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Course Outline for ENG 105

READING, REASONING AND WRITING

Effective: Fall 2012

I. CATALOG DESCRIPTION:
ENG 105 — READING, REASONING AND WRITING — 4.00 units

Preparation in English for success in courses across the curriculum. Integrates reading, critical thinking and writing assignments and introduces research and documentation skills. Designed for those requiring one semester of preparation for entering English 1A with a minimum of one-on-one support. Prerequisite: English 100A with a “Pass,” equivalent course, or appropriate skill level demonstrated through the English assessment process. 3 hours lecture. 3 hours laboratory.

3.00 Units Lecture 1.00 Units Lab

Prerequisite
ENG 100A - Integrated Reading and Writing I
with a minimum grade of Pass

Grading Methods:
Pass/No Pass

Discipline:

	MIN
Lecture Hours:	54.00
Lab Hours:	54.00
Total Hours:	108.00

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:
Before entering the course a student should be able to:

A. ENG100A

IV. MEASURABLE OBJECTIVES:
Upon completion of this course, the student should be able to:

1. use strategies to assess a text’s difficulty, purpose, and main idea prior to the act of reading
2. annotate a text during the act of reading
3. employ strategies that enable a critical evaluation of a text
4. respond critically to a text through class discussions and writing
5. use concepts of paragraph and essay structure and development to analyze his/her own and others’ essays
6. write effective summaries of texts that avoid wording and sentence structure of the original
7. respond to texts drawing on personal experience and other texts
8. organize coherent essays around a central idea or a position
9. apply structural elements in writing that are appropriate to the audience and purpose
10. provide appropriate and accurate evidence to support positions and conclusions
11. demonstrate academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one’s own writing
12. utilize effective grammar recall to check sentences for correct grammar and mechanics
13. proofread his/her own and others’ prose

V. CONTENT:
A. Texts of primarily non-fictional narrative and expository essays from across the curriculum
B. Practice using pre-reading and post-reading strategies
C. Practice writing expressive and analytical responses to texts
D. Practice identifying and analyzing the structure of essays
E. Practice writing effective summaries
F. Practice of a writing process, including individual and collaborative prewriting, planning, drafting, revision, and editing
G. Essay assignments that require the writer to respond to and/or reference texts
H. Instruction in the forms, causes, and effects of cheating and plagiarism
I. Introduction to documentation
J. Practice identifying and correcting major grammatical errors and applying punctuation rules: run-ons, fragments, subordination and coordination, quotation marks, apostrophes, commas.

K. Laboratory work on reading, writing, and grammar assignments

VI. METHODS OF INSTRUCTION:

A. **Lecture** -
B. **Discussion** - Class and Group Reading and Discussion
C. Course management software to assist students in tracking their grades and communicating with their instructor
D. **Lab** - Individualized and small group laboratory instruction
E. Computer-assisted instruction
F. Class and group application of concepts

VII. TYPICAL ASSIGNMENTS:

A. Reading: Annotation Assignment

1. Using “My Name,” by Sandra Cisneros, from Models for Writers or your instructor’s chosen text, read the text silently or together as a class. As you read, annotate the text using strong, hard, and weak lines. Imagine that you will need to write a paper about the text: summarizing its important ideas, responding with your own feelings about significant ideas or events, and comparing and contrasting your own personal experiences. Also imagine that you will be quizzed on the reading material. Annotate lines that will help you be successful with your goals.

Afterward, discuss your choices with the class or in small groups. Explain your reasons for choosing the lines that you annotated, keeping in mind your goals as a reader. Also answer the following questions: Are there lines that are more frequently chosen than others? If so, which ones and why? If there are hard lines or words, can your peers help you figure out what they mean? If there are weak lines, what makes them weak and how do they differ from your perspective and experience? How would the annotations you and your peers have made help you fulfill the purposes you have for reading the text? What annotations did the instructor make?

On a separate sheet of paper (or the back of this page), freewrite for one page about the lines you chose to annotate and the experience of practicing annotation. Why did you choose the lines you did? What ideas did it help you generate? What was the relationship between your annotations and actively reading? How was your annotation different from or similar to others? What did you find helpful and why? How did it go? Did it go as you’d expected? If not, how was it different? What will you take away from this experience for future readings and annotation in this class and others?

