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## Course Outline for ENG 1ACO

### CRITICAL READING AND COMPOSITION CO-REQUISITE

Effective: Spring 2019

#### I. CATALOG DESCRIPTION:

ENG 1ACO — CRITICAL READING AND COMPOSITION CO-REQUISITE — 3.00 units

Co-requisite course to provide students who do not place into English 1A, transfer-level critical reading and composition, with the opportunity to enroll in English 1A. Co-requisite course provides support in reading, writing, research, and student skills as well as smaller class size and more time on task.

3.00 Units Lecture

#### Prerequisite

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

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

#### Grading Methods:

Letter Grade

#### Discipline:

- English

|   | MIN    |
|---|--------|
| <b>Lecture Hours:</b>                   | 54.00  |
| <b>Expected Outside of Class Hours:</b> | 108.00 |
| <b>Total Hours:</b>                     | 162.00 |

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 3

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

- A. ESL25
- B. ENG104

1. Respond critically to a text through class discussions and writing
2. Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays
3. Respond to texts drawing on personal experience and other texts
4. Organize coherent essays around a central idea or a position
5. Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing
6. Proofread his/her own and others' prose

#### IV. MEASURABLE OBJECTIVES:

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

- A. Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to: 1. summarize a thesis and main points; 2. analyze main ideas; 3. evaluate the validity and logic of the text's reasoning and support; 4. relate ideas and information in the text to his/her own experience as well as other texts; 5. create a coherent position or argument based on reading;
- B. Write multiple-paragraph papers that: 1. accurately and appropriately respond to a given assignment; 2. develop a relevant, focused thesis; 3. are well-organized and coherently move from coordinating to subordinating points; 4. are well-developed with sufficient and relevant evidence; 5. synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis; 6. demonstrate stylistic choices in tone, syntax, and diction; 7. use standard American English correctly;
- C. Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to: 1. review sources for relevant evidence and arguments; 2. integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation; 3. document sources in an academically responsible way.

#### V. CONTENT:

## A. Critical Reading

### 1. Instruction in summary:

- a. Identifying main ideas and support points of complex nonfiction texts.
    1. More instruction on reading strategies to recognize main points, differentiate from supporting details
    2. Navigating complex vocabulary
  - b. Paraphrasing author's ideas and maintaining neutrality, avoiding analysis, and avoiding wording and sentence structure of the original
    1. Additional practice rewording an idea without copying wording or sentence structure.
    2. Avoiding personal opinion
    3. Tagging ideas with reporting verbs to practice identifying ideas that are not the student's own.
  - c. Negotiating difference between 1) individual student's interpretation of text's main ideas and meaning and 2) main ideas and meaning that writer most likely intended
    1. More work helping students avoid "fast pass matching," where students relate an author's statements to something they already believe and misrepresent the author's idea.
    2. More instruction on tagging author's ideas with reporting verbs and not accidentally blending student's ideas with author's ideas.
  - d. Using summary as a tool to improve understanding and to precede use of text for another purpose, for example class discussion or a research paper
  - e. Writing more succinct summaries, to introduce a text in a student essay, highlight main ideas of text as they pertain to student's position or argument, and provide context for student's analysis of text
    1. More practice with this in the contexts of introductions and P+IE paragraphing.
- ### 2. Detailed critical analysis and assessment of at least five short works as well as two book-length works (with an emphasis on non-fiction texts)
- a. Evaluation of validity and logic of text's reasoning and support
    1. As a prelude to critical thinking, intensive work on building schema, reading comprehension,
  - b. Identification of and beginning discussion of point of view, purpose, question at issue, information, interpretation and inference, concepts, assumptions, implications and consequences
    1. additional practice interpreting, drawing inferences, identifying assumptions.
    2. additional time for additional, Socratic style class discussion
- ### 3. Discovery, through discussion and later through writing, of how ideas in a work might be elaborated upon, illustrated, modified, and synthesized with one's own and others' views
- a. More practice developing and elaborating on ideas.
  - b. More group work around developing and elaborating on ideas.

