

SAN DIEGO COMMUNITY COLLEGE  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

HSDP 413A

**COURSE TITLE**

CONTEMPORARY VOICES 1

**TYPE COURSE**

NON-FEE

HSDP

**CATALOG COURSE DESCRIPTION**

The first semester of a two semester course in which students explore issues presented by contemporary American and world writers from diverse cultural and ethnic backgrounds. Students will learn how to write for various purposes and audiences. The standards-based units of study integrate all aspects of literacy: reading, writing, speaking, and listening. Students will interpret and evaluate the media and graphic information. (FT)

**LECTURE HOURS**

90

**LABORATORY HOURS**

**ADVISORY**

NONE

**RECOMMENDED SKILL LEVEL**

Students should have a TABE reading score of 8.0 or CASAS equivalent.

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking  
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Gain a basic understanding of how bias may influence literary works.
2. Learn how authors use rhetorical devices in a variety of documents.
3. Learn how organization relates to the meaning of a text.
4. Learn how to critically read in order to question the validity of authors' statements and arguments.
5. Gain a basic understanding of how to evaluate sources in order to produce a research based text.
6. Understand basic writing principles.
7. Learn how to develop research-based presentations.
8. Develop and/or refine digital literary skills.

COURSE OBJECTIVES

Upon successful completion of the course the student will be able to:

1. Identify the clarity and consistency of political assumptions in a selection of literary works or essays.
2. Identify both the features and rhetorical devices of different types of public documents and the way in which authors use those features and devices.
3. Identify the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax and word choice in text.
4. Verify and clarify facts presented in other types of expository texts by using a variety of documents.
5. Identify an author's implicit and explicit philosophical assumptions and beliefs about a subject.
6. Demonstrate an understanding of the power, validity, and truthfulness of arguments.
7. Identify theme and meaning in selected texts.
8. Identify recognized works of American literature representing a variety of genres and traditions.
9. Write coherent and focused texts.
10. Demonstrate awareness of the audience and purpose and progression through the stages of the writing process.
11. Develop multi-media presentations by using clear research questions and creative critical research strategies.
12. Combine the rhetorical strategies of narration, exposition, persuasion and description to produce texts of at least 1,500 words each or the current required amount.

### COURSE OBJECTIVES (CONTINUED)

13. Demonstrate a command of standard American English and the research, organization, and drafting

### **SECTION II**

#### COURSE CONTENT AND SCOPE

1. Critical Thinking Skills
  - 1.1. Definition and importance
  - 1.2. Identifying and analyzing multiple documents
2. Critical Reading Skills
  - 2.1. Annotating a text
  - 2.2. Identifying author's purpose
  - 2.3. Identifying author's use of rhetorical devices
  - 2.4. Identifying and analyzing political assumptions in literary works
3. Critical Writing Skills
  - 3.1. Applying the writing process to a research project
    - 3.1.1. Developing ideas
    - 3.1.2. Narrowing the topic
    - 3.1.3. Identifying the audience
    - 3.1.4. Developing a thesis
  - 3.2. Awareness of audience
4. Research and Presentation Skills
  - 4.1. Developing skills to present research across a variety of mediums
  - 4.2. Communication skills
    - 4.2.1. Listening and speaking
  - 4.3. Managing time
5. Digital Literacy Skills
  - 5.1. Multi-media presentations

#### APPROPRIATE READINGS

Reading assignments may include but are not limited to instructor selected texts, supplemental readings and websites.

#### WRITING ASSIGNMENTS

Writing assignments may include but are not limited to research based reports, a variety of written texts/documents, and texts of at least 1,500 words.

#### OUTSIDE ASSIGNMENTS

Supplemental work as determined by the individual needs (based upon classroom performance). For example, if remediation is needed for reading/writing, instructor will utilize appropriate material, including internet based programs.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include but are not limited to identifying and analyzing the clarity of arguments and political assumptions through annotation or written expression.

### EVALUATION

Students will be required to complete writing and reading assignments. At the discretion of the instructor, students may be given periodic exams to demonstrate mastery. Students will demonstrate competency of writing objectives through the successful completion of assigned writing projects.

### METHOD OF INSTRUCTION

Instructional methodologies will be consistent with, but not limited by, the following types or examples: lectures, class demonstrations, collaborative group projects and field trips.

This course, or sections of this course, may be offered through distance education.

### TEXTS AND SUPPLIES

*The Contemporary Reader*, Gary Goshgarian, Longman (Prentice Hall), current edition  
*Legacies 2<sup>nd</sup>* Thomson Learning, current edition

Supplies:

1. Instructor supplied supplemental written materials.
2. Online supplemental textbook resources.

PREPARED BY: Gary Gleckman

DATE: January 23, 2008

REVISED BY Instructional Services/SLO's Added

DATE December 20, 2013

REVISED BY Holly L. Rodriguez, Elizabeth Acierno

DATE September 5, 2018

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

### REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog