilege” by Peggy McIntosh

“Mizzou, Yale and Free Speech” by Nicolas Kristoff

Nurture Shock, “Why Kids Lie”

“Punishing Kids for Lying Only Makes Them Lie More” by Mehera Bonner

Nurture Shock, “The Search for Intelligent Life in Kindergarten”

Social Class and the Hidden Curriculum of Work” by Jean Anyon

“Grit” by Angela Duckworth (TED)

Nurture Shock, “Can Self-Control Be Taught?”

“The Limitations of Grit” by Aisha Sultan

“How Childhood Trauma Affects Health Across a Lifetime” by Nadine Harris (TED)

Julia Raybould-Rodgers, English Instructor, Allan Hancock College (jraybould-rodgers@hancockcollege.edu)

Course: ENGL 595 (4.5 units)

This course meets for four lecture hours a week and includes an additional two hours of lab taught by the same instructor. AHC's accelerated course has no prerequisites and is open to students who place into any one of the four levels of the traditional/non-accelerated sequence of developmental courses. In this course, students use college level texts and write analytical papers with instruction based on the CAP instructional cycle.

Theme: Five course themes have been developed:

Identity and Gangs (2014).

How did we get there? (2015).

Happiness (2016).

Success (2017).

Empathy (2017).

Key Inquiry Questions: The key inquiry questions for each theme are listed below with the full-length course texts. Each course theme is broken into three or four units consisting of essay assignments and a final reflection essay. The first unit is, for the most part, common to all themes and covers the affective issues associated with learning. Here students are asked to examine their learning experiences and draw conclusions for their future experiences. The last unit is frequently an open-ended unit designed for instructors to use as they wish. In this unit, many of our students write a short research paper on a topic connected with the theme they have examined throughout the semester. Each thematic course uses common essay prompts. For a complete list of sample assignments, articles, chapters, movies, and multimedia links, please mail me.

Course Texts & Other Materials

THEME ONE: IDENTITY AND GANGS

Full-Length Texts:

Punished Policing the Lives of Black and Latino Boys by Victor Rios.

Thematic Units:

Unit One - How do you learn?

Unit Two - What is your social identity?

Unit Three - What causes gangs?

Unit Four - Instructor driven topics.

THEME TWO: HOW DID WE GET THERE?

Full-Length Texts:

So You've Been Publicly Shamed by Jon Ronson.

Water and the California Dream by David Carle.

Thematic Units:

Unit One - Our Class: How did you get here?

Unit Two - Digital Identity: How did we get here?

Unit Three - Water Shortages: How did we get here?

Unit Four - Instructor driven topics.

THEME THREE: HAPPINESS

Full-Length Texts

Behind the Beautiful Forevers by Kathleen Boo.

Thematic Units:

Unit One - How do you learn and what does it mean to be happy?

Unit Two - What does it mean to be a good person?

Unit Three - What are people willing to sacrifice for happiness?

Unit Four - Instructor driven topics.

THEME FOUR: SUCCESS

Full-Length Texts

Outliers by Malcolm Gladwell

The Other Wes Moore by Wes Moore

Thematic Units:

Pre-unit: How will you find success?

Unit One: How much success is outside of one's control?

Unit Two: How does grit contribute to success?

Unit Three: What factors other than wealth contribute to a successful life?

Unit Four: How do ethics influence success?

THEME FOUR: EMPATHY

Full-Length Texts

Narrative of the Life of Frederick Douglass by Frederick Douglass

Hillbilly Elegy by J.D. Vance

Thematic Units:

Pre-unit: Mindset

Unit One: Empathy

Unit Two: Frederick Douglas Narrative

Unit Three: J.D. Vance Autobiography

Pegah Motaleb, English Instructor, San Diego Mesa College (pmotaleb@sdccd.edu)

Course: English 47 A: **Accelerated Reading, Writing, And Reasoning.** This 4-unit course has no prerequisite, so any student may take it. Students who pass may then enroll in transfer level English (Eng. 101). It is taught just like an Eng. 101. When we explain it to our faculty, we often use the analogy of "Eng. 47 A is like the junior varsity of Eng. 101." The curriculum requires an integration of reading and writing, and is an alternative to the traditional developmental sequence, which has three levels below transfer. The class meets 4 hours per week. Upon instructor request, a classroom tutor can be embedded into the course. Up until last semester, classroom tutors were trained student tutors. They would tutor students for two hours a week outside of the class. The classroom tutors would also be in class during instruction hours. They would participate in all class activities. This year, Mesa is replacing the classroom tutors with graduate students who are majoring in English, and are interested in teaching after their studies. Grading: Letter Grades.

Theme: My course has one main theme: American voices. The students read memoirs and one fiction by authors of color. These memoirs explicitly take the students into the lives of Vietnamese, African American, Jewish, Latino, and Afghan writers. The students are told to investigate these different voices (i.e. what do they hear; who hears these voices; etc.), and also, that their voice, too, is a huge part of this inquiry.

Key Inquiry Questions: Whose voice is heard in America?

Link to Resources used by Acceleration Faculty at San Diego Mesa College: www.edmodo.com

After setting up an account, faculty can join the group (on the lefthand side of the page) by entering this code: hkvuqi

Course Texts & Other Materials:

I LOVE YOU ARE FOR WHITE PEOPLE Author: SU ISBN: 0-061-54366-7

We begin the semester by reading Lac Su's *I Love You Are For White People*. It's a memoir written by Lac Su. He writes about his experience in immigrating to America with his family. (<https://www.youtube.com/watch?v=yo2DCBBRL1U>)

This is the first memoir we read at the start of the semester. We spend two weeks reading, scaffolding, and analyzing it. I use this text as a model text to teach how to write a narrative essay as it offers so many unique writing strategies. The students and I make a list of all the writing strategies we recognize. I then ask my students to apply some of these writing strategies to their own narrative essays.

Essay 1 prompt: Life is full of borders: emotional, political, geographic, sexual, cultural, racial, and familial. This theme is wide open-interpret it as you like. Write a story about a border in your life (when you were torn, on the brink, on the line, etc.) Dig deep, use passion, and practice the writing strategies we've listed.

