



Integrated Reading and Writing Central College

INRW 0410 – Integrated Reading & Writing I CRN 13188 – Semester Summer 2016

3 hour lecture / 2 hour lab course / 80 hours per semester/ 5 weeks

Class Time: 9:00 - 12:00p MTWTh + 20 electronic hours SJAC153

Instructor: Professor Annie L Tsui, M.Ed.

Instructor Contact Information: annie.tsui@hccs.edu (713) 718-8418
<http://learning.hccs.edu/faculty/annie.tsui>

Office location and hours: SJAC119 (San Jacinto Bldg)
MTWTh 8:30- 9:00a; 2:00 – 2:30p, and By Appointment

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Feel free to come by my office anytime during these hours.

Course Description

This course is a combined 3 hour lecture/ 2 hour lab (1 hour technology lab & 1 hour writing lab), performance-based course designed to develop students' critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates complementary reading and writing assignments with special emphasis given to reasoning and responding to issues arising from class readings. This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301. Students will learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize and make value judgments using critical thinking. Lab required. The course fulfills TSI requirements for reading and writing. Students who successfully complete this course will qualify to take INRW 0420.

Prerequisites

Placement based on test scores from TSI Assessment for Reading and Writing.

Course Goal

The goal of INRW 0410 is to prepare students for college-level courses such as Freshman Composition, History, Government, Psychology, and other freshman college courses.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

5 WEEK CALENDAR

(Tentative Scheduled Activities or Materials Subject to Change by Instructor)

*In order to be successful, it is imperative all assignments have been thoroughly completed and understood. Be prepared for daily quizzes during class sessions. Writing assignments will be determined throughout the semester. **Late papers or assignments will not be accepted.***

APLIA Lab (Electronic Hours)

<p>Week 1 06/6 - 06/10</p>	<p>Welcome and Introduction to Syllabus Diagnostic (In class writing)</p> <p>Chapter 1 <i>The Reading - Writing Connection</i> 3-20 Chapter 2 <i>Understanding the Reading and Writing Processes</i> 21-42 Chapter 3 <i>Using Reading and Writing Strategies</i> 43-60 Chapter 6 <i>Ideas</i> 105-146 Chapter 13 <i>Conducting Research</i> 291-310</p> <p>Introduction to APLIA (6/7) www.cengagebrain.com http://login.cengagebrain.com/course/A9FF-9L92-S2N2</p> <p>Chapter 14 <i>Sentence Basics</i> 313-328 Chapter 17 <i>Sentence Problems</i> 359-374</p>	<p>STRAP Strategy 8</p> <p>KWL 28 SQ3R 28</p> <p>Library Orientation (6/9)</p>
	<p>Summer I Official Day of Record – June 9</p>	
<p>Week 2 06/13 – 06/17</p>	<p>Chapter 4 <i>Improving Vocabulary</i> 61-78 Chapter 5 <i>Critical Thinking and Viewing</i> 79 -102 Chapter 7 <i>Organization</i> 147-172 ----Cause and Effect Order 151 ----Cause-Effect Expository Text 244</p>	<p>Cause and Effect Reading Anthology: <i>Is Bottled Water a Good Option?</i> 489-491</p> <p style="text-align: center;">Major Test 1</p>

