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Course Outline for ENG 1A
CRITICAL READING AND COMP
Effective: Spring 2015

I. CATALOG DESCRIPTION:

ENG 1A — CRITICAL READING AND COMP — 3.00 units

Integrated approach to reading, writing, and critical thinking intended to develop ability to read and write complex, college-level prose. Examination of ideas in relation to individual's worldview and contexts from which these ideas arise. Some research required. Integrated approach to reading, writing, and critical thinking intended to develop ability to read and write complex, college-level prose.

3.00 Units Lecture

Prerequisite

ENG 105 - Reading, Reasoning and Writing
with a minimum grade of P
or

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

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Grading Methods:

Letter Grade

Discipline:

| | <u>MIN</u> |
|--------------------------|------------|
| Lecture Hours: | 54.00 |
| No Unit Value Lab | 18.00 |
| Total Hours: | 72.00 |

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. ENG105

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

B. ENG104

C. ESL25

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
 - b. Paraphrasing author's ideas and maintaining neutrality, avoiding analysis, and avoiding wording and sentence structure of the original
 - 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
 - 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
 - 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
 - b. Identification of and beginning discussion of point of view, purpose, question at issue, information, interpretation and inference, concepts, assumptions, implications and consequences
 - 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
- 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
 - b. Development of theses that make an assertion and do not merely state a fact or the status quo
 - c. Support of theses with evidence, detail, and reasoning
 - d. Introductory inductive and deductive reasoning
 - e. Writing to a specific audience
 - f. Explanation of the varying purposes of research writing: pursuing a line of inquiry as opposed to making an argument, for example.
 - g. Careful paraphrasing of passages and longer sections of sources, avoiding wording and sentence structure of original
 - h. Strategies for critical revision and editing
 - i. Directed peer review
 - j. Writing with correct sentence structure and sentence variety
 - k. Revising 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
 - 2. Use of library technology to locate sources
 - 3. Location and use of various library services (NoodleBib, reference desk, interlibrary loan, etc.)
 - 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
 - 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
 - c. Using MLA's system for parenthetical citation within the body of the text
 - 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

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. 6000 words of final draft writing with an additional 6000 words of informal writing.
- G. Peer responses to multiple drafts
- H. **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.

- I. 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.
- J. **Lecture** - short lectures might be on theme of class to build schema, organizational strategies, avoidance of plagiarism, grammar issue, etc.
- K. Summary and paraphrase exercises

VII. TYPICAL ASSIGNMENTS:

A. Reading

1. Read Paul Wachtel's "Talking About Racism: How Our Dialogue Gets Short-Circuited," in *Rereading America*. Annotate carefully as you read, both to note your reactions and identify the main stages of his argument. Write an objective summary of the essay, being sure to mention the author, article title, and main idea in the first sentence of your summary. As you paraphrase the stages of Wachtel's argument, be careful not to accidentally plagiarize and use his words without quotation marks.
2. 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"?
3. 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. We have read essays by Horace Mann, Jean Anyon, John Taylor Gatto, and Mike Rose that describe in shocking detail what too often goes wrong in the schoolroom. However, these essays also outline, whether indirectly or directly, what incredible potential students reveal when the classroom is functioning well. In this essay, please reflect on what you think the "proper goals of public education in a democracy should be," as Horace Mann put it (qtd. in Colombo 152). As you reason through your essay, you must draw on at least one of the articles we read and on your own personal experience of and/or knowledge of California's educational system in support of your thesis.
2. For this lab assignment you will need: Paper #1 and rubric (hard copy); An electronic copy of Paper #1 (on flash drive or disk); A print card; A *Writer's Reference* handbook.
 - a. Review all the sentence-level corrections on your paper. You can get an overview by looking at the "comments" section in your rubric beside Sentence Skills, Word Choice, Punctuation, Mechanics and Format.
 - b. Start with Sentence Skills. Let's say the first item listed in the comments is "G1b."
 1. Read this section in 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, you should choose one issue or topic regarding language use. You may choose any topic that we have discussed in class, or any other topic related to language (if you pick a topic not covered in our course, you must check with me to make sure the topic is appropriate). Possible topics include English as a second language/non-native speaker English, Ebonics, Spanglish, hate speech, political correctness, and prescriptive versus descriptive grammar. For your assignment, you will research this issue, find three articles that we have not discussed in class, and write an annotated bibliography listing these sources. You will also choose one source to examine more closely and write a brief report about it.
2. While living a life as a homeless person, Lars Eighner tells of his adventures in "On Dumpster Diving," often criticizing American culture. His picture of being indigent doesn't always ring true to the average American's concept of who the homeless are and what each is like. Use Eighner's essay as the foundation for developing your own commentary on homelessness in America. Besides citing Eighner, include at least three additional sources in your paper. Follow MLA format. Include: standard MLA essay margins and page information; in-text source citations; Works Cited page (separate page following the body of the paper).
3. Your *Allyn & Bacon Guide to Writing* explains that exploratory research must be open to the complexities of your given research problem and seek a diversity of options about it. Reviewing a diversity of sources including a reference source, a book, a scholarly journal article, a magazine or newspaper article, and a video, write either an exploratory research essay or an annotated bibliography. Both are essentially descriptions of your research journey, but they follow different formats. The essay will narrate the inquiry process you followed as you researched your topic and have a Works Cited list at the end; the annotated bibliography will have annotations in a Works Cited list and begin with a critical preface.
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. Remember, when identifying the type of source in NoodleBib, that your journal article was originally published in print—it does not exist only on the Internet. Remember also that NoodleBib will help you find the correct URL for the library database you used.

VIII. EVALUATION:

A. Methods

1. Exams/Tests
2. Quizzes
3. Research Projects
4. Portfolios
5. Papers
6. Oral Presentation
7. Group Projects
8. Class Participation
9. Class Work
10. Home Work
11. Lab Activities

B. Frequency

1. Ongoing class participation
2. Ongoing collaborative learning exercises
3. Frequency of quizzes may vary; most often used to assess completion of reading, to help students with comprehension and/or critical reading, or to prepare students for class discussion.
4. Summarizing and paraphrasing varies, as in the case of quizzes.
5. Ongoing pre-reading and pre-writing activities; sometimes focused primarily on reading of full-length works
6. Frequency of reading journal entries varies
7. Frequency of writing journal varies

8. Frequency of oral presentations varies; usually at least one a semester
9. In-class essays usually a maximum of twice, for midterm and/or final exam, if given
10. Roughly one essay every few weeks
11. One research assignment; often assigned at end of semester in lieu of a final "exam." Final exam may be instead a presentation of research to class.

IX. TYPICAL TEXTS:

1. A. Bruce, Lindell, et. al. *Sentence Style*.. rev ed., Kendall-Hunt, 2009.
2. Colombo, Gary, Robert Cullen, and Bonnie Lisle. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 9 ed., Bedford/St. Martin's, 2013.
3. Ehrenreich, Barbara *Nickel and Dimed*., Holt Paperbacks, 2002.
4. Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 3 ed., Norton, 2014.
5. Hannity, Sean *Let Freedom Ring: Winning the War of Liberty over Liberalism*., Morrow-HarperCollins, 2002.
6. Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*. 8 ed., Bedford/St. Martin's, 2009.
7. McBride, James *The Color of Water: A Black Man's Tribute to His White Mother*. 10 ed., Riverhead-Penguin, 2006.
8. McQuade, Donald, and Robert Atwan. *The Writer's Presence: A Pool of Readings*. 7 ed., Bedford/St. Martin's, 2012.
9. Moore, Michael *Dude, Where's My Country?* ., Warner Books, 2003.
10. Tannen, Deborah *That's Not What I Meant! How Conversational Style Makes or Breaks Your Relations with Others*. New ed., Virago P, 1992.
11. Wann, David, Thomas Naylor and John de Graaf *Affluenza: The All-Consuming Epidemic*. 2 ed., Berrett-Koehler, 2005.
12. Ramage, John, John Bean, and June Johnson. *The Allyn & Bacon Guide to Writing*. 6 ed., Longman, 2012.
13. Hacker, Diana, and Nancy Sommers. *A Writer's Reference*. 7 ed., Bedford / St. Martin's, 2011.
14. Heath, Chip, and Dan Heath. *Switch: How to Change Things When Change Is Hard*., Broadway Books, 2010.
15. Pollan, Michael. *In Defense of Food: An Eater's Manifesto*., Penguin, 2009.
16. Idle, Nadia, and Alex Nunns. *Tweets from Tahrir: Egypt's Revolution as it Unfolded, in the Words of the People Who Made It*., O/R Books, 2011.
17. Duncan-Andrade, Jeffrey. *What a Coach Can Teach a Teacher: Lessons Urban Schools Can Learn from a Successful Sports Program*., Peter Lang, 2010.
18. McGonigal, Jane. *Reality Is Broken: Why Games Make Us Better and How They Can Change the World*., Penguin, 2011.
19. A Writer's Reference. Companion Website to Diana Hacker's A Writer's Reference. 2009. Web. .

X. OTHER MATERIALS REQUIRED OF STUDENTS: