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Course Outline for NENG 201L
CRITICAL READING AND COMPOSITION LAB
Effective: Fall 2019

I. CATALOG DESCRIPTION:
NENG 201L — Noncredit

English 1A lab to develop study and work habits that will embolden students to produce college-level reading, writing, critical thinking, and research coursework on their own and with support.

Prerequisite

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

Grading Methods:

Pass/No Pass

Discipline:

- English

Noncredit Category

A - English As A Second Language (ESL)

	MIN
Total Noncredit Hours:	54.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

- A. ENG104
- B. ESL25

III. MEASURABLE OBJECTIVES:

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

- A. Apply strategies that will help with comprehension and critical reading of texts from a variety of worldviews. In writing, class discussion, and online classroom forums, students will be able to:
 - 1. Use reading strategies to comprehend challenging texts
 - 2. Summarize an argument's thesis and main points without giving personal opinion and avoiding bias
 - 3. Accurately paraphrase a passage or a quotation without giving personal opinion or bias
- B. Apply strategies that enable and stimulate critical thinking.
 - 1. Use techniques to build schema Identify personal knowledge and biases about a topic or argument
 - 2. Elaborate upon, illustrate, modify, and synthesize readings' ideas with one's own and others' views
- C. Follow a writing process that prompts prewriting and planning before drafting; develop a thesis, write multiple drafts, seek feedback on working drafts; and revise and edit drafts that they compose for the workplace, in academic settings, and in online forums.
 - 1. Construct sound arguments that progress logically through paragraph and sentence order and transition language
 - 2. Accurately use vocabulary and refer to references from other texts
 - 3. Exhibit understanding of sentence boundaries in editing stage of the writing process
- D. Use a variety of research resources and tools to create a research paper, annotated bibliography, or research project
- E. Identify relevant sources and ideas, integrate them with accurate documentation, and create a useful Works Cited list

IV. CONTENT:

A. Critical Reading

- 1. Practice in summary writing:
 - a. Application of a variety of reading strategies;
 - b. Practice recognizing main points, differentiating them from supporting details;
 - c. Modeling how to understand complex vocabulary based on context clues and with support of dictionary;
 - d. Working with examples of strong and weak paraphrasing of author's ideas, focused on accuracy and avoidance of wording and sentence structure of the original;
 - e. Practice writing one's own paraphrases and summaries, maintaining neutrality and avoiding analysis
 - f. Practice tagging ideas with reporting verbs to clarify that ideas are not the student's own.
 - g. One-on-one in helping students avoid "fast pass matching," where students relate an author's statements to

- something they already believe or a cliché idea, thereby misrepresenting the author's idea.
 - 2. In-depth work on the critical analysis and assessment of the required short and book-length works
 - a. As a prelude to critical thinking, intensive work on building schema and reading comprehension
 - b. Practice interpreting, drawing inferences, identifying assumptions.
 - c. Time allocated to Socratic-style class discussion
 - d. Practice elaborating upon, illustrating, modifying, and synthesizing readings' ideas with one's own and others' views
- B. Writing
 - 1. The lab will provide additional practice for students as they write assignments totaling 6,000 final draft words and at least 4 essays, the last of which may be a research paper or project
 - 2. Training in the process of writing will include:
 - a. Practice with pre-writing strategies appropriate to more complex writing assignments: focused freewriting, looping, outlining
 - b. Practice using samples in the development of thesis statements that make an assertion and do not merely state a fact or the status quo
 - c. Support in writing theses that can be backed with evidence, detail, and reasoning
 - d. Practice applying inductive and deductive reasoning to writing assignments
 - e. Modeling writing to a specific audience
 - f. Careful paraphrasing of sources to avoid wording and sentence structure of original
 - g. Practice with the logic of sentence order and paragraph organization and signaling that logic with transition words and complex sentences such as concession statements
 - h. Directed peer review with instructor assistance
 - i. Presentation of examples and practice in writing with correct sentence structure and sentence variety as well as self-editing
 - j. Exercises in revising for diction, tone, and style
- C. Research
 - 1. Step-by-step practice in the components of and organization of the research process
 - a. Practice reading different types of sources for the purposes of research, for example reviewing the table of contents or abstract, skimming;
 - b. Practice developing research questions, search statements, and search strategies;
 - 2. Note-taking
 - a. Support in finding relevant and uniquely worded direct quotes with a focus on comprehending meaning and relevance to research question or thesis
 - b. Support in determining when source information is important to use but can be paraphrased or summarized due to general wording;
 - c. Practice summarizing and evaluating research sources for an annotated bibliography
 - d. Hands-on practice with recording all source information and page numbers of quotes, paraphrases, and summaries; quizzes on this information;
 - 3. Accurate citation of sources
 - a. Practice citing ideas that come from an outside source
 - b. Work on using signal phrases consistently to identify not only direct quotes, but also paraphrases and summaries.
 - c. Practice using MLA for parenthetical citation within the body of the text
 - 1. Work on placement of quotation marks, parentheses, page numbers, spaces, punctuation.
 - 2. Work with unusual parenthetical citation situations like webpages.
 - 3. Work with situations in which a given piece of information is "common knowledge" and does not need to be cited
 - d. Detailed work on creating an accurate Works Cited list in MLA style
 - 1. Work on understanding components of bibliographic entries;
 - 2. Practice with writing entries by following a template from a textbook or the library "recipes."
 - 3. Practice with using NoodleTools, a Works Cited List-generator, and pointing out how it can be used to learn MLA style.

