Integrated Reading and Writing

INRW 0410 – Integrated Reading & Writing I
CRN 49084 – Semester Spring 2015
3 hour lecture / 2 hour lab course / 72 hours per semester / 12 weeks
Class Time: 11-1:30 p.m. Monday & Wednesday, 1-20--5-17-15, Pinemont Rm. B108
Instructor: Delores McCarter
Instructor Contact Information: professormccarter@yahoo.com
713-718-8400
My Skills Lab/Aplia: TUYF-X8KY-QYP8
Office location and hours: Faculty Suite
Wednesday 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 ENGL 1301.

Prerequisites
Students may enter this course who have received both of the following scores or have demonstrate remediation needs in only one area (reading or writing) on the TSIA: WRITE: 310-362 & WS: 4 and/or READ: 347 – 350.
Course Goal

The goal of INRW 0410 is to prepare students to perform in 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.

Instructional Methods

A variety of instructional methods are used throughout the semester. Examples may include class discussions, lectures, readings, reflections, research, assessments, power points, internet searches, and presentations.

As an instructor, 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 ability, it is your responsibility to do the assigned readings, 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.

Student Assignments

Assignments have been developed that will enhance your learning. You will be required to successfully complete the following assignments and actions:

Complete in-class reading & writing assignments and activities
Revise essays
Complete weekly MySkills Lab/Aplia Online Activities
Complete weekly reading assignments
Complete journal assignments

Student Assessments:

Quizzes, essays, projects, online lab exercises, and exams
Three-four paragraphs/essays and selected revisions
A midterm exam (tentative)
A final exam
EGLS3 -- Evaluation for Greater Learning Student Survey System

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 legend for grading
- 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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Semester Hour</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 90: 4</td>
</tr>
<tr>
<td>B</td>
<td>89 – 80: 3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 70: 2</td>
</tr>
<tr>
<td>69 and below</td>
<td>F or IP: 0</td>
</tr>
<tr>
<td>IP (In Progress)</td>
<td>0</td>
</tr>
<tr>
<td>W (Withdrawn)</td>
<td>0</td>
</tr>
</tbody>
</table>

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**

I shall 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. I welcome a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

**Grading Percentages**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Instructor’s Choice/Journal/Etc.</td>
<td>10%</td>
</tr>
<tr>
<td>My Skills Lab/Aplia Online Lab Work</td>
<td>20%</td>
</tr>
<tr>
<td>Essays/Assessments</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
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Total 100%
My Skills/Aplia Lab Note:
You must complete all of the assigned sections in the My Skills Lab/Aplia.

Instructional Materials
Fusion Integrated Reading and Writing Book 2 by Kemper, Meyer, Van Rys and Sebranek

HCC Policy Statements
Access Student Services Policies on their website:
http://hccs.edu/student-rights

Access Distance Education Policies on their website:
http://de.hccs.edu/de/de-student-handbook

Access CE Policies on their Website:
http://www.hccs.edu/CE-student-guidelines

Useful Web Resources (You may add and delete as needed):
- Information: www.hccs.edu; http://learning.hccs.edu
- Tutoring & Support: www.hccs.askonline.net
- My Skills Lab: http://myskillslab.com
- Eagle Online: https://hccs1.mrooms3.net/login/index.php
- Purdue OWL: http://owl.english.purdue.edu/owl/resource/747/01/

The Integrated Reading and Writing Program Statement

The Integrated Reading and Writing Program at Houston Community College provides 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.

Addendum
If an issue concerning the class and/or instructor, see the instructor first about the concern. If the matter is not satisfactorily resolved, then consult my supervisor, Dr. Paulette Heidbreder. Dr. Heidbreder will then advise you of the next person to consult, e.g. counselor, dean, president, chancellor, etc. Dr. Heider’s email is paulette.heidbreder@hccs.edu and her office no. is (713) 718 8051.
Tentative class outline for (0410): This schedule is subject to change.

Week 1 (1-19) MLK’s Observation
1. Review syllabus
2. Preview textbook
3. Discuss Chapters 1 and 2 and complete activities
4. Register and begin Aplia (Diagnostic test)

Week 2 (1-26)
1. Chapter 3: The traits of Academic Reading
2. Chapter 4: Academic Writing and Learning
3. Chapter 5: The traits of Academic Writing
4. Weekly Aplia

Week 3 (2-2)
1. Chapter 6: Description
2. Chapter 17: Sentence Basics
3. Weekly Aplia
4. Begin the Writing process for paragraph 1

Week 4 (2-9)
1. Chapter 7: Narration
2. Chapter 18: Simple, Compound, and Complex Sentences
3. Chapter 27: Capitalization
4. Weekly Aplia

Week 5 (2-16) Presidents’ Day
1. Chapter 8: Illustration
2. Chapter 19: Agreement
3. Weekly Aplia
4. Turn in descriptive paragraph

Week 6 (2-23)
1. Chapter 9: Definition
2. Chapter 20: Sentence Problems
3. Weekly Aplia
4. Begin Writing process for paragraph 2

Week 7 (3-2)
1. Chapter 10: Process
2. Chapter 21: Noun
3. Weekly Aplia

Week 8 (3-9)
1. Chapter 22: Pronoun
2. Weekly Aplia
3. Turn in narrative paragraph
4. March 16-21, 2015 SPRING BREAK
Week 9 (3-23)
1. Chapter 11: Classification
2. Chapter 23: Verb
3. Weekly Aplia

Week 10 (3-30)
1. Chapter 12: Cause-Effect
2. Chapter 24: Adjective and Adverb
3. Weekly Aplia
4. Easter Holiday, 4-3-5-2015

Week 11 (4-6)
1. Chapter 13: Comparison
2. Chapter 25: Conjunction and Preposition
3. Weekly Aplia

Week 12 (4-13)
1. Chapter 14: Argumentation
2. Chapter 26: Capitalization
3. Weekly Aplia
4. Begin the Writing Process for paragraph 3

Week 13 (4-20)
1. Chapter 15: Summarizing
2. Chapter 27: Comma
3. Weekly Aplia
4. Turn in comparison paragraph

Week 14 (4-27)
1. Chapter 16: Reading and Writing Essays
2. Chapter 28: Quotation Marks and Italics
3. Weekly Aplia
4. Begin the Writing Process for the essay

Week 15 (5-4)
1. Chapter 29: Other Punctuation
2. Weekly Aplia
3. Turn in persuasive essay

Week 16 (5-11-17-2015) Review for and take final examination