

**Course Outline for ENG 1AEX**  
**CRITICAL READING AND COMPOSITION EXPANDED**

**Effective: Fall 2019**

**I. CATALOG DESCRIPTION:**

ENG 1AEX — CRITICAL READING AND COMPOSITION EXPANDED — 4.00 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. English 1AEX provides students with an extra unit of lab to support students in reading and writing complex, college-level prose. Students who have completed, or are enrolled in, ENG 1A may not receive credit.

3.00 Units Lecture 1.00 Units Lab

**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:**

Letter Grade

**Discipline:**

- English

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Lab Hours:</b>	54.00
<b>Total Hours:</b>	216.00

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. ENG104

1. Employ strategies that enable a critical evaluation of a text
2. Respond critically to a text through class discussions and writing
3. Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays
4. Respond to texts drawing on personal experience and other texts
5. Organize coherent essays around a central idea or a position
6. Provide appropriate and accurate evidence to support positions and conclusions
7. Proofread his/her own and others' prose

B. ESL25

1. Understand complex and abstract issues in written discourse, generally
2. Understand Academic Word List vocabulary for reading
3. Write essays of several paragraphs (500-1000 words) on newly presented topics with a clear organization some degree of critical thinking
4. Paraphrase and summarize passages with increasing accuracy
5. Respond in several paragraphs with original ideas to readings
6. Demonstrate self-editing skills
7. Contribute constructive comments in the peer editing process, especially for content and organization

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. LAB CONTENT:

The lab will offer practice and support associated with the course content:

### A. Critical Reading

1. Additional practice in summary writing:
  - a. More time devoted to reading strategies;
  - b. More 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. More 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. Additional practice interpreting, drawing inferences, identifying assumptions.
    - c. Additional time allocated to Socratic-style class discussion
    - d. More 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. Additional step-by-step practice in the components of and organization of the research process
    - a. More practice reading different types of sources for the purposes of research, for example reviewing the table of contents or abstract, skimming;
    - b. More practice developing research questions, search statements, and search strategies;
  - 2. Note-taking
    - a. More support in finding relevant and uniquely worded direct quotes with a focus on comprehending meaning and relevance to research question or thesis
    - b. More support in determining when source information is important to use but can be paraphrased or summarized due to general wording;
    - c. More 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. More practice citing ideas that come from an outside source
    - b. More 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. More work on placement of quotation marks, parentheses, page numbers, spaces, punctuation.
      - 2. More work with unusual parenthetical citation situations like webpages.
      - 3. More work with situations in which a given piece of information is "common knowledge" and does not need to be cited
    - d. Detailed, additional work on 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, a Works Cited List-generator, and pointing out how it can be used to learn MLA style.

## VII. 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** - Students might do guided in-class writing, whether to do pre-writing, a draft introduction or point-driven 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 works should be nonfiction.
- K. Exercises in summary, paraphrase, paragraph organization, sentence combining, grammar, mechanics.
- L. **Classroom Activity** - Exercises in summary, paraphrase, paragraph organization, transitions, sentence combining, grammar, mechanics, proofreading.

## VIII. 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 form—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.

### IX. EVALUATION:

#### Methods/Frequency

- A. Exams/Tests  
One in-class timed textual integration writing assignment, one midterm, one in-class timed writing final exam
- B. Quizzes  
Weekly
- C. Research Projects  
One documented research paper or research project in MLA style
- D. Portfolios  
Once at end of semester
- E. Papers  
Four papers; three in addition to research project
- F. Oral Presentation  
Once
- G. Group Projects  
Once
- H. Class Participation  
Weekly
- I. Class Work  
Daily
- J. Home Work  
Daily
- K. Lab Activities  
Daily

### X. TYPICAL TEXTS:

1. Colombo, Gary. *Rereading America*. 9th ed., Bedford St. Martin's, 2016.
2. Hacker, Diana, and Nancy Sommers. *A Writer's Reference*. 8 ed., Bedford/St. Martin's, 2016.
3. Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 3 ed., Norton, 2014.
4. Vance, J.D.. *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*. reprint ed., HarperCollins, 2016.
5. Ramage, John, John Bean, and June Johnson. *The Allyn & Bacon Guide to Writing*. 8 ed., Pearson, 2018.
6. Nazario, Sonia. *Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother*. reprint ed., Random House Trade Paperbacks, 2007.
7. Foer, Jonathan. *Eating Animals*. 1 ed., Back Bay Books-Little, Brown-Hachette, 2009.
8. Weiner, Eric. *The Geography of Bliss: One Grump's Search for the Happiest Places in the World*. 8 ed., Bedford/St. Martin's, 2008.
9. Coates, Ta-Nehisi. *Between the World and Me*. 1 ed., Spiegel & Grau-Penguin Random House, 2015.
10. Altman, Pam, Mari Caro, Lisa Metge-Egan, Leslie Roberts, and Paige Wilson. *The Sentence Combining Workbook*. 5 ed., Cengage, 2019.
11. Spirm, K.. [Building Strong Sentences](#). Ricoh Publishing LPC , 2018.

### XI. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Access to computers for in-class work.