  
**Integrated Reading and Writing**

**Northwest College**

**INRW 0420 – Integrated Reading & Writing**

CRN 29531– Semester Fall 2014

3 hour lecture /2 hour lab course / 72 hours per semester/ 12 weeks

Class Time: 12:00-3:20 Monday & Wednesday Location: Rm. 306

**Instructor: Dr. Kimberly Koledoye**

**Instructor Contact Information:** [**Kimberly.Koledoye@hccs.edu**](mailto:Kimberly.Koledoye@hccs.edu)

**713-718-6556**

**Facebook: Professor K’s Corner**

**Aplia Online Lab:** <http://login.cengagebrain.com/course/GB9V-UFY8-8ESB>

**Office location and hours: Faculty Suite AD3**

**T 3:00-5:00 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 thus course will qualify to take ENGL 1301

**Prerequisites**

Students may enter this course who have placed or tested into GUST 0342 and/or ENGL 0310 or comparable ESOL Placement.

**Course Goal**

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| The goal of INRW 0420 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.

***TENTATIVE CLASS OUTLINE: This schedule is subject to changes throughout the semester.***

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| --- | --- | --- |
| **Week Number** | **Lecture Topic and Activity** | **Resources Chapters or Pages** |
| **1** | Introduction to the course & textbook  Syllabus and class overview  Aplia Lab Orientation & Activities  Aplia Pre-diagnostic assessment  The Reading and Writing Connection | Power Point Notes  Chapter 1 |
| **2** | Topic: Academic Reading & Learning  Subtopics: Vocabulary  Inferences  Summary  Aplia Activities  Assigned Readings | Power Point Notes  Chapter 2 |
| **3** | Topic: Main idea, thesis, & support  Subtopics: Supporting details & types  Topic Sentences  Implied vs. Stated Main Ideas  Assigned Readings | Power Point Notes  Chapter 3 |
| **4** | Topics: Patterns of Organization & Graphic Organizers  Subtopics: Identifying & using signal and transition words  Recognizing & selecting patterns  Reading & evaluating visuals  Creating outlines and maps  Assigned Readings  **Essay #1 Due: Comparison & Contrast** | Power Point Notes  Chapters 6-13 |
| **5** | Topics: Patterns of Organization & Graphic Organizers  Subtopics: Identifying & using signal and transition words  Recognizing & selecting patterns  Reading & evaluating visuals  Creating outlines and maps  Assigned Readings | Power Point Notes  Chapters 6-13 |
| **6** | **Quiz 1**  Topics: Evaluating & Using Sources  Subtopics: Reading across texts  Annotating, note-taking, & summarizing ideas  Assigned Readings | Power Point Notes  Chapter 15 |
| **7** | Topics: Drawing Inferences  Subtopics: Making valid inferences  Assigned Readings  **Midterm Examination** | Power Point Notes  Chapter 13 |
| **8** | Topics: Writing a Summary /Critical Thinking to Analyze and Evaluate Texts  Subtopics: Author’s tone  Purposes for reading and writing  Intended audiences  Summary  Assigned Readings  **Essay #2 Due: Cause and Effect** | Power Point Notes  Chapters 16 & 2 |
| **9** | Topics: Writing a Summary /Critical Thinking to Analyze and Evaluate Texts  Subtopics: Author’s tone  Purposes for reading and writing  Intended audiences  Summary  Assigned Argumentative Readings | Power Point Notes  Chapters 16 & 2 |
| **10** | Topics: Reading and Writing Arguments  Subtopics: Biased Opinions  Evaluating support  Writing credibility  Addressing both sides of an argument  Assigned Readings | Power Point Notes  Chapter 14 |
| **11**  **12** | **Quiz 2**  Topics: Reading and Writing Arguments  Subtopics: Biased Opinions  Evaluating support  Writing credibility  Addressing both sides of an argument  Assigned Readings  Final Exam Review  **Final Examination Part 1**  **Essay #3 Due: Argumentative**  **Final Exam Week**  **Final Examination Part 2**  ***\*Important Dates:***  **Holidays:** Labor Day Holiday, September 1, 2014  **Midterm Exam:** Week of November 17th  **Last Day for Withdrawals:** October 31, 2014 at 4:30 p.m. | Power Point Notes  Chapter 14 |

**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 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 acts:

Complete in-class reading & writing assignments and activities

Revise essays

Complete weekly MySkills Lab Online Activities

Complete weekly reading assignments

Complete journal assignments

**Student Assessments**

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

Three-four essays and selected revisions   
A midterm exam

A 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.

**Grading Percentages**

Instructor’s Choice/Journal 20%

Aplia Online Work 15%

Midterm Exam 15%

Essays/Quizzes 30%

Final Exam 20%

Total 100%

**Grading Scale**

A = 100 – 90

B = 89 – 80

C = 79 – 70

F or IP= 69 and below

Aplia Lab Note:

You must complete all of the assigned sections in the Aplia.

**Instructional Materials**

Fusion / Integrated Reading and Writing / Book 2 / