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Course Outline for ENG 104

READING/REASONING/WRITING

Effective: Fall 2008

I. CATALOG DESCRIPTION:

ENG 104 — READING/REASONING/WRITING — 4.00 units

An accelerated one-semester 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:

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

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:

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 analyzing sentence structure, correcting major grammatical errors, and applying punctuation rules
- K. Laboratory work on reading, writing, and grammar assignments

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. 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? Discuss your purposes for reading *Farewell to Manzanar* and annotate the text throughout.

B. For this assignment, an essay will be assigned by your instructor to which you will respond in an in-class essay: 1. Reading Assignment: a. Underline the main point, if stated. If after reading the selection several times, you can not find the thesis, write the main point the writer makes about the topic in your own words. b. Underline the topic sentences and mark supporting evidence for the main point. A topic sentence is a sentence which sums up what the paragraph says. c. Use your margin to respond to the reading. This will give you a chance to connect the author's ideas with your own. d. Write your responses when you find something particularly apt, truthful, moving, or insightful. You should also write your responses if you disagree with or are not convinced by something.

2. Writing Assignment: You will write an in-class essay on paper given to you by your instructor. Your essay will be assessed according to how well you meet the following outcomes: a. Content: i. briefly and accurately summarize the reading (mentioning the author's name, the title of the essay, and the main point of the essay); ii. formulate a personal position in response to the main point—your belief about the main point and why you feel that way (this will be your thesis); iii. support your position by using well-developed examples from both the reading and your life experience or learning; iv. conclude by reviewing the author's main point and your position regarding that main point, explaining why your position is important. b. Form: i. craft an essay with an introduction, body, and conclusion; ii. creatively title your essay; iii. display unity and coherence in paragraphs and in between paragraphs; iv. organize each body paragraph around a single idea, opening with a topic sentence that transitions from earlier ideas in the essay; v. Write complete sentences, avoiding run-ons, fragments and other major errors in sentence construction; vi. lead into (don't just "drop in") quotations or paraphrases from the reading and place them in the context of your discussion; vii. do not plagiarize: you must paraphrase and summarize without copying exact language of the text and use quotation marks for direct quotations from the text; viii. spell accurately (dictionaries are available to check your spelling); ix. Write in pen, as neatly as possible, lining out any mistakes with pen and avoiding the use of white-out. c. Note: You may refer to the assigned essay as you write the essay in class. You will have one hour to complete this essay in class. Your essay should be about 500 words.

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
 - c. Assessment of written responses to reading
 - d. Evaluation of essays

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 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. Houston, Jeanne Wakatsuki, and James D. Houston *Farewell to Manzanar*. Dell Laurel-Leaf-Random House, 1973.
4. 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