COLOR OF WATER Author: MCBRIDE ISBN: 1-594-48192-X

The second book we read is James McBride's *The Color of Water*. It's a memoir written from the perspective of a biracial African American whose father is African American and mother is White Jewish. (<https://www.youtube.com/watch?v=6itgOk460Ew>) This is the second memoir we read. We spend three weeks reading it. In addition to identifying and recognizing more writing strategies, students also make connections between James' life to that of Lac's life. We make a list of these connections so that they can get ready to write their essay 2, analysis essay.

Essay 2 prompt: Select only one theme from any of the readings we have done in class so far. (Rely on the list of themes we've compiled in class to get started.) Write an essay in which you a) give a rich, detailed background/context about this theme (no fluff writing) b) write a profound thesis statement regarding this theme (no announcing) c) demonstrate analysis of this theme using passages from the books (in your body paragraphs) and d) reach a profound conclusion about this theme.

ALWAYS RUNNING: GANG DAYS IN L.A. Author: RODRIGUEZ ISBN: 0-743-27691-4

The third book is *Always Running* by Luis Rodriguez. It is written by a Latino man who describes his experiences in getting involved with gangs and how he was able to turn his life around. (<https://www.youtube.com/watch?v=W6OHXMcPv7k>) We spend three weeks reading this memoir. At this point, students are continuing to make connections between Luis', James', and Lac's lives. They are in the midst of writing their essay 2, analysis paper. The writing style of this memoir is very poetic. Unlike the previous two memoirs, it's not a linear narrative form. Students find reading this book a special challenge.

HILLBILLY ELEGY. Author: Vance ISBN: 9780062300546

The fourth book is *Hillbilly Elegy* by J.D. Vance. It is written from the perspective of a White man who describes his experience living in the Appalachian Mountains. It gives students a fresh new look at poor White Americans. The reason I chose this book is because a lot of my White students would be defensive when we would talk about the problems of people of color. Since I have added this book to the mix, not only do they feel a part of the struggle, but also, they can relate to the struggles of people of color. This semester, I have noticed that they have been less defensive. The following EXCELLENT documentary not only goes well with the book, but will surely wake your students up to the problems of White Americans. It really led students to discuss the current political climate of the country in a way that I had never experienced in any other course. (<https://www.youtube.com/watch?v=3IKx26ve1H8>)

TRAVELS WITH CHARLEY IN SEARCH OF AMERICA Author: STEINBECK ISBN: 0-140-05320-4

The fourth book is *Travels With Charley* by John Steinbeck. We spend three weeks reading this travelogue. This is a difficult one for them, but I teach the students how to break passages down and interpret them. In part 4 of this book, Steinbeck describes the Ruby Bridges desegregation days in Louisiana. So I show the class this movie: <https://www.youtube.com/watch?v=QZgnDbSQ4lo> The students and I make a list of all of the American social, cultural, economic, political, religious, and geographical issues Steinbeck brings up in this book. They then choose one topic from the list to write their essay 3, research paper.

Essay 3 Prompt: Select only one topic from any of the readings we have done in class so far. (Please select a topic that is different from essay 2.) Write an essay in which you a) give background/context about this topic (using scholarly sources) b) write a thesis statement regarding this topic (informative or argumentative thesis statement) c) demonstrate writing informative paragraphs or paragraphs that lend critical weight to an argument (include at least three passages from the books we've read and scholarly sources you've found at the library) d) reach a profound conclusion about this topic.

A THOUSAND SPLENDID SUNS Author: HOSSEINI ISBN: 1-594-48385-X

The fifth book, a fiction is Khaled Hosseini's *A Thousand Splendid Suns*. It is a book about women and Afghanistan. The students love this book and keep thinking it's based on a true story even though I tell them it's not. But the writing style is so real that they think it's based on a true story. As a visual, I show them a documentary about the conditions of women in Afghanistan. (https://www.youtube.com/watch?v=2X2hGQ7V_Ro) I also like to show videos of the author Khaled Hosseini talking about his writing. (<https://www.youtube.com/watch?v=6ez9GhYm080>) With each book, I try to put a face to a name. We spend the last three weeks of the semester reading this book. Students are working on their essay 3. Many of them choose topics they pull from this book as I encourage them to preview and read ahead if they can.

Course: ENGWR 300 College Composition and ENGWR 108 Accelerated College Writing: This accelerated course follows a pre-requisite model. Students who place into one-level below transfer can enroll in the 3 unit transfer-level course (ENGWR 300) and a 3 unit co-requisite support course (ENGWR 108). The two courses are taught back-to-back by the same instructor. The support class includes a second faculty member assigned as a mentor to students.

Theme: This course explores the ideals upon which America was founded -- liberty, equality, justice, and the pursuit of happiness -- and investigates the extent to which these ideals have been realized.

Unit 1: My America

Key Inquiry Question: What does “America” mean to you?

When Donald Trump promised to “make America great again,” he certainly wasn’t the first American to take on the question of American greatness. In our first unit, we read several works that discuss how America is or is not a great nation. We examine these writers’ styles and their methods of persuasion. We also look at how certain values shape their opinions.

After evaluating a variety of sources, students construct their own argument about what this country means to them in a “This I Believe” style essay.

Texts:

- Excerpt from Ronald Reagan’s Final Speech as President
- Excerpt from Barack Obama’s Speech at Selma on the 50th Anniversary of Bloody Sunday
- Video clips of the above
- Excerpt from *America Again*, Stephen Colbert
- “Let America Be America Again,” Langston Hughes
- Various “This I Believe” submissions

Unit 1 Support class activities: Journal entries for idea-gathering; definitions and examples of parts of an essay; formal paragraph assignment focusing on main idea and support; in-class work day in a computer lab; peer review.

Unit 2: Equality

Key Inquiry Questions: How should we interpret the declaration that “All men are created equal”? How should “equality” be understood? What role should the government play in achieving equality of and for its citizens?

In this unit, students read two lengthy, complex texts about equality and are assigned to write a summary of one of them.

Texts:

- “The Case for Reparations,” Ta-Nehisi Coates
- “Created Equal” (chapter), Milton and Rose Friedman

Unit 2 Support class activities: Journal entries for comprehension checks; summarizing practice; parsing essential vocabulary for each reading; formal paragraph assignment focusing on paraphrasing effectively; in-class work day in a computer lab; peer review.

Unit 3: The Pursuit of Happiness

Key Inquiry Questions: How do we measure happiness? How are we to understand our right to “the pursuit of happiness”? What are our responsibilities to one another in our own pursuit of happiness?

In this unit, students read an article by C.S. Lewis and write a single-source analytical essay that requires them to summarize Lewis’s position and argue the extent to which they agree with him, using evidence from the text and their own experiences/observations for support.

Text:

- “We Have No Right to Happiness,” C.S. Lewis

Unit 3 Support class activities: “Golden lines” and “problem passages” exercises for comprehension checks and quoting practice; formal paragraph assignment focusing on quoting effectively; essay outlining exercise for planning the essay; in-class work day in a computer lab; peer review.

Unit 4: Justice for All?

Key Inquiry Questions: How is justice best served? Should legislatures assign mandatory minimum penalties to certain crimes, particularly non-violent drug offenses, or should judges be free to impose sentences that take into account all of the factors in a case?

In this unit, students learn about mandatory minimum sentences and read arguments for and against mandatory minimums. Students read about two sentencing reform Acts that stalled in Congress, as well as a more modest sentencing reform plan, The Sentencing Reform and Corrections Act of 2015, which also failed to get enough support to be enacted. Considering the information from the readings and their own ideas and observations, students write a letter to one of our Congressional representatives urging them to support or vote against mandatory minimum sentence reform. In their letters, students are required to synthesize relevant information from at least three of the assigned sources.

Texts:

- “Reconsidering Mandatory Minimum Sentences: The Arguments for and Against Potential Reforms,” Evan Bernick and Paul Larkin
- *13th*, documentary
- “The Color of Justice” (chapter from *The New Jim Crow*), Michelle Alexander
- “For Lesser Crimes, Rethinking Life Behind Bars,” John Tierney
- “Finding Direction: Expanding Criminal Justice options by Considering Policies of Other Nations” (Justice Policy Institute factsheet)

Unit 4 Support class activities: Mid-semester check-in session (affective domain); formal paragraph assignment focusing on source synthesis; multiple-source citation exercise; in-class work day in a computer lab; peer review.

Units 5 and 6: Research Project

Key Inquiry Questions: How are debates over contemporary controversial issues shaped by competing values? What roles do fundamental American ideals play in shaping these debates?

In the culminating units for this course, students choose a contemporary controversial issue that interests them and conduct research to discover the prevailing perspectives on the issue. Students write a literature review that summarizes key arguments on both sides of the issue and explains how each side relates to any of the core values (equality, freedom, justice, happiness) we have studied so far. After writing an objective literature review, students then write a persuasive argument in which they take a position on the issue they researched. In their argument, they are required to address the opposition and cite relevant evidence from the sources they found for their literature review, paying careful attention to establishing their own credibility and appealing to emotions as appropriate.

Texts:

- Sample student research papers
- Sample articles for evaluation of bias and journalistic quality
- Students’ own research

Units 5 & 6 Support class activities: Journal entries for topic discovery and topic narrowing; research days in the computer lab; essay planning activities; source citation practice; in-class work (writing) day in the computer lab; peer review.

Deanna Scherger, English Instructor, Irvine Valley College (dscherger@ivc.edu)

Course: Writing 1: College Writing + Writing 302: College Writing Skills and Support. This is a co-requisite developmental course for students who place one-level below college composition. Students enroll in Writing 1, the transfer-level course, at the same time that they take Writing 302, our co-requisite support course. Our Writing 1 course is 4 lecture units, our Writing 302 course is 2 lecture units, and students also enroll in a .5 unit lab that allows them to work with instructors in the Writing Center. Writing 1 and Writing 302 are taught by the same instructor and include about 6 hours of student contact per week. Instructors assign letter grades for Writing 1, and students may elect letter grades or pass/no pass for Writing 302.

Theme: Our overall theme for the course is “myths of American Culture.” We begin with an introductory unit in which we define what a “myth” is and relate it to the context of American culture. We then have for smaller units (listed below) that approach several well-known American myths with a variety of fiction and non-fiction readings. The developmental course, Writing 302, includes activities and discussions that complement those in the Writing 1 course.

Key Inquiry Questions: Our overall questions for the course include: to what extent do we believe myths about American culture? Where do these myths come from? How are they perpetuated? Are they harmful to us? Helpful? Both? (We have more directed questions for each unit that I’ve included below).

Course Texts & Units

Rereading America: Cultural Contexts for Critical Thinking and Writing, 9th Edition, Ed. Gary Colombo, Robert Cullen, and Bonnie Lisle
The Circle, Dave Eggers

Nuts and Bolts of College Writing, Michael Harvey

*Units generally include 2 weeks of reading activities and 2 weeks of writing activities

*Students complete reading strategies assignments for most readings, and writing responses that include prewriting, outline, and revising assignments.

Unit Zero (2 weeks)

Questions:

- What is a myth?
- What are our prominent American myths?

Readings:

- “Introduction: Thinking Critically, Challenging Cultural Myths” (*Rereading America*)
- “[The Meaning of Myth in the American Context](#),” Ira Chernus
- “The Declaration of Independence,” “The Preamble to the Constitution,” “The Bill of Rights”

Assignment:

-Diagnostic Essay. Students define what a myth is and identify a specific cultural myth from their experience, explaining how that myth meets their criteria for definition.

Unit One: Myths of Meritocracy (The American Dream) (4 Weeks)

Questions:

- What does the myth of the American Dream mean?
- How has access to the American Dream and why?
- How is education related to success in our culture?
- How does social class affect access to the American Dream?

Readings:

- “[Should Everyone Go to College](#)” Brookings Institute
- “From America’s New Working Class,” Kathleen Arnold (*Rereading*)
- “Class in America-2009,” Gregory Mantsios (*Rereading*)
- “Generation R: The Changing Fortunes of America’s Youth,” Don Peck (*Rereading*)
- “Framing Class, Vicarious Living, and Conspicuous Consumption,” Diana Kendall (*Rereading*)
- “Horatio Alger,” Harlon Dalton (*Rereading*)
- “[Two Years Are Better Than Four](#),” Liz Addison

Assignment:

-Summary, Analysis, Response Essay. Students choose two of the readings from the unit and summarize them objectively. Students also analyze each according to how the authors use ethos, pathos, and logos to convince their readers. Finally, students respond to the arguments of the texts.

Unit Two: Myths of Identity (4 weeks)

Questions:

- What is our dominant myth of gender in the U.S.? To what extent is it driven by media?
- What are our myths about race and ethnicity in the U.S.?
- What myths do we have around immigration?

Readings:

- “[Declaration of the Rights of Women](#),” Elizabeth Cady Stanton
- “[What to the Slave is the Fourth of July](#),” Frederick Douglass
- “Underground Undergrads” (*Rereading*)
- “Models of American Ethnic Relations: A Historical Perspective,” George Frederickson (*Rereading*)
- “Becoming Members of Society: Learning the Social Meanings of Gender,” Aaron Devor (*Rereading*)
- “Bros Before Hos: The Guy Code,” Michael Kimmel (*Rereading*)
- “Two Ways a Woman Can Get Hurt: Advertising and Violence,” Jean Kilbourne (*Rereading*)
- “Girl,” Jamaica Kincaid (*Rereading*)
- “Just Between You, Me, and My 622 BFFs” (*Rereading*)

Assignment:

-Causal Analysis. Students identify and define a myth of identity. Using readings from the unit, students identify causes and origins of the myth, as well as effects of the myth on individuals and our culture.

Unit Three: Myths of Technology and Privacy (4 weeks)

Questions:

- What is our myth of technology in America?
- What is our myth of privacy?
- How are these issues represented by Dave Eggers in *The Circle*?

Readings:

- The Circle*, Dave Eggers
- “George Orwell...Meet Mark Zuckerberg,” Lori Andrews (*Rereading*)
- “[Small Change: The Revolution Will Not Be Tweeted](#),” Malcolm Gladwell
- “Great Citizenship,” Eric Liu and Nick Hanauer (*Rereading*)

Assignment:

-Rhetorical Analysis. Students analyze how Dave Eggers represents a specific American myth in his novel, including the secondary sources from this unit and previous readings from the semester to support their evaluations

Unit Four: Persuasive Research Essay (4 weeks)

During this unit, students participate in independent research for the final essay. Students identify an American cultural myth we haven't discussed in class and research its origins, the myth as it exists today, the impact of the myth on individuals and our culture, and speculate about the future of the myth and/or possible solutions. Activities during this unit include developing a research question, proposal, annotated bibliography, and prewriting and drafting the final essay, supported with workshopping and scaffolding during class.

George Olgin, English Instructor, Solano Community College (george.olgin@solano.edu)

Course: English 360 is 5-unit accelerated class in developmental English that gives students the tools to read, write, and critically engage the sophisticated texts in transfer-level college courses. This course is open to all students, regardless of assessment results or past experiences with reading and writing. English 360 meets 4.5 hours each week and is a Pass/No Pass course.

Theme: Academic, Civic, and Social Identity

Key Inquiry Questions: I work to ensure I design my course with **Relevant and Thinking-Oriented Curriculum** to aid students to not only contextualize their life's journey in connection with course curriculum, but I also emphasize **Just-In-Time Remediation, Low-Stakes and Collaborative Practice**, and **Metacognitive Reflection** while attending to the affective domain. Each unit has 1-3 pieces of writing.

Course Texts & Other Materials:

Unit One (2 weeks): How do we learn? What motivates us?

- “What is Metacognition?” by Michael E. Martinez
- Chapter 2 “The Student Fear Factor.” In *The College Fear Factor* by Rebecca Cox
- “Brainology.” by Carol Dweck

Unit Two (3-4 weeks): What role does socio-economics play in our success? Can school suffocate or liberate us?

- Chapter 2 *Pedagogy of the Oppressed* by Pablo Freire
- “Social Class and the Hidden Curriculum of Work” by Jean Anyon
- Documentary: *American Promise* (2013) Directed by Joe Brewster and Michèle Stephenson

Unit Three (4 weeks): What are our Civil Liberties and Civil Rights?

- Declaration of Independence
- Bill of Rights
- *Letter from Birmingham Jail* by Martin Luther King Jr.
- *The Ballot or the Bullet* by Malcolm X

Unit Four (3-4 weeks): What factors influence Gabi's academic, civic, and social identity?

- Class novel: *Gabi, A Girl in Pieces* by Isabel Quintero

Unit Five: (3 weeks): What is the problem in a current issue you are passionate about?

Thinking about topics in the novel and class discussions we have explored all semester, identify a current issue that is 'unfolding' in our country right now such as inequality in the educational system, racial justice, gender equality, LGBT rights, immigration, etc.

- After instructor approval of your topic, use at least one assigned text as well as two articles from the library database to make an argument about the problem and recommendations to improve or solve the current issue.

Gregory Ramirez, English Instructor, Madera Community College Center (gregory.ramirez@sccd.edu)

Course: English 130: Accelerated Writing

ENGL 130 is a five-unit course combining ENGL 125 and ENGL 252 (the developmental writing courses one-level and two-levels below transfer, respectively). MCCC is an off-campus site of Reedley College seeking accreditation, and reading and writing are split at the developmental level. (ENGL 128—Accelerated Reading—will be offered in Fall 2017 whereas curriculum is currently being developed to integrate reading and writing at the developmental level.) Multiple measures is being implemented this fall, increasing the offerings of ENGL 1A (the transfer-level composition course).

Theme: Attitudes: Which are Worth Preserving or Reconsidering? (I used this theme in Fall 2016 while teaching ENGL 130 as part of a learning community. Some of these texts were used from that course whereas others are new as well as from past ENGL 1A and ENGL 125 courses I have taught.)

Key Inquiry Questions: Listed below along with the course texts.

Course Texts & Other Materials:

Unit One – Talent: How Much is Inherited or Developed?

- Carol Dweck's "Brainology"
- Anne Lamott's "Shitty First Drafts"

Unit Two – Education: How Can We Resolve Current and Recurring Concerns?

- Rebecca Cox's "The Student Fear Factor"
- Greg Lukianoff and Jonathan Haidt's "The Coddling of the American Mind"

Unit Three – Happiness: How Does One Best Attain This?

