

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for ENG 104W
INTEGRATED READING AND WRITING WORKSHOP
Effective: Fall 2017

I. CATALOG DESCRIPTION:

ENG 104W — INTEGRATED READING AND WRITING WORKSHOP — 0.75 units

This course provides additional LAB hours of instruction to support students who have not placed into 104 but hope to accelerate through the sequence of basic skills English courses. Instructors will work intensively with a group of ten students to support their development in critical thinking, reading, writing, and research.

0.75 Units Lab

Corequisite

ENG 104 - Integrated Reading and Writing II

Grading Methods:

Pass/No Pass

Discipline:

	MIN
Lab Hours:	40.50
Total Hours:	40.50

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:

- A. Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading;
- B. Annotate a text during the act of reading;
- C. Employ strategies that enable a critical evaluation of a text;
- D. Respond critically to a text through class discussions and writing;
- E. Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays;
- F. Write effective summaries of texts that avoid wording and sentence structure of the original;
- G. Respond to texts drawing on personal experience and other texts;
- H. Organize coherent essays around a central idea or a position;
 - I. Apply structural elements in writing that are appropriate to the audience and purpose;
- J. Provide appropriate and accurate evidence to support positions and conclusions;
- K. Demonstrate academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing;
- L. Use effective grammar recall to check sentences for correct grammar and mechanics;
- M. Proofread his/her own and others' prose.

V. CONTENT:

- A. Texts of primarily non-fictional narrative and expository essays from across the curriculum
 - 1. Students may read additional short texts, primarily non-fiction, to build schema.
 - 2. Students may view additional videos related to primary course texts or 104W texts to build schema and appeal to visual learners
- B. Class and small group discussion of these readings, which assist the student in evaluating and annotating the text, analyzing the author's strategy, drawing inferences and conclusions, citing textual references, and applying the outcome to other contexts, including the student's individual worldview
 - 1. Students will spend additional time translating class and small group discussion to annotation, sharing and evaluating annotations
 - 2. Students will annotate and review annotations with essay prompt in mind
- C. Practice using pre-reading and post-reading strategies
 - 1. Students may use additional pre-reading strategies, which may include:
 - a. getting ready to read with quickwrites, group discussions, brainstorming, rankings and rating scales, graphic organizers, role-play activities, scenario discussions and readings
 - b. exploring key concepts thought and written about the issue by others
 - c. surveying the text for information about author, length, publication date, topics, organization, and main ideas
 - d. understanding key vocabulary, whether through specific words, independent word learning strategies,

- word consciousness and incidental word learning
- 2. Students may use additional post-reading strategies, which may include:
 - a. reviewing the text to assess which predictions came true, what was surprising, whether the text and/or its argument turned out to be different, whether anything is confusing
 - b. considering the structure of the text to understand the author's rhetorical approach, whether by mapping the organizational structure, descriptive outlining, backwards outlining, or drawing conclusions from structure;
 - c. noticing language, revisiting words, phrases, and sentence structures to deepen comprehension and build lexical, semantic, and syntactic awareness and understand logical relationships between ideas
 - d. summarizing the ideas of the text
- D. Practice writing expressive and analytical responses to texts
 - 1. Students may spend more time practicing PIE paragraph and essay unity
 - 2. Students may spend more time synthesizing ideas of outside text with ideas drawn from life and learning.
 - 3. Students may spend more time practicing sentence combining techniques of comparison, contrast and concession as they relate to synthesis of texts and life and learning.
- E. Practice rephrasing main and supporting ideas without plagiarizing.
- F. Practice moving from pre-writing (outline and other planning) to first draft
 - 1. moving from an identified paragraph topic to creating a topic sentence that makes a point about that topic
 - 2. providing contextual and background information before integrating a quotation or paraphrase from the text
 - 3. responding to texts with in-depth analysis and/or personal position
 - 4. writing a draft introduction and conclusion that are consistent with text's main idea (unified)
 - 5. organizing essay to maximize purpose (narrative, exposition, persuasion) and clearly explain ideas to uninformed reader
- G. Practice integration of direct quotes, paraphrase, summary into written work using MLA style.
- H. Engage in small group work creating and proofreading Works Cited lists
 - I. Work using sentence combining strategies in own writing and supplementing those strategies with the following:
 - 1. pulling in additional instruction on parts of speech, subject-verb agreement, verb tense, modifying phrases, run-ons, fragments, and comma use as necessary
 - 2. making connections between sentence structure and logical relationships between ideas in course tests and the sentence combining strategies the students have been learning and using in their own compositions
 - 3. intensive work on editing strategies
 - J. Work closely with classmates and instructor on time management strategies.
- K. Assess development of reading, writing, and time management strategies throughout class, with the goal of developing metacognition and self-efficacy.

VI. METHODS OF INSTRUCTION:

- A. **Student Presentations** - Students may present their work, whether paraphrases or sentences or paragraphs, to class.
- B. **Discussion** - Instructor may provide students with additional time to discuss complex texts (see pre-reading, annotation, and post-reading activities discussed in "Content.")
- C. **Individualized Instruction** - Instructor will provide individualized instruction as often as possible, providing equal access to individualized instruction as much as possible but also providing borderline students with extra help. Instructor office hours could also be integrated into curriculum with "Get Some Help" assignment, forcing the student to visit office hours, RAW, or Tutorial Center for assignment points.
- D. **Directed Study** - Class will spend time in directed critical reading activities. Instructors may model think-aloud and/or strong annotation, for instance, and have students practice this alone and in small groups.
- E. **Demonstration** - Instructor should model examples of successful sentences, in-text citation, thesis statements, PIE paragraphs, sentence combining, etc. Students should then experiment with models in their own writing.
- F. **Lecture** - Lecture will only be in small, digestible chunks with specific skills-building goal in mind and time left for students to practice applying skill described.

VII. TYPICAL ASSIGNMENTS:

- A. Essay Prompt: Personal Memoir. In *Farewell to Manzanar*, Jeanne Wakatsuki Houston writes about her experience in the internment camp and how it shaped her life. For this assignment, you will also write a personal memoir. In your personal memoir, write an essay modeled on Wakatsuki Houston's book, or another text assigned by your instructor, focusing on an event that was a turning point in your life.
 - 1. Students will additionally read "My Friend Hector and My Achilles Heel" or other short memoir piece that describes a turning point and has a main point. Students will discover that turning point and main point and do a rhetorical analysis of the essay, looking at authorial choices as to chronology of story, foreshadowing, flashback, reflection and analysis, and verb tense.
 - 2. Students will be working on brainstorming, freewriting, or outlining being completed by larger 104 course.
 - 3. Students will spend additional time on essay plans with instructor
 - 4. Students will spend additional time on verb tense instruction, particularly simple past vs. perfect tenses, and edit drafts for verb tense.
- B. Essay Prompt Example: Group Think. Apply the research that you've done about the term "groupthink" to one of the texts we've read or watched. In your essay, discuss the following: the definition of groupthink; a brief summary of the text; the causes of groupthink and how they apply to the text (you need only discuss those that apply); the symptoms of groupthink and how they apply (you need only discuss those that apply); some ways groupthink can be prevented and how this applies or doesn't apply to the text. For your thesis, answer the question, "What does one learn by applying the concept of groupthink to this text?" In your essay, you may also draw on additional texts or examples (such as the Milgram Experiment), but this is not required.
 - 1. Students will be working on pre-reading, reading and post-reading assignments being completed by larger 104 course.
 - 2. Students may spend additional time on vocabulary for and summarizing of Philip Zimbardo's "Stanford Prison Experiment," with instructor watching for vocabulary development, comprehension, and capturing main ideas of article. Students must move beyond describing action (riots, rules, etc.) to paraphrasing Zimbardo's analysis of the psychology of the subjects of the experiment as they played the roles of guards and prisoners.
 - 3. Students will be working on all pre-writing and writing activities of larger 104 course.
 - 4. Students will spend additional time devising topics to discuss, logical progression of discussion, topics for each paragraph, P sentences (topic sentences that make points) for PIE paragraphs, and in-text citation.
 - 5. Students will spend additional time revising their drafts for proper sentence combining.
- C. Essay Prompt Example: Since the 1970s, the rate of obesity in the United States has sharply increased. In the past decade, there has been a concerted effort to respond to this crisis with everything from documentaries like *Supersize Me* (2004), books like *Salt Sugar Fat* (2013), TV shows like *The Biggest Loser* (2004-present), national health initiatives like First Lady Michelle Obama's "Let's Move" (2010-present), diets like the Zone and the Paleo diet, and legislative initiatives like Richmond's rejected soda tax, Measure N (2012). However, the causes of obesity are not only multiple and complex, but also hotly debated, and our lives are so organized around processed food and sedentary lifestyles that it's difficult to know how to combat obesity even if there were no debate about its causes. Despite our confusion, however, we will increasingly be asked to vote on legislation like Measure N and make other decisions about the food we allow in schools, food labeling, and food production. For this unit, you will write an argument essay that will respond to a proposal and explain why you agree or disagree with it. You will use information from your reading and from your life experience to support your position.
 - 1. Students will complete all the reading process and writing process assignments that the larger 104 course is working on.
 - 2. Students will spend additional time assessing what aspects of the readings would apply to the three prompt choices, making