Based on this exercise, discuss your purposes for reading our full-length text and annotate the text throughout.

B. Grammar Assignment: Complete Sentences, Fragments and Run-Ons

1. A complete sentence consists of a subject, a finite verb (one that expresses a time or tense), and any other words needed to make a complete idea. Some sentences are complete with just a subject and a verb. For example: “Susan jumped.” Susan is the subject and jumped is the verb. More elements could be added to make the sentence more interesting, informative, or descriptive (“Susan fearfully jumped into the cold, deep water.”), but the sentence is grammatically correct without them.

Some sentences are not complete with just the subject and the verb. This is usually because the verb requires extra information to make sense. For example, consider the sentence, “Alex believed that the test was fair.” Alex is the subject—the doer of the action. Believed is the verb—the action word. It has a tense, past tense, so it is a finite verb. Even though a subject and verb are the most important and necessary parts of a sentence, with just those two words, the sentence would sound strange and incomplete, and it would not be grammatically correct as a sentence. This particular verb, “believed,” needs extra phrases to show what was believed, in this case, that the test was fair.

Fragments are incomplete sentences. They lack a subject or a verb or both, or do not include all the phrases necessary to make a complete idea. For example: [Examples follow]. The most common fragments are those that use “ing” verbs and those that start with a word like “that” or "because" (these words are called "subordinating conjunctions"; they are connecting words that make the sentence not be able to stand alone). Fragments can be fixed by linking them to an earlier or later sentence: "He snuck in the back door, knowing that he was in big trouble." Or they can be changed into a complete sentence: "Bill knew he was in big trouble."

Run-ons are two sentences that are stuck together without a connecting word. For example: [Examples follow]. Remember, two complete sentences cannot be linked with a comma. They can be separated by a period, linked with a semicolon (;), or linked with a conjunction (a linking word like "and" or "because"). Fragment/Run-On Exercise: Rewrite the following fragments and run-ons as grammatically correct sentences, supplying extra words where necessary.

1. Knowing that he would be in trouble if the law ever caught up to him.

2. Which he realized would be the end of his killing spree.

3. The large shotgun, the one that had never let him down all these long, lonely years on the road. [More exercises follow]

C. Research: Group Research Project

1. During this unit, you will be reading Farewell to Manzanar and engaging in project-based learning, through which you will practice effective teamwork skills, learn how to optimize learning by working in a team, improve your reading comprehension, complete an entire text, learn about American history, and learn more about what it means to be an American. While reading Farewell to Manzanar, you will be divided into groups that will take an active part in researching and learning more about Jeanne Wakatsuki Houston and her family’s culture, as a means of improving reading comprehension and getting the most out what you read. Each reading group’s task is to research and prepare information from one of the following categories:

a. Author Biography: This group is responsible for gathering information on Jeanne Wakatsuki Houston and James D. Houston and presenting that information to the class. This group is responsible for gathering information about both authors’ lives, which will be presented to the class verbally and in the form of a handout.

b. Internment Camps: This group is responsible for gathering information and visuals for the class about the internment camps during World War II, in which states they were located, which cultures were impacted, what

happened when the camps were closed, and what sort of monuments exist today. Compare and contrast some of the different camps. This information will be presented to the class verbally and in the form of a handout.

c. Japanese-American History: This group is responsible for gathering information about Japanese-American history during and after World War II. How did the camps impact the culture? This information will be presented to the class verbally and in the form of a handout.

d. Japanese-American Sociology: This group is responsible for gathering information about Japanese-American society and culture, including languages spoken, religion/s, life/role of men, women and children, education, etc. This information will be presented to the class verbally and in the form of a handout.

e. Japanese Immigration: This group is responsible for gathering information about Japanese immigrants in the U.S. You are responsible for finding out where the largest concentration of Japanese-Americans can be found in the U.S., and which particular Japanese historical events prompted waves of Japanese to flee to the U.S. Any other facts found out along the way about Japanese immigrants are welcome. This information will be presented to the class verbally and in the form of a handout.

f. The Influence of Japanese Popular Culture on American Culture: This group is responsible for finding out about how Japanese popular culture has influenced American culture. Which elements of Japanese culture have been integrated into American culture? This information will be presented to the class verbally and in the form of a handout.

2. Timeline: Your instructor will assign a date for your presentation. Some class time will be devoted to preparing presentations.

3. Grading: Each presentation is worth 50 points.

4. Handouts: Please provide the instructor a copy of any handouts to be copied the class before the presentation date. If your group doesn't do this, you should bring copies to class on the date of your presentation.

D. Final Exam: Summary and Essay

1. Summary Directions: Carefully read the article/s given to you by your instructor.

a. Annotate each article/s to help you understand the main ideas. You may want to annotate for strong ideas, confusing ideas, and/or ideas you disagree with. You may also want to write notes in the margins to help you remember why you marked those sections.

b. Write a one-paragraph summary of the article/s. Your summary/ies should do the following:

i. Name the author early in the summary.

ii. Give the title of the article early in the summary.

iii. Use correct punctuation for the title of the article.

iv. Explain the main point of the article early in the summary.

v. Provide an accurate description of the article's ideas.

vi. Describe the article's supporting arguments clearly, using good detail.

vii. Use your own words rather than quotations or the author's words.

viii. Paraphrase correctly and avoid plagiarism.

ix. Remain objective and do not give a response or your opinion.

x. Use reporting verbs to clarify that these are the author's ideas, not your ideas.

2. Essay Directions: Write an essay in response to the following prompt: Imagine that you are a high school student. The school is considering a requirement that all students do forty hours of volunteer service in the community to graduate. Do you think service should be required? Your essay should take a position on this question and support that position with arguments and examples. Your examples should come from your learning and experiences, which might include:

a. Personal experiences

b. Experiences of people you know

c. Information you have learned in school

d. Information you have learned about from a book, movie, or show

e. The ideas in the articles from your Reading Final Exam:

i. "Kids with a Cause" by Cathy Gulli

ii. "Mandatory Volunteerism for Students is a Farce" by Carlos Ramos-Mrosovsky.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Other:
    a. Individualized assessment of progress in sentence structure and editing skills

b. Tests and quizzes on sentence structure, grammar, and mechanics
    1. Assessment of written responses to reading
    2. Evaluation of four 500-word essays
    3. Evaluation of in-class essay
    4. Assessment of Group Research Project
    5. Holistic scoring of final exam.

B. **Frequency**

1. Weekly individualized assessments
2. Bi-monthly tests and quizzes
3. Bi-monthly assessment of written responses to reading
4. Bi-monthly evaluation of essay drafts
5. Minimum of one assessment of an in-class essay (in addition to the final exam)
6. One research project
7. One holistically scored final exam

IX. TYPICAL TEXTS:

1. Las Positas College English Department Faculty, eds *Mind Readings: Short Essays for Reading, Reasoning, and Writing*., Bedford/St. Martins, 2010.
2. Deicke, Doreen, ed *Fog City Fundamentals*. 4th ed., Pearson, 1998.
3. Hacker, Diana *A Writer's Reference with MLA 2009 and APA 2010 Updates.* 6th ed., Bedford/St. Martin's, 2010.
4. Mosely, Ann, and Jeanette Harris *Interactions: A Thematic Reader.* 7th ed., Cengage Learning, 2009.
5. Robinson, William S., and Stephanie Tucker *Texts and Contexts: A Contemporary Approach to College Writing*. 7th ed., Wadsworth, 2008.
6. Rosa, Alfred and Paul Eschholz, eds *Models for Writers; Short Essays for Composition.* 9th ed., Bedford/St. Martin's, 2007.
7. Tannen, Deborah *You Just Don't Understand: Women and Men in Conversation*., Harper Collins Publishers, 2001.
8. VanGoor, Wanda and Diana Hacker *Developmental Exercises to Accompany A Writer's Reference*. 6th ed., Bedford/St. Martins, 2006.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

A. Computer memory device
B. Print card