Combining
- Reading & Composition,
- Acceleration,
- Civic Engagement, and
- Critical Thinking

CATESOL 2017
Santa Clara

Ruth Luman- Modesto Junior College
lumanr@mjc.edu
I. Why Civic Engagement?

II. The Connections
   a. Acceleration & Themed Courses
   b. Critical Thinking
   c. English Language Support
   d. Student Connections
   e. Beyond the Classroom

III. Other Topics and Resources
My Acceleration Example
The Purpose of Academic Language Instruction: A Case for Civic Engagement Themes

Develop higher-level thinking and communication skills...

in order to make and communicate judgments on important issues...

in order to effectively and intelligently engage in and contribute to society.
“Students seem to see this country as something they must accept and into which they should assimilate. If they don’t reject the ‘problems’ they see in American society, they may not realize that they have experience and ideas that they can use to educate native-born Americans and can join efforts to promote the values they want for their children” (Pamela Kopitzke, MJC EL Instructor).

“Let each person do his or her part. If one citizen is unwilling to participate, all of us are going to suffer. For the American dream, though it is shared by all of us, is realized in each one of us” (Barbara Jordan, Civil Rights Movement activist and politician).

Why Civic Engagement?
“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has” (Margaret Mead, anthropologist and activist).

“People often say that, in a democracy, decisions are made by a majority of the people. Of course, that is not true. Decisions are made by a majority of those who make themselves heard and who vote- a very different thing” (Walter Judd, physician and politician).

Why Civic Engagement?
"In the final analysis, the challenge of college, for students and faculty members alike, is empowering individuals to know that the world is far more complex than it first appears, and that they must make interpretive arguments and decisions-judgments that entail real consequences for which they must take responsibility ..." (16-17).


The Connection to Critical Thinking & Acceleration: A Case for Civic Engagement Themes
The Acceleration Connection

- High challenge, transfer-level examples, content, texts, themes, or concepts applicable to students’ lives
- Use of authentic outside sources- An intertextual (triangulated reading) approach to build expertise in a subject area and add to it throughout the semester
- Ill-structured topics
- Critical inquiry and thinking
- Information literacy
- Extensive texts with active reading comprehension, critical response, and vocabulary supplements
- Text-based writing- tight integration of reading & writing
“We had to be educated about our oppression.”

“We learned we could do something.”

My Journey to CE Topics - Ethiopia
Issues in Texts Across Disciplines:

- History
- Sociology
- Psychology
- Philosophy
- Political Science
- Literature

All disciplines that require extensive reading, writing, and knowledge of academic vocabulary.

Extensive Texts
Unit One: Oppression -
What is it? How do we identify oppression? Write a well-developed essay with substantial evidence and analysis on a current social justice issue you are familiar with that demonstrates several forms/faces of oppression using outside sources and the main source article.

- “Five Faces of Oppression” by Marion Iris Young (adapted) “framework article”
- “The Color of Justice” from The New Jim Crow by Michelle Alexander (adapted)
- “Rigged: Forced into Debt, Worked Past Exhaustion, Left with Nothing” by Brett Murphy
- “Forms of Oppression” from Beyond Intractability by Morton Deutsch

Critical Thinking Connections:
- Active Reading & Annotating for Comprehension and Analysis,
- Finding Appropriate Outside Sources
### Student Essay Topics

- Mass Incarceration in China
- Sex Trafficking in Cambodia
- Drug Cartel Extortion in Mexico
- Rape Culture in Thailand
- The Current Immigration System
- The Cancellation of DACA
- Child Marriage in India
- Donald Trump’s Election Rhetoric
- Press Censorship in Mexico
- Sharia Law in Iran
- ISIS Terrorism
- Laws against the LGTBQ Community in Russia
- Domestic Violence in Guatemala
- The Health Care System in Costa Rica
- Organ Trafficking in Vietnam
- Child Soldiering in the Middle East

- Identification, Description, and Explanation of a Problem and the Forms of Oppression it Manifests
- Identification, Description, and Explanation of the Factors that Influence Bystanding and Intervention
- Identification, Description, and Argument for the Civic Engagement Strategies that Will Work Best in This Situation with Discussion of Limitations of Solutions
- An Argument for Armed Resistance or Non-Violence as a Solution with Counter-Argument
Unit Two: Bystanding and Stepping Forward

What is the bystander effect? Why do some people stand by while others intervene in a crisis? Write a well-developed essay with substantial evidence and analysis on a problem discussing why some intervene and others stand by. Discuss the factors influencing action or inaction using specific examples and outside sources as well as source readings.

- “The Bystander Effect” by Dorothy Barkin
- “We Are All Bystanders” by Jason Marsh & Dacher Keltner “framework article”
- “The Perils of Obedience” by Stanley Milgram
- An Ordinary Man by Paul Rusesabagina (pages 200-204)

Critical Thinking Connections:
- Competing Causes
- Parts of an Argument: Claim, Reasons, and Types of Evidence

- Diffusion of Responsibility
- Victim Characteristics
- Anti-Bystander Education
- Apathy
- Pluralistic Ignorance
- Positive Influence
- Personality Factors
Unit Three: The Architecture of Activism

What are solutions to oppression? Write a well-developed essay with substantial evidence and analysis on a specific problem discussing the strengths and weaknesses of a variety of solutions. Discuss the various solutions using specific examples and outside sources as well as source readings.

- “Overcoming Oppression” by Morton Deutsch
  - "framework article"
- “Wyatt Walker” (the Birmingham Campaign) from David and Goliath by Malcolm Gladwell
- “Anything We Love Can Be Saved” by Alice Walker
- Walking with the Wind (prologue) by John Lewis
- “What Will We Stand For?” (point/counterpoint on NFL protests) Modesto Bee

Critical Thinking Connections:
- Evaluating Evidence
- Considering Limitations and Discovering Your Disposition as a Thinker

- Appeal to Self-Interest
- Appeal to Self-Realization
- Appeal to Moral Values
- Non-violent Intervention
- Non-violent Protest
- Non-violent Non-Cooperation
- Violence
Unit Four: Non-Violence and Armed Resistance

Think of a problem or situation of oppression that you are familiar with. What is the best solution in this situation: non-violence or armed resistance? Write a well-developed essay with substantial evidence and analysis for your position using specific evidence and outside sources as well as source readings. Include the limitations of your position as well.

- “What Martin Luther King Can Teach Us about Non-Violence” by John Dear
- “Eritrea: Peaceful Resistance or Peaceful Surrender” by Ismail Omer-Ali
- “Give Peaceful Resistance a Chance” by Erica Chenoweth
- The “Is It Okay to Punch a Nazi?” Debate

Critical Thinking Connections:
- Identifying and Analyzing Modes of Persuasion in a Reading
- Looking for Logical Fallacies
The Language Support

- Vocabulary and Reading Guides for Extensive Texts
  - Academic Vocabulary Development
  - Active Reading Strategies
  - Reflective Academic Reading Response
  - Model Essays
- Embedded Librarian and Course LibGuide
- Supplemental Instruction
- Workshops
- Required Tutoring Support in the Writing Center & Metacognitive Essay Analysis

The Language Support
Extensive Text Support
### Activity 1: Knowledge Assessment

Look at the list below. Check the box that represents your knowledge of each vocabulary word.

<table>
<thead>
<tr>
<th>VOCABULARY WORD</th>
<th>page from book</th>
<th>PART OF SPEECH</th>
<th>I don’t know this word</th>
<th>I’ve seen this word but don’t understand it</th>
<th>I understand this word when I read it, but I can’t use it correctly</th>
<th>I understand this word and can use it in speaking and writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>progressive</td>
<td>24</td>
<td>adj</td>
<td>✓</td>
<td>✓</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>integrate</td>
<td>xvii</td>
<td>v</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>conviction</td>
<td>38</td>
<td>n</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>interval</td>
<td>xvii</td>
<td>n</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>enable</td>
<td>xvii</td>
<td>v</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>destiny</td>
<td>4</td>
<td>n</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>genuine</td>
<td>3</td>
<td>adj</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>consume</td>
<td>xx</td>
<td>v</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>generate</td>
<td>1</td>
<td>v</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>emphatic</td>
<td>32</td>
<td>adj</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>associate</td>
<td>35</td>
<td>v</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>access</td>
<td>28</td>
<td>n</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>gradually</td>
<td>29</td>
<td>adv</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>shame</td>
<td>27</td>
<td>n</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>appeal</td>
<td>29</td>
<td>n</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>console</td>
<td>3</td>
<td>v</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>prominent</td>
<td>29</td>
<td>adj</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>camaraderie</td>
<td>xx</td>
<td>n</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>convey</td>
<td>xvii</td>
<td>v</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>compel</td>
<td>xvii</td>
<td>v</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>segregation</td>
<td>2</td>
<td>n</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

---

**Pre-Assessment**

**Post-Assessment**

---

**Extensive Text Support**
Activity 3: Interactive Vocabulary Practice

Complete the questions and activities below before you come to class. You will discuss your answers and ideas with a partner. Try to use the vocabulary in your discussion with your partner.

Practice A: Answer the questions below.

1. What are some goals or things you would like to attain in the next five years?
2. What kinds of academic subjects require lots of illustrative examples?
3. Have you ever been in a meeting during which a decision was made unanimously? What happened? What was the decision?
4. Do you think it is acceptable to confine animals to small spaces when they would prefer to be free? Why or why not?
5. When you were younger, what did adults often preach to you about?
6. If a government/country wants the elimination of poverty, what could officials and citizens do to make this happen?

Practice B: Look at the chart below. Complete the chart with your own ideas.

<table>
<thead>
<tr>
<th>Think of specific people who are...</th>
<th>Describe how these people are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. receptive to new ideas:</td>
<td></td>
</tr>
<tr>
<td>2. imposing:</td>
<td></td>
</tr>
<tr>
<td>3. instrumental in your college career:</td>
<td></td>
</tr>
<tr>
<td>4. severe in their treatment of others:</td>
<td></td>
</tr>
</tbody>
</table>
Activity 6: Understanding Vocabulary with Multiple Meanings

You’ve probably noticed that many words in English can have multiple meanings or definitions. These vocabulary words are polysemous words. When you use the dictionary to look up new words, you should pay close attention to the different definitions. Many definitions or meanings of a word can sometimes be very similar to each other. To correctly understand the meaning of your new vocabulary word, you should try to look at the original context of the new word you are trying to learn. Later on, you will learn the various meanings of the word you are learning.

Activity 9: Writing Practice

Write a short paragraph using at least eight different vocabulary words from the lessons that you may use any form of the word and you may want to skip lines. Underline each vocabulary word in your writing. Have fun!

Underline all the vocabulary words you find in my example:

One of the most instrumental people in my goal of becoming a teacher has been my mother. She helped me attain my goal and move from being a sociologist to teaching in college. At first, I was not receptive, but after subsequent discussions about my studies, she convinced me. Completing my degree in education was a big undertaking. Meanwhile, I had to continue to work several jobs. My college education instructors were accommodating and supportive though. I cannot overlook their contributions to my studies which are illustrative of what I think are good teachers.

Activity 10: Vocabulary Study Tip - Making Word Associations

When you learn a new word, try to think of other words, people, things, or ideas that you personally associate with the new vocabulary. This will help you to remember the meaning of the word. These related words/ideas are called associations. A word map can help you think of and remember these associations. Look at the example of a word map below and add more ideas.

Choose five more vocabulary words from this lesson to use in word maps. See if you can relate some of the ideas to things you are reading about in Warriors Don’t Cry. Draw these word maps in before your next vocabulary quiz.

Example:

- desire of the Little Rock Nine to be equal to others
- intense
- segregationist protests
- the first day of school at Central
### Reading Section #1: Study Notes and Comprehension Activities

**Author's Note and introduction. Chapters 1-4 (pages xvii-45)**

**Practice 1:** Before you read, look at the people and groups that will be mentioned in Section #1 of the book. After you read, complete the chart below. The first one has been done for you.

<table>
<thead>
<tr>
<th>People and Page #s for Reference</th>
<th>Who are they?</th>
<th>What do they do or what happens to them in the reading?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Governor Faubus (xvii, 1, 4)</td>
<td>the governor of Arkansas</td>
<td>he resists the Supreme Court decision to integrate Central High School and sends federal soldiers to keep the students out of school.</td>
</tr>
<tr>
<td>3. President Eisenhower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. 101st Airborne</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Practice 2:** In Chapters 1-3, Rosa Parks' and Martin Luther King's activities are covered. Complete the timeline with additional dates for with major events described in the text.

**Martin Luther King and Rosa Parks**

- MLK visit to Montgomery, AL
- MLK becomes pastor at Dexter Baptist
- NAACP during Montgomery boycott
- September 1954

|-------------|-----------|--------------|---------------|--------------|

---

**Extensive Text Support**
Review of Reflective Reading Responses and Text-Based Writing

For each reading section, you will have reading notes and comprehension activities to complete. In addition, you will need to complete a personal response (1 ½ to 2 pages in length) that will help you to interpret and analyze the reading you have done and make a personal connection.

For each section, you will respond to one question, OR, you can choose one or two quotes from the reading to use as one or two responses. When responding to what you read, it is important to do the following:

- **address the source** by including an in-text citation such as, ...idea (52). Or, use a quote (52) and an introductory phrase (e.g. According to...).
- **Interpret/explain** what you think the quote means using specific examples from the reading.
- **analyze and evaluate** the quote by providing your own opinion on what has been said or written.
- **connect and expand on** what you have read to another event or personal experience.

Some useful expressions and language that you might want to use when addressing a source, interpreting, analyzing, and connecting from text are provided below:

<table>
<thead>
<tr>
<th>Addressing the Source</th>
<th>Interpreting Text and Providing Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- X explains ... (52).</td>
<td>- What this means is ...</td>
</tr>
<tr>
<td>- X states, ‘...’ (52).</td>
<td>- In other words, X believes ...</td>
</tr>
<tr>
<td>- X, him/herself writes, ‘...’ (52).</td>
<td>- X’s point is that ...</td>
</tr>
<tr>
<td>- According to X, ‘...’ (52).</td>
<td>- This passage deals with ...</td>
</tr>
<tr>
<td>- In X’s view (52).</td>
<td>- What I infer from this quote is ...</td>
</tr>
<tr>
<td>- When X writes, ‘...’ he/she is demonstrating (52).</td>
<td>- In this passage, the author is demonstrating that ...</td>
</tr>
<tr>
<td>- In Stride toward Freedom, (author) states, ‘ ...’ (239).</td>
<td>- One example of this from is ... (52).</td>
</tr>
<tr>
<td>- A specific instance of this from the text is ...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluating Text</th>
<th>Connecting and Expanding on Text (Be specific with your connection!)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I disagree that ... because ...</td>
<td>- What I take away from my own experience with ... is ...</td>
</tr>
<tr>
<td>- I think this is especially important because ...</td>
<td>- I relate to this because ...</td>
</tr>
<tr>
<td>- From my perspective, I believe that because ...</td>
<td>- What I learned from this is ...</td>
</tr>
<tr>
<td>- What is interesting/important about this is ...</td>
<td>- What’s surprised me about this event/quote is ...</td>
</tr>
<tr>
<td>- A serious analysis of this reveals ...</td>
<td>- This is similar/different to what happens in ...</td>
</tr>
<tr>
<td>- This should matter to X because ...</td>
<td>- Some additional examples of this are ...</td>
</tr>
</tbody>
</table>


Reading Responses
"Dignity is a state of mind, just like freedom" (242). These are the words from Grandmother India to Melba in the book *Warriors Don’t Cry*. The purpose of this advice to Melba is to help remind her who she is and who she was before she entered Central High, and that she does not need to depend on the white students for her value or identity as a person. William Ernest Henley in his poem “Invictus,” also asserts, “I am the captain of my fate; I am the master of my soul.” The poem and the advice have sort of the same meaning because they make me remember that humans have the will to do and feel whatever they want, and because of this, Melba can overcome the harassment from the white students. I totally agree with Grandmother India and the poem. We as individuals are the masters of our fate by making everyday decisions. We can control what happens in our minds, and with our minds, we control how we respond to our circumstances.

I have experienced this in my own life in the United States. It was very difficult for me when I first came to live in the United States, especially in comparison to my life in my home country. I was isolated and left behind here. When I went out to get a job, I could only get unskilled labor jobs because of my limited English. I got a job as a kitchen helper getting eight dollars an hour. Everybody in the workplace treated me like an eight-dollar person. I was confused and humiliated by the gap between what I was and what other people thought of me in the beginning. While working there, I saw that my colleagues acted like eight-dollar people. They did not do their best job, complained all the time, and even quit their jobs without notice. They determined themselves only worth eight-dollars. I realized that dignity is not given by others but by me. This realization erased all my confusion and humiliation. I was not worth eight dollars. I was a person who did the job to earn eight dollars an hour, but that fact did not dictate who I was. While I did my best or whatever my job was with dignity, people around me started to treat me differently. I totally agree with Grandmother India that freedom and dignity, “... are both
Background reading on nonviolent and violent protests

The following links are to background, or overview, articles. Click on the link below to access the Gale Virtual Reference Library and use the search terms in the boxes in the left hand column to find articles, or click directly on the specific article titles below. If you're off campus, you'll need to sign in with your W# (without the W) and 6-digit birth date to access the database.

- Gale Virtual Reference Library
- Nonviolent Resistance
  A brief article from the World History Encyclopedia.
- Gandhi and the Philosophy of Non-Violence
  A brief article from the World History Encyclopedia.
- U.S. Political Protest
  From the New Dictionary of the History of Ideas, this article discusses both nonviolent and violent protest.
- Assassination and Violent Protest
  From the encyclopedia American Decades, this article discusses protests of the 1960s in the United States.
- Urban Riots
  From the Encyclopedia of U.S. Political History.
- Student Protest Movements 1945-1960
  From the World History Encyclopedia
Supplemental Instruction (SI) is a program designed to impact student retention and success in historically difficult courses by using SI leaders to help students in need.

How Does It Work?

The program hires SI leaders. SI Leaders are not tutors; they are students who have successfully passed the class and possess good communication and interpersonal skills. These SI leaders attend the class again, model good academic behavior for students and lead free, participatory study sessions weekly.

SI sessions are usually held in your classroom. The sessions cover content and study strategies.
Adapted from English 45 Acceleration Course at MJC

Required Tutoring and Reflection

Composition Improvement Reflection: Unit 2 Essay

1. Given the voice comments the instructor gave you along with the notes on the rubric, what are your three greatest strengths in this essay?
   a. 
   b. 
   c. 

2. What are your three most common types of problems in this essay? Write them below:
   a. 
   b. 
   c. 

Compilation Improvement Reflection: Unit 2 Essay

Analyze the types of errors your instructor has given you. Enter your totals into the chart below:

<table>
<thead>
<tr>
<th>Global Errors</th>
<th>Total</th>
<th>Local Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ty</td>
<td>art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wr</td>
<td>sppl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>wcr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pass</td>
<td>prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conn</td>
<td>cap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wo</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>frag</td>
<td>pro</td>
<td>refrages</td>
<td></td>
</tr>
<tr>
<td>oc</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Issues</th>
<th>Total</th>
<th>Organization Issues</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>Ts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions for the Conference:

Choose a specific issue for your conference. Are there any items above which you are unsure? Circle or highlight those items above. Then ask the Writing Center tutor to read that section of your essay. Write specific questions below.

After the Conference:

Isolate what you learned and how you plan to change your first draft based on the conference. Are there any questions you still have?
“When I was in my country, I thought abuse was normal. I not realize it was oppression.”

“I feel like my consciousness about society woke up.”

“I’m from Brazil... We have lots of black people there... I didn’t think about their experience my country... Now I think about it.”

“I really care about this topic. I want to think about it.”

“I don’t have to accept my culture or even this one. I can do something different even though I am just ordinary person.”
Other Ideas

- Student Government - Establishment of a Club for Language Learners
- Community Visitors as Guest Speakers
- Community Council Meeting and Election Forum Assignments
- Martin Luther King Commemorations
- Service Learning
- Civic Engagement Project Committee and Events as Extra Credit
- Engagement in Dialogues on Campus and in the Community
CIVIC ENGAGEMENT
Project
Spring 2017 Film and Lecture Series

Thursday Nights, Forum 110 (*Except where noted) • 7 PM • MJC East Campus, 435 College Avenue
Open to the Public Free of Charge, Parking $2

FROM SLAVE TO CRIMINAL WITH ONE AMENDMENT

13th -- Mar. 9th

Named after the 13th constitutional amendment, which abolished slavery “except as a punishment for crime,” this film examines the history of race and the criminal justice system in the United States, arguing that slavery hasn’t disappeared—it’s transformed into a system of mass incarceration.

Marginalized in America: A Continuing Conversation -- Mar. 16th

* This event will be held in the Cafeteria in the Student Center, East Campus

This event builds on previous CEP events centered on continuing the dialogue on issues related to tensions between diverse communities and law enforcement. This event will focus on the historical criminalization of people of color emphasized in the film 13th (shown on March 9th). Guest speakers will build on issues from that film and allow for audience discussion throughout the event in small groups with trained dialogue facilitators.

Modesto Junior College
Brave Spaces Dialogue Training

Friday, March 10, 2017

Time: 10:00 am - 2:00 pm
Room: Forum 110
Register at https://mjcbravespace.eventbrite.com

Guests on race, spirituality, and religion are often challenging topics to discuss among individuals with different experiences or perspectives. This workshop will have an opportunity to not only explore race and religion, but also explore dialogue techniques to increase opportunities for discussion within our community and campus on these topics. Attendees will learn from community members. This workshop’s community and to support an upcoming event's Marginalized in America: A sight book

Outside the Classroom
Outside the Classroom
• Abolition Movements
  • *Someone Knows My Name*
• Voting Rights Movements
  • *Invention of Wings*
  • *This Bright Light of Ours*
• Genocide
  • *An Ordinary Man*
• Pacifist Movements
• Labor Movements
• Anti-Apartheid Movement
• Environmental Movements
• Independence Movements
• Feminist Movements

Other Potential Topics
Other Potential Topics

- Strategies for Conflict Resolution
- Methods of Productive Dialogue
- The Role of Fear in Civic Engagement
- The Role of Empathy in Civic Engagement
- Dealing with Factionalism and Silos
- The Concept of Ubuntu and Intersectionality
- Social Responsibility vs. Personal Obligations
- “Bad Guys” vs. “Good Guys”
- The Road to Reconciliation
- Just War
- The Role of Media in Civic Engagement
- Communication in Conflict
- Turning a Problem into an Issue
- Identity and Community
- Davids vs. Goliaths
- The Power of Connections/Social Capital
- Voting and Civic Responsibilities
- The Power of Habit in Civic Engagement
Language/Critical Reading/Thinking Skills

- *They Say, I Say* by Gerald Graff
- *Asking the Right Questions* by Neil Browne & Stuart Keeley
- *Reading for Understanding* by Schoenbach, Greenleaf, & Murphy

Civic Engagement

- *Rules for Radicals* by Saul Alinsky
- *Organizing to Change a City* by Taylor, Lynch, and Epstein
- *Teaching Civic Engagement: From Student to Active Citizen* by McCartney, Bennion, & Simpson
- Books and articles by Gene Sharp
- *Spectacular Things Happen along the Way* by Brian Schultz
- *Putting the Movement back into Civil Rights Teaching* by Menkart, Murray, and View
Helpful Resources

Videos/Movies

- How to Survive a Plague
- Dolores
- Gandhi
- Cesar Chavez
- Selma
- White Helmets
- Hotel Rwanda
- The Butler
- The Hiding Place
- The Dream is Now
- The Black Panthers: Vanguard of the Revolution
- Cruz Reynoso: Sowing the Seeds of Justice
- Freedom Riders
- The Interrupters
- When a Tree Falls
- Sing Your Song: Harry Belafonte
- Documented
- G-Dog
- He Named Me Malala
- The Square
- TED Talks & Civic Engagement
- Difret
Websites with Resources

- Teaching for Change
- Teaching Tolerance (learning plans and video sets)
- Beyond Intractability
- Project Citizen
- Teachers 4 Social Justice
- Facing History and Ourselves
- Teaching Civic Engagement

Peace Education Texts

- Peace Education by Ian Harris and Mary Lee Morrison
- A Peace Reader by Fahey and Armstrong
- I’d Rather Teach Peace by Coleman McCarthy
- Non-Violent Communication by Marshall Rosenberg
- The Little Book of Conflict Transformation by John Lederach
Inspiration for Accelerated, Thematic Reading & Writing Courses: Themes & Texts from Past Members of CAP’s Community of Practice

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

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

- In the past I've also used:
  - *Slaughterhouse* by Gail A. Eisnitz
  - *Fast Food Nation* by Eric Schlosser
Join the Journey!

Civic Engagement in Language Teaching