

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

**Course Outline for ENG 1AL**  
**CRITICAL READING AND COMPOSITION LAB**

**Effective: Fall 2019**

**I. CATALOG DESCRIPTION:**

ENG 1AL — CRITICAL READING AND COMPOSITION LAB — 1.00 units

English 1A lab to develop study and work habits that will embolden students to produce college-level reading, writing, critical thinking, and research coursework on their own and with support.

1.00 Units Lab

**Prerequisite**

ENG 104 - Integrated Reading and Writing II  
with a minimum grade of P  
or

ESL 25 - Advanced Reading and Composition II  
with a minimum grade of C

**Grading Methods:**

Letter or P/NP

**Discipline:**

- English

|                     | <b>MIN</b> |
|---------------------|------------|
| <b>Lab Hours:</b>   | 54.00      |
| <b>Total Hours:</b> | 54.00      |

**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. ENG104
- B. ESL25

**IV. MEASURABLE OBJECTIVES:**

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

- A. Apply strategies that will help them comprehend and critically read texts from a variety of worldviews. In writing, class discussion, and online classroom forums, students will be able to:
  - 1. Use reading strategies to comprehend texts that challenge them
  - 2. Summarize an argument's thesis and main points without giving personal opinion and avoiding bias
  - 3. Accurately paraphrase a passage or a quotation without giving personal opinion or bias
- B. Apply strategies that enable and stimulate critical thinking.
  - 1. Use techniques to build schema Identify personal knowledge and biases about a topic or argument
  - 2. Elaborate upon, illustrate, modify, and synthesize readings' ideas with one's own and others' views
- C. Follow a writing process that prompts prewriting and planning before drafting; develop a thesis, write multiple drafts, seek feedback on working drafts; and revise and edit drafts that they compose for the workplace, in academic settings, and in online forums.
  - 1. Construct sound arguments that progress logically through paragraph and sentence order and transition language
  - 2. Accurately use vocabulary and refer to references from other texts
  - 3. Exhibit understanding of sentence boundaries in editing stage of the writing process
- D. Use a variety of research resources and tools to create a research paper, annotated bibliography, or research project
- E. Identify relevant sources and ideas, integrate them with accurate documentation, and create a useful Works Cited list

**V. CONTENT:**

**A. Critical Reading**

- 1. Practice in summary writing:
  - a. Application of a variety of reading strategies;
  - b. Practice recognizing main points, differentiating them from supporting details;
  - c. Modeling how to understand complex vocabulary based on context clues and with support of dictionary;
  - d. Working with examples of strong and weak paraphrasing of author's ideas, focused on accuracy and avoidance of wording and sentence structure of the original;

- e. Practice writing one's own paraphrases and summaries, maintaining neutrality and avoiding analysis
- f. Practice tagging ideas with reporting verbs to clarify that ideas are not the student's own.
- g. One-on-one in helping students avoid "fast pass matching," where students relate an author's statements to something they already believe or a cliché idea, thereby misrepresenting the author's idea.
- 2. In-depth work on the critical analysis and assessment of the required short and book-length works
  - a. As a prelude to critical thinking, intensive work on building schema and reading comprehension
  - b. Practice interpreting, drawing inferences, identifying assumptions.
  - c. Time allocated to Socratic-style class discussion
  - d. Practice elaborating upon, illustrating, modifying, and synthesizing readings' ideas with one's own and others' views
- B. Writing
  - 1. The lab will provide additional practice for students as they write assignments totaling 6,000 final draft words and at least 4 essays, the last of which may be a research paper or project
  - 2. Training in the process of writing will include:
    - a. Practice with pre-writing strategies appropriate to more complex writing assignments: focused freewriting, looping, outlining
    - b. Practice using samples in the development of thesis statements that make an assertion and do not merely state a fact or the status quo
    - c. Support in writing theses that can be backed with evidence, detail, and reasoning
    - d. Practice applying inductive and deductive reasoning to writing assignments
    - e. Modeling writing to a specific audience
    - f. Careful paraphrasing of sources to avoiding wording and sentence structure of original
    - g. Practice with the logic of sentence order and paragraph organization and signaling that logic with transition words and complex sentences such as concession statements
    - h. Directed peer review with instructor assistance
    - i. Presentation of examples and practice in writing with correct sentence structure and sentence variety as well as self-editing
    - j. Exercises in revising for diction, tone, and style
- C. Research
  - 1. Step-by-step practice in the components of and organization of the research process
    - a. Practice reading different types of sources for the purposes of research, for example reviewing the table of contents or abstract, skimming;
    - b. Practice developing research questions, search statements, and search strategies;
  - 2. Note-taking
    - a. Support in finding relevant and uniquely worded direct quotes with a focus on comprehending meaning and relevance to research question or thesis
    - b. Support in determining when source information is important to use but can be paraphrased or summarized due to general wording;
    - c. Practice summarizing and evaluating research sources for an annotated bibliography
    - d. Hands-on practice with recording all source information and page numbers of quotes, paraphrases, and summaries; quizzes on this information;
  - 3. Accurate citation of sources
    - a. Practice citing ideas that come from an outside source
    - b. Work on using signal phrases consistently to identify not only direct quotes, but also paraphrases and summaries.
    - c. Practice using MLA for parenthetical citation within the body of the text
      - 1. Work on placement of quotation marks, parentheses, page numbers, spaces, punctuation.
      - 2. Work with unusual parenthetical citation situations like webpages.
      - 3. Work with situations in which a given piece of information is "common knowledge" and does not need to be cited
    - d. Detailed work on creating an accurate Works Cited list in MLA style
      - 1. Work on understanding components of bibliographic entries;
      - 2. Practice with writing entries by following a template from a textbook or the library "recipes."
      - 3. Practice with using NoodleTools, a Works Cited List-generator, and pointing out how it can be used to learn MLA style.

## VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - viewing, analysis, and evaluation
- B. **Demonstration** - whether in-class or online
- C. Pre-reading and pre-writing activities
- D. Group or individual oral presentations
- E. Instructor conferences
- F. **Lecture** - short lectures might be on theme of class to build schema, organizational strategies, avoidance of plagiarism, grammar issue, etc.
- G. Peer responses to multiple drafts
- H. 6000 words of final draft writing with an additional 6000 words of informal writing.
- I. **Written exercises and case studies** - Students might do guided in-class writing, whether to do pre-writing, a draft introduction or P.I.E. paragraph, or a revision of a section for better transitions or textual integration. Before or after doing this in-class writing, students might review examples of student writing that model writing exercise in question.
- J. Reading two full-length works in addition to at least five shorter works (required). Emphasis is nonfiction, and at least one (preferably two) full-length work should be nonfiction.
- K. Summary and paraphrase exercises

## VII. TYPICAL ASSIGNMENTS:

- A. Reading
  - 1. Apply the Read, Explain, and Check (R.E.Ch.) Strategy with a classmate on Paul Wachtel's "Talking About Racism: How Our Dialogue Gets Short-Circuited," in Rereading America.
  - 2. Evaluate examples of summaries to assess strengths and areas for improvement.
  - 3. Create a reverse outline to use in completing homework.
  - 4. Discuss strategies to avoid plagiarism and practice with a classmate paraphrasing segments of Wachtel's argument.
- B. Writing
  - 1. Write a working thesis and get feedback from instructor and classmates
  - 2. Brainstorm and freewrite ideas for your upcoming essay
  - 3. Use ideas from prewriting activity to build an outline for your essay
  - 4. Review sentence-level corrections on your paper.
- C. Research
  - 1. For this exercise, find one article from one of the campus library's databases and evaluate its reliability with a classmate.
  - 2. With your group, choose one source and examine its bibliographical information. Then, create a works cited entry for it and present it to the class (or upload it to the course's webliography)
  - 3. Select three quotations from your promising source. After properly formatting them into your note-taking journal, write a three-sentence response to one of them, explaining why you would use it in your research essay.

4. For your lab assignment this week, begin work on your Works Cited list. Select the journal article you have found to support your research paper and use NoodleBib to create a Works Cited entry for it in MLA format.

#### VIII. EVALUATION:

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

- A. Quizzes  
Weekly
- B. Portfolios  
End of Semester
- C. Oral Presentation  
Once or twice
- D. Group Projects  
Once or twice
- E. Class Participation  
Daily
- F. Class Work  
Daily
- G. Lab Activities  
Daily

#### IX. TYPICAL TEXTS:

1. Hacker, Diana, and Nancy Sommers. *A Writer's Reference*. 8 ed., Bedford/St. Martin's, 2016.
2. Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 3 ed., Norton, 2014.
3. Altman, Pam, Mari Caro, Lisa Metge-Egan, Leslie Roberts, and Paige Wilson. *The Sentence Combining Workbook*. 5 ed., Cengage, 2019.
4. Ramage, John, John Bean, and June Johnson. *The Allyn & Bacon Guide to Writing*. 8 ed., Pearson, 2018.. 8 ed., Pearson, 2018.
5. Spirm, K.. Building Strong Sentences. Ricoh Publishing LPC , 2018.

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