	<p>Chapter 15 <i>Simple, Compound, and Complex Sentences</i> 329-342 Chapter 16 <i>Agreement</i> 343-358 Chapter 20 <i>Verb</i> 401-418</p>	
<p>Week 3 06/20 – 06/24</p>	<p>Chapter 8 <i>Voice</i> 173-196 Chapter 9 <i>Reading and Writing Essays</i> 197-214 Chapter 12 <i>Reading and Writing Arguments</i> 265-288</p> <p>Chapter 18 <i>Noun</i> 381-390 Chapter 22 <i>Conjunction and Preposition</i> 429-438 Chapter 24 <i>Comma</i> 449-458</p>	<p>Cause and Effect Essay Due 6/20</p> <p>Major Test 2</p> <p>Argument Reading Anthology: <i>Death on Demand is Not Death with Dignity</i> 483-485</p>
	<p>Last Day for Student or Administrative Withdrawal Monday, June 27 Receive a “W” for Final Grade</p>	
<p>Week 4 06/27 – 06/30</p>	<p>Chapter 10 <i>Reading and Writing Narrative Texts</i> 217-240 Chapter 11 <i>Reading and Writing Expository Texts</i> 241-264</p> <p>Chapter 19 <i>Pronoun</i> 391-400 Chapter 21 <i>Adjective and Adverb</i> 419-428 Chapter 23 <i>Capitalization</i> 441-448 Chapter 26 <i>Other Punctuation</i> 465-476</p>	<p>Argument Essay Due 6/28</p> <p>Major Test 3</p> <p>Narrative Reading Anthology: <i>Good Scars</i> 507-509</p>
<p>Week 5 07/04 – 07/07</p>	<p>July 4 Holiday- No Class APLIA Assignment Completion Due July 5 Final Exam Essay – Argumentative/Persuasive July 6 Review July 7 Final Exam</p>	<p>Scholarship Letter Due 7/5</p>

Instructional Methods

A variety of instructional methods are used throughout the semester. Examples may include class discussions, lectures, readings, reflections, group projects, research, assessments, video/DVD, internet searches, and presentations.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge and opportunities for critical thinking and applications as appropriate.

As a student wanting to improve your academic reading and writing ability, it is your responsibility to do the assigned readings and writings, submit assignments on time, participate in discussions and other activities, attend class (face-to-face and online portions), and enjoy this learning experience as you learn how to better your comprehension and writing skills.

Student Assignments

Assignments have been developed that will enhance your learning. You will be required to successfully

- Complete reading and writing assignments/activities
- Compose and revise paragraphs or essays
- Complete weekly APLIA online activities

Student Assessments

Knowledge checks in the format of quizzes, essays, projects, online lab exercises, flipped lessons, and exams.

Three-four essays and selected revisions

Final Exam

EGLS3 -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Instructor Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

Program/ Discipline Requirements

In this class you will be required to take a pretest and posttest as well as complete any supplemental lab materials.

HCC Grading Scale

A = 100 – 90:.....	4 points per semester hour
B = 89 – 80:	3 points per semester hour
C = 79 – 70:	2 points per semester hour
69 and below = F or IP.....	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn).....	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

Grading Criteria

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Writing Assignments/Revisions or Journals	5%
Chapter/Vocabulary/APLIA* Quizzes	10%
APLIA (Online)*	15%
Writing Assignments (3)	30%
Major Tests	20%
Final Exam	20%
(Multiple Choice 10% and Writing Assignment 10%)	
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Total	100%

*You must complete all of the assigned sections in *APLIA*. Some modules may be recorded as a quiz grade.
Open Computer Lab: Learning Emporium SJAC384 Hours to be announced

Instructional Materials

Fusion: Integrated Reading and Writing, Book 1 2nd Ed. ISBN: 978-1-305-10373-3

Flash Drive (8GB), College Level Dictionary and Thesaurus, Binder/Folder, Notebook/Notebook Paper, Pens/Pencils, Highlighter, Scantrons (Form 882-E)

HCC Policy Statements

Access Student Services Policies on their website:

<http://www.hccs.edu/district/students/>

Access Distance Education Policies on their website:

<http://de.hccs.edu/>

Access Continuing Education Policies on their Website:

<http://www.hccs.edu/continuing-education/>

Access Students Rights, Policies, and Procedures

<http://www.hccs.edu/district/about-us/procedures/student-rights-policies--procedures/>

Disability Support Services

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive

reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services. If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations. <http://www.hccs.edu/district/students/disability-services/>

Discrimination

Students should be aware that discrimination and/or other harassment based on race, sex, gender identity and gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status is prohibited by HCC Policy G.1 Discrimination and Harassment and D.1.1 Equal Educational Opportunities. Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oi@hccs.edu. Additional information may be obtained online.

