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**Course Outline for ENG 100R**  
**READING AND WRITING CENTER LAB**  
**Effective: Fall 2019**

**I. CATALOG DESCRIPTION:**

ENG 100R — READING AND WRITING CENTER LAB — 0.50 units

This open-entry/open-exit, pass/no-pass course offers one-on-one instruction from English instructors in the Reading and Writing (RAW) Center. Students can complete their hours at any time that the Center is open. This course provides students with 27 hours of lab time in the RAW Center. Students must complete a minimum of 24 of those hours to receive credit.

0.50 Units Lab

**Grading Methods:**

Pass/No Pass

**Discipline:**

- English

	<b>MIN</b>
<b>Lab Hours:</b>	27.00
<b>Total Hours:</b>	27.00

**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:**

- A. Seek help and utilize resources for problem solving
- B. Appraise analytical writing with an increased ability to identify the role of audience in writing in order to adjust purpose and tone to the demands of an audience
- C. Apply critical reading strategies with an increased ability to recognize how a text gains and reveals meaning through its content and contexts
- D. Research secondary sources with an increased ability to recognize the availability, use of, and reliability of library resources in the analysis and interpretation of a text
- E. Recognize the need for and apply global revision techniques for organization, unity, and coherence
- F. Develop, organize, and revise text using the conventions of MLA format
- G. Correct faulty syntax, diction, grammar, mechanics, and references

**V. CONTENT:**

Topics covered in conferences as needed

- A. Reinforcing considerations for writing
  1. Rhetorical Context
    - a. Developing audience awareness
    - b. Developing awareness of purpose
  2. Text Generation
    - a. Using strategies for text development appropriate to the analysis and interpretation of a text
    - b. Propose and support a thesis
    - c. Identifying organizational structures
    - d. Practicing strategies for revision
- B. Reinforcing critical thinking/reading
  1. Evaluation of Texts
    - a. Identifying author's point of view
    - b. Identifying author's rhetorical strategies
    - c. Identifying traits of a variety of texts
  2. Context and Text
    - a. Relating text to personal, historical, academic, or current contexts
    - b. Using quotation, summary, and paraphrase
  3. Secondary Sources
    - a. Using library and technological resources
    - b. Observing assigned citation conventions
    - c. Defining plagiarism and recognizing the penalties
    - d. Assessing the reliability of sources
- C. Reinforcing syntactical considerations

1. Revision Strategies
  - a. Reseeing concepts, rethinking interpretations, and reevaluation organiza-tion to create unity and coherence
  - b. Reconsidering syntax, diction, grammar, mechanics, and reference to create clarity, coherence, and readability
2. Editing Skills
  - a. Developing familiarity with grammar handbook
  - b. Recognizing the use of technology for editing
3. Characteristics of Standard Written English
  - a. Identifying the role of diction in writing
  - b. Identifying the role of syntax in written meaning
  - c. Identifying the role of grammar in readability
  - d. Considering the consequences of a writer's violations of the conventions of Standard Written English
- D. Reinforcing manuscript considerations
  1. Conventions of Manuscript Preparation
    - a. Distinguishing among various essay, term paper, and report formats
    - b. Exploring conventions of manuscript preparation
  2. Demands of Audience
  3. Rhetorical Purpose

#### VI. METHODS OF INSTRUCTION:

- A. **Individualized Instruction** - instructors will provide individual assistance to students working on reading and writing assignments.
- B. **Written exercises and case studies** - Instructors will provide written lessons and exercises as needed.
- C. **Demonstration** - Instructors will provide demonstrations and workshops on reading and writing topics, such as sentence structure, essay organization, and reading strategies.

#### VII. TYPICAL ASSIGNMENTS:

- A. Read through the instructions for an essay with the RAW Center instructor. Ask questions and formulate a plan for outlining and organizing the essay.
- B. Read the first page of an essay to a RAW instructor and revise based on the instructor's feedback. Review your revision with the instructor.
- C. Read and review rules on avoid comma splices. Explain the rule in writing. Find and fix comma splices within your own essay.
- D. Read and summarize an article from another class. Review your summary with the RAW instructor of record.
- E. Read a difficult paragraph to a RAW Center instructor, stopping to decode the text together and develop reading strategies.
- F. Create a Works Cited page using an online Works Cited tool and review your work with the RAW instructor.

#### VIII. EVALUATION:

##### **Methods/Frequency**

- A. Class Participation
 

At least 4 one-on-one conferences with a RAW Center instructor during the semester.
- B. Lab Activities
 

Completion of at least 18 hours of work in the RAW Center over the semester, working on reading texts and improving writing assignments.

#### IX. TYPICAL TEXTS:

1. Hacker, Diana, and Nancy Sommers. *A Writers Reference*. 9th ed., Bedford/St. Martins, 2017.

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