- Adam Grant's "Does Trying to Be Happy Make Us Unhappy?"
- Eduardo Porter's "What Happiness Is"
- Jeffrey Kluger's "The Happiness of Pursuit"

Unit Four – Habit and Addiction: How Much is within a Person's Control?

- Charles Duhigg's "The Neurology of Free Will: Are We Responsible for Our Habits?"
- Lauren Slater's "Rat Park: The Radical Addiction Experiment"

Unit Five – Stereotype: How Do We Experience and Revert to It?

- Judith Ortiz Cofer's "The Myth of the Latin Woman: I Just Met a Girl named Maria"
- Edward O. Wilson, from *The Future of Life* (2002).

Unit Six – Those Around Us: How Well Do We Truly Understand Other People?

Epley, Nicholas. *Mindwise: Why We Misunderstand What Others Think, Believe, Feel, and Want*.

NOTE: *Mindwise* is a book-length text, and I may embed sections of it among the previous five units instead of simply devoting two weeks or so to nothing but the entire text. The purpose of assigning this text relates to a core concept of college composition, which is that we are to write not for ourselves with others in mind.

Also, I plan on having in-class essays connected to Units 1 and 5 and out-of-class essays for Units 2, 3, 4, and 5. Towards the end of the semester, I plan on having students resubmit three of the four out-of-class essays as part of a portfolio assignment to demonstrate both their understanding of revision and their readiness for college-level writing.

Jose Cortes, English/ ESL Instructor, Solano Community College (Jcortes@solano.edu)

Course: English 360: Focused English Fundamentals. Catalog description: This is an intensive English course which gives students the tools to read and write the sort of sophisticated texts required of them in transfer-level courses. This is a Pass/ No Pass course. Additional Information: English 360 is our accelerated English course and it is our only below transfer-level English class; therefore, it is an open access course. English 360 is 5 units and all of our sections meet twice a week. In addition to the instructor of record, all sections of English 360 are staffed with a Teaching Apprentice in order to provide students with supplemental support.

Theme: Exploring Influences on Identity

Key Inquiry Questions: The course asks students to explore and analyze some of the external elements that ultimately influence our sense of self. Over the course of the semester, we focus on issues related to education, social mobility and media portrayal of the Other. Students will evaluate the varying impacts that a wide range of topics had or continue to have on their identity.

Course Texts and Guiding Questions:

Unit 1

Education and Identity

Anyon, Jean. "Social Class and the Hidden Curriculum of Work." *Journal of Education*, 1980. Web.

Cox, Rebecca. "Chapter 2" *The College Fear Factor: How Students and Professors Misunderstand One Another*. Cambridge, Massachusetts & London, England: Harvard University Press, 2011. Print.

Dweck, Carol. "Brainology." *National Association of Independent Scholars*, 2008. Web. 19 August 2013.

Unit 2

Language and Identity

Anzaldúa, Gloria. "How to Tame a Wild Tongue." *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books, 2012. Print.

Lu, Chin. "Being a Teenager is Hard Enough Without Having to Learn English as a Second Language." *Vice*, 21 February 2016. Web.

Yang, Gene Luen. *American Born Chinese*. New York & London: First Second, 2006. Print.

Unit 3

Social Mobility

13th. Ava DuVernay. Netflix. 2016. Web.

Alexie, Sherman. "Indian Education" *The Lone Ranger and Tonto Fist Fight in Heaven*. New York: Grove Press, 2013. Print.

Vance, J.D. "Introduction & Chapter 1" *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*. New York: Harper, 2016. Print.

Unit 4

Students explore influences on identity in one of the following novels:

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. New York & Boston: Little, Brown and Company, 2009. Print.

Quintero, Isabel. *Gabi: A Girl in Pieces*. El Paso, Texas: Cinco Puntos Press, 2014. Print.

Vizzini, Ned. *It's Kind of a Funny Story*. New York: Hyperion, 2006. Print.

Katie Ness Santana, Assistant Professor of English, Southwestern College (kness@swccd.edu)

Course: English 99: Accelerated Introduction to Reading & Writing Analytically. This five-unit course takes an “accelerated” approach to reading, writing, and thinking—an approach designed to prepare students for transfer-level English composition by focusing on strategies for comprehending, analyzing, and then responding to texts in organized, well-developed, thesis-driven essays. The course includes instruction in the fundamentals of critical thinking, research, and source evaluation.

Course Theme: Education and Power

Our theme in English 99 is one that students are (hopefully) all already invested in simply by attending higher education: the social and political implications of learning. On the one hand, there is a common sense in the U.S. that education is a key path to greater freedom and self-reliance—embodied in the phrase “knowledge is power.” At the same time, in practice, many people have had profoundly negative experiences in school; they have encountered a system that, despite its best intentions, has worked to enforce conformity, silence voices, and reinforce a sense of powerlessness in the world.

Guiding Questions:

- What’s at stake in pursuing a higher education? Is educational empowerment simply about gaining greater economic power? Can a college education empower in other, equally important, ways?
- How have our past experiences in school, at home, and in our communities shaped our current thinking about how we learn, who we are, and what we can achieve as college students? How do our backgrounds, identities, and mentalities impact our ability and desire to learn?
- In what ways do overlapping facets of identity—like race, ethnicity, social class, gender, disability, and nationality—impact how one is treated by the educational system? Does everyone have equal access to an empowering education in the U.S?
- Despite seemingly good intentions, do educational institutions sometimes operate oppressively? How so? What would a more liberating, empowering classroom look like? What shape would learning take in these spaces, how would teachers and students interact, and what goals would such a classroom strive for?
- What are some current real-world examples and accounts of students and teachers working toward freedom and empowerment? What forms does learning take in these situations? What kinds of obstacles emerge? What is the significance of this resistance?

Here is a brief overview of our assignments. I’m happy to provide the full assignment by request via email.

Unit 1 – Mindset, Motivation, and Higher Education (text – personal experience)

Abridged Essay Prompt: Are you convinced that Carol Dweck’s ideas apply to adult learners, particularly community-college students? Yes? No? Maybe? Explain.

Unit Texts:

- Anne Lamott, “Shitty First Drafts”
- Ta-Nehisi Coates, “Creative Breakthroughs” (Atlantic video)
- Carol Dweck, “Brainology”
- Ginia Bellafante, “Community College Students Face a Very Long Road to Graduation”

Unit 2 – Pedagogy and Power (text – text)

Abridged Essay Prompt: Imagine that education theorist Paulo Freire accompanied Jean Anyon during her observations in the “working-class” and “affluent professional” fifth-grade classrooms. What would he notice, and how would he apply his own theories to make sense of what he was observing in these classes?

Unit Texts:

- Ken Robinson, “How to Escape Education’s Death Valley” (TED Talk, 2013)
- Matt Groening, selected “School Is Hell” comics from Life Is Hell series
- Paulo Freire, Chapter 2 from *Pedagogy of the Oppressed*
- Jean Anyon, excerpt from “Social Class and the Hidden curriculum of Work”

Unit 3 – Analyzing Audience (text – argument)

Abridged Essay Prompt: As you can see, hooks makes it very clear who her audiences are, but what specific strategies and techniques does she use as a writer to appeal to and engage with these readers?

Unit Texts:

- bell hooks, Introduction from *Teaching to Transgress: Education as the Practice of Freedom*

Unit 4 – Engagement or Indoctrination? Critical Thinking In and About the Classroom (text – position)

Abridged Essay Prompt: What would you argue is the impact of curriculum that explores the experience of particular minority groups in the US? Are classes like the MAS program in Tucson beneficial for students, divisive, or somewhere in between? Explain your reasoning.

Unit Texts:

- Curtis Acosta, “Dangerous Minds in Tucson: The Banning of Mexican American Studies and Critical Thinking in Arizona”
- Rachel Alexander, “Anti-Americanism Disguised as Ethnic Studies in Tucson Schools”
- Paolo Freire, Chapter 2 from *Pedagogy of the Oppressed*
- bell hooks, Introduction to *Teaching to Transgress: Education as the Practice of Freedom*
- Tom Horne, "An Open Letter to the Citizens of Tucson"
- J. Weston Phippen, "How One Law Banning Ethnic Studies Led to Its Rise"
- *Precious Knowledge* (documentary, directed by Ari Luis Palos)
- "Mexican American Studies: Bad Ban Or Bad Class?" NPR Interview by Michel Martin with John Huppenthal

Unit 5 – Resisting the “Single Story” (non-traditional argument analysis)

Abridged Essay Prompt: Analyze Asante, Yoder, or Alexie. In what ways does the author use the non-traditional essay form to resist a “single story”? What argument about the experiences of African American men, single mothers or Native Americans does the author seem to be making?

Unit Texts:

- Chimamanda Adichie, “The Danger of the Single Story” (TED Talk)
- MK Asante @ SWC (video)
- MK Asante, *BUCK: A Memior*
- Sherman Alexie, “Indian Education”
- Yoder, “Resisting the Assignment”

Unit 6 – Portfolio, Cover Letter, and Creative Project (text-personal connection; revision and publication)

Abridged Creative Project Prompt: Compose a written and/or visual project that addresses a particular “single story” against which you have had to struggle. The point of the project is to resist this single story—to answer Adichie’s call for “a balance of stories.” Interpret this prompt freely; be creative!

Abridged Cover Letter Prompt: Introduce yourself, identify the portfolio contents by title, and explain your reasons for selecting these works in particular. The letter will include thoughtful reflection on each essay’s strengths, the specific revisions you made to the take-home essays, and your learning process and growth as a writer throughout the course.

Unit Texts:

- Chimamanda Adichie, “The Danger of the Single Story” (TED Talk)
- The student’s own writing

Dr. Virginia Lyn Neylon, ESL Instructor, Cuyamaca College (lyn.neylon@gcccd.edu)

Cuyamaca College ESL 1A [4-2 levels below transfer using the accordion model]

1A moves to 1B but if you get an A or B grade, you can skip to 2A

2A moves to 2B but if you get an A or B, you can skip to English 1A with co-requisite

Course Description:

This course is designed to bring students up to the grammatical, reading and composition level needed for three to one levels below ENGL 120. The focus is on reading intermediate-level complex texts, analyzing with critical attitude, and writing paragraph-to-essay length papers with proper format and evidence of intermediate to high intermediate level academic depth and rigor of research.

Students in this course are generally on an accelerated pathway through the English as a Second Language program. **Non-degree applicable.**

Theme: The course has two themes – the first is survival as in our main character as he survives in the wilderness, and the second is survival for immigrants in the USA in terms of information that can help them do better in their new country

Key Inquiry Questions: Listed below along with course texts.

Link to Resources used by Acceleration Faculty at Cuyamaca College: Facebook Group: ESL Teachers at Cuyamaca College
<https://www.facebook.com/groups/889286371224274/>

My webpage with syllabus: www.cuyamaca.edu/lyn.neylon

Class Activities and Breakdown of Texts:

Course Requirements: Vocabulary worksheets, journals, homework, out of class writing assignments—paragraphs and essays, in class writing exams for each paragraph and essay, annotation checks, tutor visits, summary and annotation logs, writing checks—quizzes on paragraph and essay structure, vocabulary quizzes, group discussions on Blackboard.

Course Materials:

Packet one: The Hatchet by Gary Paulsen

Reading, annotation and analysis of chapters 1-9 leading to the creation of a perfect paragraph to be submitted to Blackboard that includes the following: Title, Topic sentence that defines topic and how the subject is approached, 3 main points with transition, each main point followed by a quote from the text in context using MLA format, and this is followed by a sentence that explains how that quote matches the main point expressed. Students then must create in class a perfect paragraph that is similar.

Packet two: The Hatchet by Gary Paulsen

Reading, annotation and analysis of remaining chapters as well as using the two body paragraphs created in packet one, students will now make an introduction paragraph that includes a hook, background information, and clear thesis. They will also create a conclusion paragraph with a solid transition and restatement of thesis in different words, summary of body paragraphs, and an additional ending strategy. Students then perform an in-class essay focusing on the new ideas of creating an introduction and conclusion.

Packet three: Culture Smart! USA by Gina Teague and Alan Beechey

Reading and analysis of 7 chapters of the text to create a 5 paragraph essay on how through understanding American values, culture and business/communication practices immigrants survive better in the USA. Using a similar process of breaking down the readings, students create 3 body paragraphs following the above approach and then a thorough introduction and conclusion. The final exam is creating a similar essay in class.

** Note: an important component of each class is the in-class writing exams that mimic out of class writings. As students learn the writing technique, they get a great deal of help from classmates, instructor, tutors and more. However, they must show they can do it on their own in the in-class writing exam. This is key for the instructor to evaluate if a student is ready to move to the next level.

Michelle Dougherty, English Professor and Basic Skills Faculty Coordinator, Mt. San Antonio College
(mdougherty@mtsac.edu)

Course: English 90 – Accelerated Developmental Writing – 5 units

Critical thinking skills, contextual analysis, and conventions of essay writing in a thematic context to prepare students for college-level composition. Addresses metacognitive skills and affective factors with a process-based, integrative approach to writing.

Note: I haven't taught this class yet an am currently developing this theme with a colleague (Ned Weidner – nweidner@mtsac.edu). These are some ideas we have so far.

Theme: Subjectivity and Relativism of Truth and Reality

Key Inquiry Questions are listed below with each unit.

Course Texts and Other Materials:

Unit I: Growth Mindset and Metacognition (2 weeks)

- What beliefs about learning and literacy affect our ability to learn?
- What different iterations of truth exist in your own narrative about yourself as a student and writer?

- What strategies can we use to be successful learners?

Carol S. Dweck, "Brainology"

Skip Downing, "Accepting Personal Responsibility"

Sherman Alexie, "Superman and Me"

Jimmy Santiago Baca, "Coming into Language"

Rebecca Cox, "The Student Fear Factor"

Unit II: What Is Truth? (4 weeks)

- How do we know what we know?
- How do people construct reality?
- Who has the power to create truth?
- How does language mediate truth and reality?
- How does the truth change? Is it still the truth then?

Gottlob Frege, "What is a fact? A Fact is a Thought That Is True"

John Searle, "Language and Social Reality"

George Orwell, "Politics and the English Language"

Eric Foner, "The Contested History of American Freedom"

Ross Douthat, "Who Are We?"

Plato, "Euthyphro"

Paul Bloom, "Why Scientific Belief is Different than Religious Belief"

"The Role of Storytelling in Truth," *Scientific American*

Unit III: Lies and Dishonesty (3 weeks)

- Why do people lie?
- How does deception affect individuals, relationships, and society as a whole?

"The Human Lie Detector"

Dan Ariely, "Why Dishonesty Is So Interesting"

Ralph Keyes, "Why Lie"

"Why We Lie" TED Talks

TC Boyle, "The Lie"

Unit IV: Manipulation of Reality (4 weeks)

- How is truth created and altered visually?
- How is reality mediated through digital means?
- How do people form their own versions of truth from multiple sources? How do they reconcile conflicting versions of reality?

John Berger, "On Seeing"

Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction"

Chapter from Cathy Day, *The Circus in Winter*

Seth Davidowitz, "Digital Truth Serum"

George A. Akerlof and Robert J. Shiller, "Advertisers Discover How to Zoom in On Our Weak Spots"

Susan Bordo, "Hunger as Ideology"

Jim Rutenberg, "Mark Zuckerberg and Facebook Must Defend the Truth"

Full-length text (2 weeks)

Don DeLillo, *White Noise*

We will discuss key inquiry questions from all units above as we study this novel.

I don't have essay topics ready to share yet, but they will be based on textual analysis involving the framing questions for each unit.

Mitra Sapienza, English Instructor, City College of San Francisco (msapienz@ccsf.edu)

Course: English 88: College Reading and Writing. This six-unit course offers training in analytical reading and academic essay writing to help advance students towards university-level reading and writing. The course emphasizes reading multiple academic texts, synthesizing ideas, and developing and revising text-based, thesis-driven essays at the pre-collegiate level. English 88 is the second composition course (after ENGL 86) in the English Department sequence of basic skills to university-parallel classes and fulfills the prerequisite for ENGL 1A. Grading: A, B, C, D or F.

Theme: The American Dream. This class examines topics related to the American Dream, including the war on drugs, immigration reform, censorship, and community-minded civility. The course focuses on the concept of freedom in these contexts and looks closely at who controls the exchange of freedom, who gains freedom and who loses it in American culture.

Key Inquiry Question: The American Dream: does it exist—or is it just a dream?

Course Texts & Other Materials

The texts listed below show the range of resources one could use for this course theme; not all texts are used in one single semester. The primary text for this course is *Reefer Madness: Sex, Drugs and Cheap Labor in the American Black Market* by Eric Schlosser, 2004.

Unit One (2 weeks): What is the Dream?

“Harlem” poem by Langston Hughes, <https://www.poetryfoundation.org/poems-and-poets/poems/detail/46548>.

“I Have a Dream” by Martin Luther King Jr., 1963, <https://www.archives.gov/files/press/exhibits/dream-speech.pdf>.

“I Have a Dream” by Martin Luther King Jr., video recording, <https://www.youtube.com/watch?v=3vDWWy4CMhE>.

“The Underground” introduction of *Reefer Madness* by Eric Schlosser, 2004.

Unit Two (4 weeks): Freedom: You Gotta Give For What You Take

“Reefer Madness” first chapter of *Reefer Madness* by Eric Schlosser, 2004.

“In Colorado, a Rebranding of Pot Inc.” by Jessica Bennett, *The New York Times*, 3 October 2014.

“The Evolution of Marijuana Laws” by Chris Cillizza, *The Washington Post*, 9 April 2013.

Various and up-to-date articles on changing drug policies related to marijuana.

Unit Three (3 weeks): Mo Money, Mo American Dream

“In The Strawberry Fields” second chapter in *Reefer Madness* by Eric Schlosser, 2004.

“Dream Act Summary” from the National Immigration Law Center, 2011.

Class Matters by the correspondents of *The New York Times*, 2005.

The Great Gatsby by F. Scott Fitzgerald, 1925.

Unit Four (3 weeks): Obscenity, Freedom and American Values

“An Empire of the Obscene” in *Reefer Madness* by Eric Schlosser, 2004.

“Sculpture Incites Debate: Is it art or obscenity” by Eric Adler, *The Kansas City Star*, 2012.