Visit <http://www.hccs.edu/district/departments/institutionalequity/>

Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should be directed to the HCC Title IX Coordinator, Renée Mack at 713 718-8272 or renee.mack@hccs.edu

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

<http://www.hccs.edu/district/departments/institutionalequity/title-ix-know-your-rights/>

Useful Web Resources:

- Information: www.hccs.edu ; <http://learning.hccs.edu/faculty/annie.tsui>
- Tutoring & Support: www.hccs.askonline.net
- Purdue OWL: <http://owl.english.purdue.edu/owl/resource/747/01/>
- Grammar PP: <http://grammar.ccc.commnet.edu/grammar/powerpoint.htm>
- HCCS Prep Online: http://tlr.hccs.edu/gcpass/prep_home.htm
- Turnitin: http://www.turnitin.com/en_us/training/student-training/student-quickstart-guide
- Eagle Online: <https://eo2.hccs.edu/login/index.php>

The Integrated Reading and Writing Program Statement

The Integrated Reading and Writing Program at Houston Community College provide opportunities for students to refresh and advance their reading and writing skills in order to maximize their ability to perform in college-level courses. The program offers courses for both native and non-native students who demonstrate a need to develop the critical reading and writing skills that will be required throughout their college careers and beyond by the TSI assessment. These courses focus on key reading and writing skills with an emphasis on reading comprehension, composition, and critical reading and analysis of a variety of texts.

Additional Information

◆Please show respect and courtesy for instructor and fellow classmates during class session.

◆Only students officially enrolled in HCC courses are to be in campus classrooms. HCC Administration requests no minors on campus, food or drinks in the classroom.

◆ Students who are absent on the day of a quiz, major test, or final exam will earn a grade of zero. Make-up for quizzes, major tests, or final exam is determined on a case by case basis.

◆HCCS policy requires withdrawal after 12.5% (10 hours) of the total instructional hours missed. <<<Students will be withdrawn after their fourth absence.>>> You will receive a “W.” Students are responsible for lecture notes or assignments if absent. If a student exceeds the 4 absence limit after the *official day of withdrawal, Monday, June 27, the student will receive a FINAL grade of “FX” for excessive absences. Financial aid funding may be affected.*

◆Cellular phones create annoying and unnecessary interruptions during class. Please switch them to vibrate and leave in your backpack/purse/pocket. If you need to speak or text on your cell phone, quietly leave the room to do so. Laptops may be used during class sessions with approval by the instructor.

◆To pass this course, you must earn an overall course average of 70 or above.

Students in INRW 0410 classes will earn a letter grade of A, B, C, F, FX, or IP*. IP means "*in progress.*" Students complete the course but have not demonstrated mastery of the topics. *However, if a student already earned an IP in this course during a previous semester, the student will earn a letter grade of A, B, C, or F this semester. An “F” may also be earned if the student does not make any effort to complete any assignments or take test assessments.



CENTRAL COLLEGE
INRW 0410 Integrated Reading and Writing I
CRN 13188 – Term Summer 2016
3 hour lecture/ 2 lab course / 80 hours per semester/ 5 weeks
Class Time: MTWTh 9:00 – 12:00p + 20 Electronic Hours

Acknowledgment of Syllabus

I read, understood, and agreed to the policies and requirements stated in the course syllabus provided by Professor Annie Tsui. I understand that I am responsible for reading the syllabus and for asking my instructor to clarify any information on the syllabus that I do not understand. I also understand that the syllabus and calendar of assignments and/or tests may change, and that I will be informed of any changes.

Student Name: _____

Date: _____

Student Signature: _____

Student ID _____