V. 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. **Lecture** - short lectures might be on theme of class to build schema, organizational strategies, avoidance of plagiarism, grammar issue, etc.
- G. Peer responses to multiple drafts
- H. 6000 words of final draft writing with an additional 6000 words of informal writing.
- I. **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.
- J. 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.
- K. Summary and paraphrase exercises

VI. TYPICAL ASSIGNMENTS:

- A. Reading
 - 1. Apply the Read, Explain, and Check (R.E.Ch.) Strategy with a classmate on Paul Wachtel's "Talking About Racism: How Our Dialogue Gets Short-Circuited," in Rereading America.
 - 2. Evaluate examples of summaries to assess strengths and areas for improvement.
 - 3. Create a reverse outline to use in completing homework.
 - 4. Discuss strategies to avoid plagiarism and practice with a classmate paraphrasing segments of Wachtel's argument.
- B. Writing
 - 1. Write a working thesis and get feedback from instructor and classmates
 - 2. Brainstorm and freewrite ideas for your upcoming essay
 - 3. Use ideas from prewriting activity to build an outline for your essay
 - 4. Review sentence-level corrections on your paper.
- C. Research
 - 1. For this exercise, find one article from one of the campus library's databases and evaluate its reliability with a classmate.
 - 2. With your group, choose one source and examine its bibliographical information. Then, create a works cited entry for it and present it to the class (or upload it to the course's webliography)
 - 3. Select three quotations from your promising source. After properly formatting them into your note-taking journal, write a three-sentence response to one of them, explaining why you would use it in your research essay.
 - 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.

VII. EVALUATION:

Methods/Frequency

- A. Quizzes
Weekly
- B. Portfolios
End of Semester
- C. Oral Presentation
Once or twice
- D. Group Projects
Once or twice
- E. Class Participation
Daily
- F. Class Work
Daily
- G. Lab Activities
Daily

VIII. TYPICAL TEXTS:

1. Hacker, Diana, and Nancy Sommers. *A Writer's Reference*. 8 ed., Bedford/St. Martin's, 2016.
2. Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 3 ed., Norton, 2014.
3. Ramage, John, John Bean, and June Johnson. *The Allyn & Bacon Guide to Writing*. 8 ed., Pearson, 2018.. 8 ed., Pearson, 2018.
4. Altman, Pam, Mari Caro, Lisa Metge-Egan, Leslie Roberts, and Paige Wilson. *The Sentence Combining Workbook*. 5 ed., Cengage, 2019.
5. Spirm, K.. Building Strong Sentences. Ricoh Publishing LPC , 2018.

IX. OTHER MATERIALS REQUIRED OF STUDENTS: