

**Sample Accelerated, Integrated Reading & Writing Course**  
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**Director, California Acceleration Project**  
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**English 102: Reading, Reasoning, Writing (Accelerated)**

An integrated course one-level-below college English with no minimum placement score. Students who do not meet the minimum Accuplacer scores for college English can self-place into this one-semester 4-unit course, or into a two-semester 8-unit sequence.

**Theme** Human Psychology: What Makes Us Tick?

**Total Required Reading** 500-600 pages

**2 Non-Fiction Books**

1. Opening Skinner's Box: Great Psychological Experiments of the 20<sup>th</sup> Century by Lauren Slater  
(Depending on the semester & other readings assigned, students read 4-6 chapters)
2. One Psychology-Related Nonfiction Book (Students read complete book of their choice)

*Tweak: Growing Up on Methamphetamines*, by Nic Sheff

*Madness: A Bipolar Life*, by Marya Hornbacher

*Mindset: The New Psychology of Success*, by Carol Dweck

*Drive: The Surprising Truth about What Motivates Us*, by Daniel Pink

**Scholarly and Critical Articles**

- "From *Social Class and the Hidden Curriculum of Work*" by Jean Anyon
- "Chapter 2," *Pedagogy of the Oppressed* by Paulo Freire
- "Brainology" by Carol Dweck
- "Chapter 2," *The College Fear Factor*, by Rebecca Cox
- "When Capable Students Fail: The Academic Sustainability Gap," website by Katie Hern
- "From *The Perils of Obedience*" by Stanley Milgram, along with 2 critical reviews of Milgram's experiment by psychologists Baumrind and Herrnstein
- Online materials to supplement key chapters of the Slater text
- Two reviews of the class text *Opening Skinner's Box*

### **Major Tests and Assignments**

3-4 Reading Quizzes – open-book, letter graded re: accuracy and completeness of answers about ideas/info from each unit's texts

7-8 Papers of Different Types

- Educational Autobiography – ungraded, in-class essay
- Critical Response – ungraded, in-class essay, 1-2 pages
- 3-4 Synthesis Essays Involving Class Texts – out-of-class essays, 3-4 pages each, assessed *High Pass, Pass, Low Pass, Not Yet Passing, Rewrite*
- 1 Essay Analyzing the Students' Chosen Independent Reading Book – in-class essay, assessed *High Pass, Pass, Low Pass, Not Yet Passing, Rewrite (Assignment under revision – considering student-produced poster sessions as alternative)*
- 1 Self-Reflection Paper about their Learning -- ungraded, in-class essay
- Final Exam – in-class essay evaluating primary course text, assessed *High Pass, Pass, Low Pass, Not Yet Passing, Rewrite*

For sample assignments and class activities from other Chabot College English faculty, as well as the shared department philosophy and practice principles:

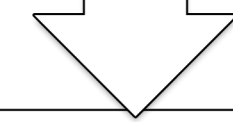
<http://www.chabotcollege.edu/languagearts/english/philosophy.asp>

**Instructional Cycle for an  
Integrated Reading and Writing Class**  
Cycle repeated for each major unit of the course  
Developed by Katie Hern, Chabot College, California Acceleration Project

**Pre-Reading Set-Up**

In-class activity or discussion to build “schema” or activate students’ background knowledge on the topic/questions. Teacher provides guidance re: what to pay attention for, key terms that might be unfamiliar to students, portions they may find challenging.

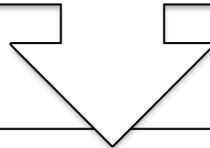
**Students read assigned texts at home.**



**Post Reading Activities**

In-Class activities for students to process, clarify, and engage with ideas/info from readings – e.g. small-group & whole-class discussions, in-class writing, debates, games.

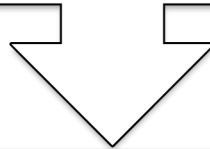
Metacognitive conversation woven throughout to increase students’ awareness of strategies for approaching academic reading, reasoning, and writing



**Open Book Quiz**

Students move from informal and largely oral discussion to explaining key ideas/info from reading in their own writing. Provides incentive and accountability for completing and reviewing readings.

Good quiz questions require students to demonstrate they understand key parts of text (poorly written questions allow students to locate and copy or simply provide opinion)



**Essay**

Students move from explaining discrete portions of the reading to integrating, synthesizing, building arguments.

Good prompts require higher order thinking with key ideas/info from assigned texts, students must articulate & support their own perspective (poor prompts allow students to bypass the text, over-rely on personal comments, and/or string together chunks of summary with no analysis)

**English 102: Reading, Reasoning, and Writing (Accelerated), Dr. Katie Hern, Chabot College**  
**Reading Quiz #3: Chapters 6 & 7 of Slater's *Opening Skinner's Box***

***Open Book, Open Notes, Closed Neighbors***

***Overall Guidance:***

The purpose of the quiz is to show me how well you understand the key ideas from what we've read and let me clarify any important misunderstandings before you write the essay.

