

SAN DIEGO COMMUNITY COLLEGE  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

HSDP 413B

**COURSE TITLE**

CONTEMPORARY VOICES 2

**TYPE COURSE**

NON-FEE

HSDP

**CATALOG COURSE DESCRIPTION**

The second 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 write for various purposes and audiences, including workplace writing. The standards-based units of study integrate all aspects of literacy: reading, writing, speaking, and listening. Students interpret and evaluate the media and graphic information. (FT)

**LECTURE**

90

**LABORATORY HOURS**

**ADVISORY**

Contemporary Voices 1

**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

Students will obtain skills which will meet the California State Standards for Reading/Language Arts for Grades 11/12.

COURSE OBJECTIVES

With the completion of either course, students will have demonstrated, through a variety of measures, an ability to meet the following state content standards in Reading/Language Arts, Grades 11/12:

1. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.
2. Analyze characteristics of subgenres that are used in poetry, prose, and so forth.
3. Analyze the ways in which irony, tone, and mood achieve specific rhetorical and aesthetic purposes.
4. Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
5. Analyze both the features and rhetorical devices of different types of public documents and the way in which authors use those features and devices.
6. Analyze 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.
7. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
8. Make warranted and reasonable assertions about the authors arguments.
9. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
10. Criticize the power, validity, and truthfulness of arguments.
11. Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral)) that are used in poetry, prose, plays, novels, short stories, essays and other basic genres.
12. Analyze the way in which them or meaning of a selection represents a view or comment on life.
13. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes.
14. Analyze recognized works of American literature representing a variety of genres and traditions.
15. Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

COURSE OBJECTIVES (CONTINUED)

16. Develop presentations by using clear research questions and creative critical research strategies.
17. Students combine the rhetorical strategies of narration, exposition, persuasion and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organization, and drafting outlined in Objective 15 (State Standard Writing 1.0). This may include written responses to literature, writing narratives, reflective compositions, historical investigation reports, job applications and resumes and/or multimedia presentations.

**SECTION II**

COURSE CONTENT AND SCOPE

1. Review Definition of Critical Thinking and Why it is important
2. Review How to Read Critically
3. Review Viewing a Sample Essay
4. Review Outlining a Reading Passage
5. Review Analyzing Reading
6. Writing Critically by
  - 6.1. Developing ideas (Review)
  - 6.2. Narrowing the topic (Review)
  - 6.3. Identifying the audience (Review)
  - 6.4. Developing a thesis (Review)
  - 6.5. Understanding your paper's objective
  - 6.6. Researching
  - 6.7. Drafting essay
  - 6.8. Writing essay
  - 6.9. Editing and Revising
7. Applying Reading and Writing Critically to a Variety of Genres/Topics to be Determined by Text Selection, Instructor Selection

APPROPRIATE READINGS

Texts such as:

*The Contemporary Reader, 8<sup>th</sup> edition*, Prentice Hall, current edition  
*Legacies*, Thomson Learning, current edition

Instructor may supplement with additional appropriate readings.

WRITING ASSIGNMENTS

Students will demonstrate competency of the above writing objectives through the successful completion of assigned writing projects.

### 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.

### EVALUATION

Students will be given writing and reading assignments to complete. At the discretion of the instructor, students may be given periodic exams to prove mastery.

### METHOD OF INSTRUCTION

Lecture, individual and group activity, field trips, including cooperative learning will be employed. Supplemental computer work by be used (e.g., Skillstutor).

### TEXTS AND SUPPLIES

Text:

*The Contemporary Reader, 8<sup>th</sup> edition* by Gary Goshgarian from Longman (Prentice Hall),  
2005

*Legacies 2<sup>nd</sup>* Thomson Learning, current edition

SkillsTutor (internet based program)

PREPARED BY:  Gary Gleckman  DATE:  January 23, 2008

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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