- a graphic organizer in a small group for one of prompt choices and sharing it online and in class with other students.
- 3. Students will spend additional time practicing in-text citation of online sources.
- 4. Students will spend additional time developing well-supported PIE paragraphs based on life and learning that support the thesis.
- 5. Students will learn how to address an opposing viewpoint at the end of their essay and practice addressing the viewpoint as well as pivoting back to support of thesis.
- D. Final Exam: Summary and Essay. Students will carefully read the article/s given to them by their instructor. They will annotate and then write a summary that identifies the author and article title, accurately explains the main and supporting points using no direct quotations and avoiding plagiarism, remains objective, and uses signal phrases with reporting verbs to introduce author's ideas. They will then receive an essay prompt on a related issue and answer a question with a position that is supported by learning and experiences, which may or may not include the article read for the summary.
 - 1. Students will listen to instructor's analysis, using document camera, of in-class summaries and essays of previous students and/or current students in class.
 - 2. Students will take a student essay and work in groups to analyze its successes and struggles. Analysis will be presented to class (10-15 minutes)
 - 3. Students may work in groups to devise a strategy for approaching one of prompts. Strategy will be presented to class (10-15 minutes).
 - 4. Students will participate in directed revision activities to complement peer editing done in larger 104 class.

VIII. EVALUATION:

A. **Methods**

- 1. Oral Presentation
- 2. Class Participation
- 3. Class Work

B. **Frequency**

As this is a support course, it will remain flexible to provide those assignments that will best help the particular student population succeed in reading, summaries, tests, and essays of 104 course. All components of reading, summaries, tests, and essays require critical thinking and problem solving.

The lab will not typically assign homework to be consistent with state policy for lab units. However, students will be given strategies to be more successful on the homework assigned in the "parent" course.

IX. TYPICAL TEXTS:

- 1. Houston, Jeanne Wakatsuki, and James D. Houston *Farewell to Manzanar.*, Ember-Random House, 2013.
- 2. Altman, Pam, Mari Caro, Lisa Metge-Egan, and Leslie Roberts, eds. *Sentence-Combining Workbook*. 4th ed., Cengage, 2013.
- 3. Grandin, Temple. *Thinking in Pictures*. Expanded ed., Vintage, 2006.
- 4. Moore, Wes. *The Other Wes Moore: One Name, Two Fates*. Reprint ed., Spiegel and Grau-Random House, 2011.
- 5. Additional short articles from the library's print and database collection.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. GoPrint card, USB drive.