- Choose any 5 of the following questions. If you answer more than 5, your score will be based on your best 5 answers.
- You'll have 45 minutes. Budget your time to make sure you answer at least 5 – that means an average of 9 minutes per question.
- In general, I want you to use your own words to explain your answers, not include exact words/quotes from the authors (this helps me see how well you understand the ideas yourself)
- Explain your answers fully enough that someone not in our class could follow them.

**Name:** \_\_\_\_\_

**Answer 5 of the following questions (your choice).**

- 1) In his experiment, Alexander found that caged, isolated rats used the morphine water up to sixteen times more than the rats in Rat Park. How does he explain this – in other words, why does he think this happened?
- 2) Slater summarizes the meaning of the Rat Park experiments like this: "Rats and humans pick up the proverbial pipe and put it back down, no problem. And when they don't put it back down, it's not because there's something inherently irresistible about the substance, but because the particular set of circumstances the mammal finds itself in offers no better alternatives than such destructive snacking" (169). In your own words, explain the meaning of this quote. Use details from Alexander's experiments to support your answer.
- 3) Slater's husband uses drugs regularly. She warns him that he's going to get addicted, and he replies, "You know the REAL research, Lauren. I'm in a colony, not in a cage" (Slater 172). Explain his meaning here.
- 4) In your own words, explain the point Slater is making in the section where she talks about Rat Park being a "perfect environment" (178).
- 5) In your own words, explain the concept of "contact comfort." Then, describe how Harlow's experiments with monkeys led him to come up with this idea.
- 6) What happened to the monkeys raised with the terry-cloth surrogate "mother" when they grew up? According to Harlow, why did this happen?
- 7) In your own words, explain the animal rights argument that "the use of animals in research delivers very little valid information" (149). Be sure to summarize some of the evidence activists use to support this argument.

**Synthesis Argument**  
**Consider Different Evidence and Viewpoints & Reach Your Own**  
**Well-Informed Position**  
**English 102 Fall 2013 Dr. Katie Hern Chabot College**

**Options:**

1.) What causes addiction?

Chapter 7 features a debate on what causes addiction. Alexander argues that drug addiction is not caused by physical dependence; instead, he says, it is a “way of adapting to difficult circumstances” (Slater 161). Other addiction researchers argue that drug addiction is a physical response to the chemicals in drugs (see Slater 162-165). Where do you stand?

2.) Were Harry Harlow’s experiments on monkeys ethical?

Harlow’s research taught us a lot about the nature of attachment and what infants need. But in the process, he did a lot of damage to the monkeys in his experiments. Do you think his research was ethical? Do the benefits (knowledge) outweigh the costs (harm to living creatures)?

**Things to Shoot For:**

- Show that you have carefully read chapter 6 or 7 and that you have fully digested and considered the different viewpoints and evidence on all sides of the debate. Feel free to also include other sources (*Tweak*, outside research).
- Show you are really thinking about the topic – these are complex questions, so don’t settle for easy answers. And don’t feel that you have to take an either-or position – for example, you might argue that addiction is a combination of physical and psychological factors, or that some of Harlow’s experiments were ethical but others were not. Just make sure you state your own position clearly and explain why you think it.
- Write so that someone not in our class could understand it. Assume your audience has not read our book. That means you’ll need to briefly summarize key ideas/information and explain any unfamiliar terms.
- Write at least 4 complete pages, typed, 12 point font, double-spaced, 1.25-inch margins.

**Deadlines:**

3 pages notes/rough draft due Wed. 11/6 (have copy to work on in computer lab).  
Final draft due Wed 11/13.

**Feedback Sheet**  
**Dr. Hern                      English 102                      Chabot College      Fall 2013**

Name: \_\_\_\_\_

<b>Assignment Requirement</b>	<b>Not Done</b>	<b>Needs Work</b>	<b>Fair</b>	<b>Well Done</b>
<b>Critical Thinking</b>				
<b>As a writer, you should...</b>				
Use a clear critical voice to answer your chosen question				
Sum up the paper with a clear thesis statement in the first couple paragraphs				
Support ideas with specific examples, details, information, quotes from the assigned readings				
Explain ideas/information fully enough for readers not in our class to follow				
Discuss complexities & not make things seem more simple than they really are				
<b>Organization</b>				
<b>As a writer, you should...</b>				
Present ideas in an order that makes sense to readers				
Open with an intro that engages readers and conveys overall focus of paper				
Make sure each paragraph has a clear focus				
Make sure each paragraph is a reasonable length (usually 1/3 to 2/3 of a page)				
Use your critical voice to connect the different parts of your paper together				
End with a conclusion that completes the discussion				
<b>Mechanics</b>				
<b>As a writer, you should...</b>				
Proofread carefully so that sentences are clear, concise, and free of errors.				
Use "quotation marks" when including an author's exact words.				
Produce at least 4 full pages -- double-spaced, 12-point font, 1.25" margins, no extra spaces between paragraphs.				