“Dancing on the border of censorship” by Desmond Miller, *The Guardsman*, 2008. (This article, from our CCSF student-run newspaper, describing a campus obscenity and censorship controversy).

Various controversial print advertisement images; <https://www.about-face.org/>.

Various controversial and censored songs, throughout history, primarily from Youtube.

Unit Five: (5 weeks): The American Dream: Wilding Out or Civil Society?

“The Good Man Fills His Own Stomach” by Charles Derber from *The Wilding of America: Money, Mayhem and the New American Dream*, 2011.

“Beyond Wilding: Resurrecting Civil Society” by Charles Derber from *The Wilding of America: Money, Mayhem and the New American Dream*, 2011.

The Central Park Five, film directed by Ken Burns, Sarah Burns and David McMahon, 2012.

“False Confessions Dog Teens” by Zusha Elinson, *The Wall Street Journal*, 9 September 2013.

Nicole Glick, Professor of English, Long Beach City College (nglick@lbcc.edu)

Course: English 105AX. This is a 5-unit one-semester, one-level below transfer course combining one-, two-, and three-below transfer levels. Students who pass 105AX may enroll in transfer-level English 1. Any student who places in below transfer-level English by a multiple measures assessment is eligible for 105AX. The class meets 5 hours per week (Although, we are currently advocating for an additional third hour for workshop or lab). Students are also required to complete 3 hours of Directed Learning Activities in the Writing and Reading Success Center. Embedded tutors and supplemental instruction are available at the instructor's request. Grading: Student Choice (Letter Grade or Pass/No Pass).

Theme: Questioning Assumptions about Education, Success and Culture. Students identify and write about their own habits of mind, the definitions of success and education, the social apparatus and implications of being educated, and the larger outcomes in our culture. (A second theme on Multiculturalism will be added in Spring 2018.) They practice daily low-stakes, metacognitive, collaborative, learning-centered reading and writing activities to prepare for their essays.

Key Inquiry Questions: Listed below along with main course texts.

Main Course Texts: We ask instructors to choose at least two main texts in each unit. Supplemental readings and other materials such as TED talks, podcasts, and websites are available on the 105AX shared course site (course design, syllabi, rubrics, instructional cycles, prompts, supplemental readings, learning-centered activities, in-class strategies, articles on pedagogy):

<https://canvas.instructure.com/login/canvas> Login: caplbcc@gmail.com and Password: honeybadger.

We also require Gerald Graff and Cathy Birkenstein's *They Say, I Say: The Moves That Matter in Academic Writing*.

Essay 1 – Educational Autobiography: How do we learn? What motivates us?

Students are asked to make personal connections with the texts, using them to analyze past behaviors and experiences.

- Costa, Arthur L. and Bena Kallick. "Habits of Mind."
- Cox, Rebecca. "Chapter Two: The Student Fear Factor." *The College Fear Factor*.
- Dweck, Carol S. "Brainology: Transforming Students' Motivation to Learn."
- Plato. "The Allegory of the Cave."

Essay 2 – Definition of Success or Education: What assumptions do we make about being educated and successful? How does one achieve it?

Students develop an extended definition of education and/or success and apply it to their own lives, examining specific incidents to determine how they see their educational path.

Wallace, David Foster. "Transcription of 2005 Kenyon College Commencement Address."

- Gladwell, Malcolm. "The Matthew Effect."
- Rodriguez, Richard. "The Achievement of Desire."
- Rich, Adrienne. "Claiming an Education."
- Rose, Mike. "Blue Collar Brilliance."
- Graff, Gerald. "Hidden Intellectualism."

Essay 3 – Argument on Education and Culture: Do social institutions perpetuate educational assumptions?

Students are asked to make connections between the concepts in the texts and the world around them. They examine how one's family, class, race, and/or gender may or may not influence one's success, utilizing a case study to illustrate the concepts from the text as evidence.

- Anyon, Jean. "Social Class and the Hidden Curriculum of Work."
- Freire, Paulo. "Pedagogy of the Oppressed."
- Tavernise, Sabrina. "Education Gap Grows Between Rich and Poor."
- Robinson, Daryl. "I Went to One of DC's Best High Schools. I Was Still Unprepared for College."
- McDuff, Mallory. "Where Did You Learn to Write Like This?"

Essay 4 – (Option A) Rhetorical Analysis: How do authors interrogate assumptions about culture and identity?

Students look at the assumptions about language, culture, and identity and examine the implications of those assumptions.

- Anzaldua, Gloria. "How to Tame a Wild Tongue."
- Jordan, June. "Nobody Mean More to Me Than You and the Future Life of Willie Jordan."
- Tan, Amy. "Mother Tongue."
- Alvarez, Julia. "Bilingual Sestina."
- Hughes, Langston. "Theme for English B."

Essay 4 – (Option B) Literary Analysis: How do authors interrogate assumptions about culture and identity in literature?

Instructors may choose literature that aligns with the theme of the course, or some choose to do a Book Club unit. Some texts include:

- Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*.
- Ansari, Aziz. *Modern Romance: An Investigation*.
- Bechdel, Alison. *Fun Home*.
- Coates, Ta-Nehisi. *Between the World and Me*.
- Gruwell, Erin. *The Freedom Writer's Diary*.
- Junger, Sebastian. *Tribe: On Homecoming and Belonging*.
- Moore, Wes. *The Other Wes Moore*.
- Satrapi, Marjane. *Persepolis: The Story of a Childhood*.
- Steele, Claude M. *Whistling Vivaldi*.
- Walls, Jeannette. *The Glass Castle*.

Essay 5 – Revision of Previous Work: What have I learned about how assumptions shape one's sense of success, identity, and social expectations?

Students revise a previous essay, polishing their prose to represent their best writing and readiness for transfer-level English 1.

(During the past two semesters, accelerated faculty have normed this essay with Pass/Not Yet evaluations. We use the session to evaluate our grading process and our pedagogy.)

Essay 6 – Self-Assessment: What did I learn over the course of the semester?

Students write a detailed reflection of their progress over the course of the semester. They compare early work with later work, evaluate their participation, examine successes and obstacles in class, identify what they learned and what resources will help them in future courses, and offer advice to future students who will be taking acceleration.