

Las Positas College
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Course Outline for ENG 100B

READING, REASONING, AND WRITING II

Effective: Spring 2017

I. CATALOG DESCRIPTION:

ENG 100B — READING, REASONING, AND WRITING II — 4.00 units

Continues 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. 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: 1

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, objective 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. Full length and shorter readings from across the curriculum
- B. Class and small group discussion of these readings which assist the student in evaluating and annotating the text and source, 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
- C. Workbooks and exercises on writing unified and coherent paragraphs, sentences, constructed with variety, and multi-paragraph essays
- D. Both graded and ungraded written responses to reading, ranging from reading logs to rough drafts, to essays which integrate reading and writing using a variety of strategies and structural modes
- E. Collaborative work which may include, but is not limited to, peer editing, content discussion and development
- F. Exercises and instruction on proper use and documentation of outside sources

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. Write a 300-word pre-reading journal discussing your perspective on racism.
- B. Read Langston Hughes' essay

“Salvation” and write a 400-word reading response, including a summary, response to the ideas of the author, and connection to the student’s life and learning. C. Write a 500-word essay narrating an experience you have with loss. D. Work with a group of your fellow students with the goal of 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 of what you read. The research categories available are: author biography, internment camps, Japanese-American history, Japanese-American sociology, Japanese immigration, and the influence of Japanese popular culture on American culture. You will attend a library orientation to help you gather information for this project, and you should prepare some kind of visual aid, whether handout, PowerPoint presentation, or other type. E. Read Ellen Goodman’s essay “Company Man” and Kevin Hassett’s article “Workaholics” and write an essay comparing and contrasting the information and suggesting which is a more persuasive argument. Be sure to include your own experience in your argument.

VIII. EVALUATION:

A. **Methods**

B. **Frequency**

No longer offered

IX. TYPICAL TEXTS:

1. Anker, Susan *Real Writing with Readings*. 4th ed., Bedford/St. Martin's, 2007.
2. Rosa, Alfred, and Paul Escholz, eds. *Models for Writers*. 9th ed., Bedford/St. Martin's, 2007.
3. Houston, Jeanne Wakatsuki and James D. Houston *Farewell to Manzanar*., Dell Laurel Leaf-Random House, 1973.

X. OTHER MATERIALS REQUIRED OF STUDENTS: