Integrated Reading and Writing

INRW 0410 – 0106 Integrated Reading & Writing I
CRN 77878 – Semester Fall 2015
3 hour lecture / 2 hour lab course / 72 hours per semester/ 16 weeks
Class Time: 11-1:30 p.m.  Tuesday & Thursday, 8-24---12-13, Pinemont Center room 165
Instructor: Katie White
Instructor Contact Information: katie.white@hccs.edu

My Skills Lab/Aplia: JFZH-KARA-JCYF
Office location and hours: Faculty Suite
                         Thursday 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 thus 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
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**

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**

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>
</tr>
</thead>
<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>30%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

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](http://hccs.edu/student-rights)

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

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

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

**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 oie@hccs.edu. Additional information may be obtained online.

Visit [http://www.hccs.edu/district/departments/institutionalequity/](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.
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, Professor Desmond Lewis. Professor Desmond Lewis will then advise you of the next person to consult, e.g. counselor, dean, president, chancellor, etc. Professor Lewis’s email is desmond.lewis@hccs.edu and his office no. is (713) 718 5211p.
Tentative class outline for (0410): This schedule is subject to change.

Week 1 (8-24)
1. Review syllabus
2. Preview textbook
3. Discuss Chapters 1 and 2 and complete activities
4. Register and begin Aplia (Diagnostic test)

Week 2 (8-31)
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 (9-7) Labor Day
1. Chapter 6: Ideas
2. Chapter 14: Sentence Basics
3. Weekly Aplia
4. Begin the Writing process for paragraph - Chapter 7: Organization

Week 4 (9-14)
1. Chapter 10: Reading and Writing Narrative Texts
2. Chapter 15: Simple, Compound, and Complex Sentences
3. Chapter 23: Capitalization
4. Weekly Aplia
5. Chapter 27: Anthology

Week 5 (9-21)
1. Chapter 8: Voice
2. Chapter 16: Agreement
3. Weekly Aplia
4. Turn in narrative paragraph

Week 6 (9-28)
1. Chapter 9: Reading and Writing Essays
2. Chapter 17: Sentence Problems
3. Weekly Aplia
4. Begin Writing process for paragraph 2

Week 7 (10-5)
1. Chapter 11: Reading and Writing Expository Texts
2. Chapter 18: Noun
3. Weekly Aplia
3. Chapter 27: Anthology

Week 8 (10-12)
1. Chapter 19: Pronoun
2. Weekly Aplia
3. Turn in expository paragraph
Week 9 (10-19)
1. Chapter 20: Verb
2. Weekly Aplia

Week 10 (10-26)
1. Chapter 21: Adjective and Adverb
2. Weekly Aplia

Week 11 (11-2)
1. Chapter 22: Conjunction and Preposition
2. Weekly Aplia

Week 12 (11-9)
1. Chapter 23: Capitalization
2. Weekly Aplia
3. Chapter 27: Anthology

Week 13 (11-16)
1. Chapter 24: Comma
2. Weekly Aplia
3. Chapter 12: Reading and Writing Arguments

Week 14 (11-23) Thanksgiving (11-26---11-27)
1. Chapter 9: Reading and Writing Essays
2. Chapter 25: Quotation Marks and Italics
3. Weekly Aplia
4. Begin the Writing Process for the persuasive essay

Week 15 (5-4)
1. Chapter 26: Other Punctuation
2. Weekly Aplia
3. Turn in persuasive essay

Week 16 (12-7---12-13)  Review for and take final examination
(12-14) Grades are due by noon
(12-18) Grades are available to students