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**Course Outline for ENG 100A**  
**READING, REASONING AND WRITING I**  
**Effective: Fall 2008**

**I. CATALOG DESCRIPTION:**

ENG 100A — READING, REASONING AND WRITING I — 4.00 units

Preparation in English for success in college. Integrates reading, critical thinking, and writing assignments, using materials that present a variety of perspectives from across the curriculum. Strongly recommended: Appropriate skill level demonstrated through the English assessment process. 3 hours lecture, 3 hours laboratory.

3.00 Units Lecture 1.00 Units Lab

**Grading Methods:**

Pass/No Pass

**Discipline:**

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Lab Hours:</b>	54.00
<b>Total Hours:</b>	108.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

1. establish goals for the reading a text prior to reading it by employing strategies such as forming appropriate questions
2. recognize textbook and essay structures
3. use visual skimming and scanning techniques
4. read with a focused, active style
5. use textual annotation
6. identify and summarize text's main and supporting ideas
7. generate ideas for writing based on the reading, using a variety of pre and post-reading techniques
8. create paragraphs that develop an idea with logically related information
9. organize coherent, multi-paragraph essays that develop a central idea
10. infer ideas from personal experiences
11. identify and describe thematic connections between texts and personal experiences
12. produce sentences without gross errors that impede communication
13. demonstrate academic integrity and responsibility

**V. CONTENT:**

- A. Readings of primarily non-fictional narrative and expository essays
- B. Application of pre and post-reading strategies, including class and small-group discussion
- C. Summary, expressive, and basic analytical written responses to readings
- D. Practice of a writing process, including individual and collaborative prewriting, planning, drafting, revision, and editing.
- E. Short essay assignments based on the examination of texts or personal experiences
- F. Rigorous instruction in sentence structure, major grammar concerns, and word choice
- G. Laboratory work on reading, writing, and grammar assignments
- H. Instruction in the forms, causes, and effects of cheating and plagiarism

**VI. METHODS OF INSTRUCTION:**

- A. **Lecture** -
- B. **Discussion** - Class and group reading and discussion
- C. Computer-assisted instruction
- D. **Lab** - Individualized tutorial and laboratory instruction
- E. Class and group application of concepts

**VII. TYPICAL ASSIGNMENTS:**

- A. In two pages, write an essay about your favorite teacher. What subject did this teacher teach? What did this teacher look or sound like? What were your initial impressions about this teacher? Did he/she teach you things about yourself, or otherwise that were outside of his/her subject? What kinds of things? How did this teacher make you feel about yourself?

How did she/he inspire/encourage you to care about the subject? How did this teacher change your life? Your essay must start off with an introduction, include body paragraphs, and end with a conclusion. Your introduction must include a thesis statement, and your thesis statement must answer the following questions: What lessons, strategies, or information did this teacher teach you that you still use to this day? And what do you think would make your teacher most proud about who you are today? B. In an essay of three paragraphs, describe something you feel passionately about. As your model, use the piece, "For Whom the Pasta Boils." For your essay, choose something you love, perhaps irrationally—for example, chocolate, the color purple, a particular team or sport, a TV series, a class, a memento, or an activity like aerobic dancing. In your final essay, follow the pattern of "For Whom the Pasta Boils." In paragraph one, describe your passion and your relationship to it. In paragraph two, discuss the consequences of this passion: for example, how it affects you, how you respond to it, how you became involved with it. In paragraph three, evaluate your passion or your attitude towards it.

#### VIII. EVALUATION:

##### A. **Methods**

1. Exams/Tests
2. Other:
  - a. Individualized assessment of progress in sentence structure and editing skills
  - b. Tests on sentence structure, grammar, and word choice
  - c. Assessment of written responses to reading
  - d. Evaluation of essays

##### B. **Frequency**

1. Weekly individualized progress assessments
2. Bi-monthly tests on sentence structure, grammar, and word choice
3. Bi-monthly assessment of written responses to reading
4. Bi-monthly evaluation of essays

#### IX. TYPICAL TEXTS:

1. Anker, Susan *Real Writing*. 4th ed., Bedford/St. Martin's, 2007.
2. Bruce, Lindell *Sentence Structure*, Kendall/Hunt, 1994.
3. Rosa, Alfred, and Paul Eschholz, eds. *Models for Writers*. 9th ed., Bedford/St. Martin's, 2007.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer memory device
- B. Print card