## B. Writing

1. Writing assignments totaling 6,000 final draft words. Instructor will assign at least 4 essays 3-8 pages in length. One of the essays, a documented research paper, might instead be a detailed research proposal and annotated bibliography. Instructor will additionally assign 6,000 words of more informal writing, for example essay drafts, summaries, and reading responses. Training in the process of writing will include:
  - a. Pre-writing strategies appropriate to more complex writing assignments
    1. practice applying strategies to assigned readings
  - b. Development of theses that make an assertion and do not merely state a fact or the status quo
    1. practice writing and revising thesis statements
  - c. Support of theses with evidence, detail, and reasoning
    1. additional guided time work on supporting theses with evidence, detail, and reasoning
  - d. Introductory inductive and deductive reasoning
    1. additional time for reviewing and discussing models for inductive and deductive reasoning
  - e. Writing to a specific audience
    1. additional time for reviewing and discussing models of writing written for specific audiences
  - f. Explanation of the varying purposes of research writing: pursuing a line of inquiry as opposed to making an argument, for example.
    1. additional guided time to work on research writing
  - g. Careful paraphrasing of passages and longer sections of sources, avoiding wording and sentence structure of original
    1. additional guided time work on proper paraphrasing
  - h. Strategies for critical revision and editing
  - i. Directed peer review
    1. practice developing a revision strategy based on peer review feedback
  - j. Writing with correct sentence structure and sentence variety
    1. practice self-editing and using sentence combining in essays
  - k. Revising for diction, tone, and style
    1. guided time to revise for diction, tone, and style

## C. Introduction to research

1. Explanation of the varying purposes of research: supporting a line of inquiry as opposed to supporting an argument, for example
2. Learning the components of and organizing the research process
  - a. Library skills: orientation to the library and to the specific 1A course/project, covering:
    1. Value of different types of sources (reference book, book, anthology, journal article, other periodical article, website, other) and of current sources to student's research project
      - a. More direct work with sources
    2. Use of library technology to locate sources
    3. Location and use of various library services (NoodleBib, reference desk, interlibrary loan, etc.)
      - a. More work with NoodleTools
  - b. Notetaking
    1. Selecting relevant and uniquely worded direct quotes
    2. Selecting passages and sections of texts to paraphrase or summarize
    3. Learning the value of summarizing and evaluating research sources for an annotated bibliography
    4. Recording all source information and page numbers of quotes, paraphrases, and summaries
3. Accurate citation of sources
  - a. Citation of all direct quotes and ideas that come from an outside source
    1. More work on using signal phrases consistently to identify direct quotes, paraphrases, and summaries.
  - b. Discussion of how MLA compares to other common citation methods (APA, Chicago, etc.) and recognition of the different demands and styles of those systems
    1. More practice with different systems, perhaps using students' work for other classes
  - c. Using MLA's system for parenthetical citation within the body of the text
    1. More work on placement of quotation marks, parentheses, page numbers, spaces, punctuation.
    2. More work on unusual parenthetical citation situations like webpages.
  - d. Understanding when a given piece of information is "common knowledge" and does not need to be cited
  - e. Creating an accurate Works Cited list in MLA style
    1. More work on understanding components of bibliographic entries;
    2. More practice with writing entries by following a template from a textbook or the library "recipes."
    3. More practice with using NoodleTools.

## VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** -
- B. **Demonstration** -
- C. **Classroom Activity** -
- D. **Individualized Instruction** -
- E. **Lab** -
- F. **Discussion** -
- G. **Lecture** -
- H. **Research** -

## VII. TYPICAL ASSIGNMENTS:

### A. Reading

1. Read Sarah Boxer's "Why Are All the Cartoon Mothers Dead" in *Rereading America*. Annotate carefully as you read, both to highlight the author's argument and your own reaction to the article. Then write a short summary and reflection of 2 – 3 pages, double-spaced, to 1) briefly summarize Boxer's article, and 2) offer your reaction to her ideas and how the article relates to your own life. Remember when summarizing to use your own words to avoid plagiarism. You may also quote certain sentences that are especially important, but this is not required. Be sure to place quotation marks around the article title and use italics when referring to the movies referenced in the article.
2. Annotate a supporting argument made by Socrates in Plato's *From Crito*. The goal of annotating the text is to identify accurately the writer's main reason and most compelling evidence for his thesis.
  - a. Students may use reading statements, such as "I didn't understand..." or "I was surprised by..." to communicate their breakthroughs, challenges, visualizations of, and other responses to the text.
  - b. Students may parcel the text, construct a reverse outline of their parcel, share their outlines, receive feedback, and then put the text back together again.
  - c. As practice/a warm-up activity, students can deconstruct, translate into academic English, and summarize a short but challenging authentic text, such as the song lyrics to Brother Ali's "Mourning in America."
3. Discuss the following quiz questions with your group, and write down your answers. You may use your book, a dictionary, and any notes. Please explain all answers in your own words rather than quoting from the text. Each question is worth three points. You have half an hour to complete the quiz....Question #3: Robin Lakoff lists a number of practices that fall under the term "political correctness." What do these practices have in common with one another? Why have they gotten grouped together as "politically correct"?
4. Internet Source Evaluation assignment: The following lesson is designed to introduce you to techniques that help you identify the authors of web pages, evaluate the credentials of these authors, and evaluate the content on the pages themselves for bias and reliability. Read section R2 in Diana Hacker's *A Writer's Reference*, "Evaluating Sources" AND "Evaluating Web Pages: Techniques to Apply and Questions to Ask," written by the librarians at U.C. Berkeley, available at <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>. Using the criteria enumerated by Hacker and the U.C. librarians, assess the value and potential bias of the following websites by reflecting on each site's authors, sponsorship, purpose, and currency.

### B. Writing

1. View the presentation titled "Techniques for Integrating Quotations" in Canvas under Modules / Lab Exercises. After viewing the presentation, complete the related exercise, which provides the name of an author, a book title, a quotation, and a page number. Using this information, write four sentences using the four techniques outlined in the presentation. Upload the completed document to the related Assignment in Canvas.
2. Review the RAW cite or Smart Show Workshop handout on thesis statements, focusing on creating a thesis using observation and analysis. Write or rewrite your thesis statement using both. Work in groups of four to workshop the new or revised thesis statement. Report out.
3. Review the RAW cite or the Smart Show Workshop handout on Summarizing/Paraphrasing, focusing on the definitions of each and the tips. Identify two passages from an assigned text on which you will write an essay and write one summary and one paraphrase for one of the passages. Report out.
4. Using lyrics from Kendrick Lamar's *Good Kid, m.A.A.d City* album as a reference, compose a thesis-driven essay that answers the question, *How does a good kid overcome his or her 'm.A.A.d.' environment?* In other words, make a claim about what motivates youth living in challenging 'hoods to be a good kids in spite of the challenges that their communities may provide. To strengthen your claim, quote or paraphrase Lamar's song lyrics. Follow MLA guidelines to support your points.
  - a. In small groups, students may create a quotation sandwich. As a group, the students may double check its quote integration and citation correctness, and then share it with the larger class, pointing out and explaining its formalistic features.
5. Now that you've revised your essay for thesis focus, paragraph organization, and coherence, spend some time doing some sentence level revision that focuses on precision of word choice, use of academic language, sentence variety, sentence combining, style, and tone.
6. For this grammar revision assignment you will need: Paper #1, grammar comment bubbles (viewable in "View Feedback" on Canvas), and grading rubric; a printed version of your essay, and your textbook.
  - a. Review all the sentence-level corrections on your paper. You can get an overview by looking at your paper and the instructor comment bubbles when you click on "View Feedback."
  - b. Start with sentence skills. Let's say the first item listed in the comments is "G1b."
    1. Read this section in the Hacker.
    2. Type (in your own words) the general rule that is discussed in G1b.
    3. Then go through your paper and find the first G1b error, copy and paste the entire sentence that contains the error, and retype the sentence, correcting the error.

### C. Research

1. For this assignment we will begin to create a Works Cited page. Select two of the journal articles you intend to use to support your research paper and use Noodletools to create Works Cited entries in MLA format. Noodletools is a free resource for students available through the college library's website. Once you have completed this assignment, print it out and turn it in for credit.
2. In a paragraph, propose a current social justice, food justice, or animal welfare controversy to research for your final paper. Make sure that the topic is debatable; of interest to you, college students, and faculty; is not too broad or too narrow for the required page and time lengths; and will probably have enough scholarly research to support your views.
  - a. Students may scan media newsfeeds and scroll through social media outlets looking for controversies posted by journalists and followers. They may log their findings and use the assignment guidelines to rank, eliminate, or otherwise organize their options.
  - b. Students may scan the documentary/streaming videos sections of the Library/Library's homepage or sample the documentary trailers streamed by Netflix. They may log their findings and use the assignment guidelines to rank, eliminate, or otherwise organize their options.
  - c. Students can use visual rhetoric (billboards, posted ads, flyers) to discover, log, and rank controversies.

## VIII. EVALUATION:

### Methods/Frequency

#### A. Exams/Tests

- Twice per semester
- B. Quizzes  
Monthly
- C. Research Projects  
Usually at course conclusion
- D. Papers  
Monthly
- E. Class Participation  
Weekly
- F. Home Work  
Weekly
- G. Lab Activities  
Weekly

IX. TYPICAL TEXTS:

1. Colombo, Gary, Robert Cullen, and Bonnie Lisle. *Rereading America*. Tenth ed., Bedford/St. Martin's, 2016.
2. Hacker, Diana, and Nancy Sommers. *A Writer's Reference*. Eighth ed., Bedford/St. Martin's, 2015.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Lined paper and pens / pencils for taking notes.