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**Course Outline for ENG 100A
INTEGRATED READING AND WRITING I**

Effective: Fall 2017

I. CATALOG DESCRIPTION:

ENG 100A — INTEGRATED READING AND WRITING I — 4.00 units

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.

3.00 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:

- A. Employ pre-reading strategies to build schema prior to reading an assigned text
- B. Recognize and discuss or write about how certain texts are structured
- C. Use visual skimming and scanning techniques when reviewing or reading a text
- D. Annotate texts to enhance understanding of key elements
- E. Identify and summarize in writing a text's main and supporting ideas
- F. Create notes or an outline of ideas for writing based on a given text, using a variety of pre and post-reading techniques
- G. Create paragraphs that develop an idea with logically related information
- H. Incorporate into written work salient ideas from personal experiences that support a thesis
 - I. Identify and describe in classroom discussion and in writing thematic connections between texts and personal experiences
- J. Produce sentences without significant errors that impede communication
- K. Produce written work that reflects academic integrity and responsibility

V. CONTENT:

- A. Readings of primarily non-fictional narrative and expository essays
- B. Application of pre and post-reading strategies, including class and small-group discussion
- C. Summary, expressive, and basic analytical written responses to readings
- D. Practice of a writing process, including individual and collaborative prewriting, planning, drafting, revision, and editing.
- E. Short essay assignments based on the examination of texts or personal experiences
- F. Rigorous instruction in sentence structure, major grammar concerns, and word choice
- G. Laboratory work on reading, writing, and grammar assignments
- H. Instruction in the forms, causes, and effects of cheating and plagiarism

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. In two pages, write an essay about your favorite teacher. You may wish to describe such factors as what subject the teacher taught, what he or she looked and sounded like, your initial impressions of the teacher, and what he or she taught you about the class subject and yourself. Other elements could include how this teacher made you feel about yourself and how he or she may have inspired or encouraged you to care about the subject. Your essay must start with an introduction, include body paragraphs, and end with a conclusion. Your introduction must include a thesis statement, and your thesis statement must answer the following questions: What lessons, strategies, or information did this teacher teach you that you still use to this day? And what do you think

- would make your teacher most proud about who you are today?
- B. In an essay of three paragraphs, describe something you feel passionately about. As your model, use the piece, "For Whom the Pasta Boils." For your essay, choose something you love, perhaps irrationally—for example, chocolate, the color purple, a particular team or sport, a TV series, a class, a memento, or an activity like aerobic dancing. In paragraph one, describe your passion and your relationship to it. In paragraph two, discuss the consequences of this passion: for example, how it affects you, how you respond to it, how you became involved with it. In paragraph three, evaluate your passion or your attitude toward it.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Class Work
3. Other:
 - a. Individualized assessment of progress in sentence structure and editing skills
 - b. Tests on sentence structure, grammar, and word choice
 - c. Assessment of written responses to reading
 - d. Evaluation of essays

B. **Frequency**

1. Weekly individualized progress assessments
2. Twice-monthly tests on sentence structure, grammar, and word choice
3. Twice-monthly assessment of written responses to reading
4. Twice-monthly evaluation of essays

IX. TYPICAL TEXTS:

1. Anker, Susan . *Real Writing*. 7th ed., Bedford/St. Martin's, 2015.
2. Bruce, Lindell *Sentence Structure*. , Kendall/Hunt, 1994.
3. Rosa , Alfred . *Models for Writers*. 12th ed., Bedford/St. Martin's, 2015.
4. Dumas, Firoozeh . *Funny in Farsi: A Memoir of Growing Up Iranian in America*. 1st ed., Random House , 2004.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer memory device
- B. Print card