

**Recommended Open Educational Resources for a Development Writing Course in
Acceleration with a Co-Requisite College-level Composition Course
by Amy Fladeboe**

Accelerated developmental writing is intended as a scaffolding course to build the prerequisite skills required of students who test directly into freshman Composition. Assignments are integrated to better prepare students for success in their Composition course, but this is its own course with separate grading, assignments, and contact hours. As such, the required reading I select should connect to Composition readings and content but demand deeper learning. I will draw from two main resources and two supplemental articles for the course to focus on grammatical concerns and research techniques. I'll also tie these important skills together with some articles on these topics that will give students an opportunity to practice critical reading skills. In addition to OER's, I let students bring their research into class and assign a reading from each research project so student receive support and practice critical reading collectively.

Grammar & Research:

1. *Writing, Reading, and College Success: A First-Year Composition Course for All Learners* by Athena Kashyap and Erika Dyquisto | URL:

[https://human.libretexts.org/Courses/City_College_of_San_Francisco/Writing_Reading_and_College_Success%3A_A_FirstYear_Composition_Course_for_All_Learners_\(Kashyap_and_Dyquisto\)](https://human.libretexts.org/Courses/City_College_of_San_Francisco/Writing_Reading_and_College_Success%3A_A_FirstYear_Composition_Course_for_All_Learners_(Kashyap_and_Dyquisto))

This is an open source textbook that I will excerpt from in the ENGL 1020/1021 course, but I will have Express students dive a little deeper by reading all of Chapter 3: The Reading-Writing Connection, all of Chapter 11: Clarity, Conciseness, and Style, and all of Chapter 12: Grammar. I find this textbook accessible for grammar topics and thinking about academic voice as a stylistic choice, rather than a series of rule to memorize. Because I anticipate greater challenges when it comes to grammar concepts with my developmental writers, this deeper dive should support them with the briefer activities we do in the composition course.

2. *Calling Bullshit* by Carl Bergstrom and Jevin West | URL: www.callingbullshit.org

This resource would be great for political science or statistics courses, but I use it to give students an entry point into data analysis and source credibility to support them in their trend research projects in their composition course. This feels like appropriate scaffolding for a co-requisite developmental writing course if excerpted. While I don't intend to work students through this entire course syllabus, we will go through the first module to begin exploration of these concepts. I also like the use of light profanity to set the tone for my courses and to remind students that while college-level content is for mature audiences that doesn't mean it has to be boring.

Articles on Source Credibility

1. “A Kind Word for Bullshit: The Problem of Academic Writing” by Philip Eubanks and John D. Schaeffer | URL: <http://writing2.richmond.edu/training/383/383restricted/bullshit.pdf>

This is one of Bergstrom & West’s supplementary Unit 1 readings associated with the Calling Bullshit website. I find it to be more contemporary in style than the Frankfurt piece they list as required Unit 1 Reading. Students will find it much easier to consume and it may alleviate some of the pressures they feel to write with elevated diction in college. This is an excellent low stakes piece to practice critical reading skills on. It’s light-hearted and will give students a laugh.

2. “On Bullshit” by Harry Frankfurt | URL: http://www2.csudh.edu/ccauthen/576f12/frankfurt_harry_-_on_bullshit.pdf

This is a very challenging read, but I think it’ll be good to start this reading as an in-class activity to show students that they can tackle challenging reads. It’s twenty pages, so I’d read the first two pages to the class and model annotation and discussing its rhetorical situation. Then, I’d have students partner up to read the next six pages, a page per group. After that, I would send them home responsible for taking detailed notes on one of the remaining pages, so we can come together later to sum up the full article. It’s my hope that this modeling, followed by paired learning, followed by independent practice, and finally collective assessment better prepares my Express students for the sort of advanced critical reading that will be required of them in their college-level composition course. Tackling this assignment before we discuss critical reading in Composition is crucial. This makes these students the experts on the topic and it becomes simple reinforcement of the lesson in Composition.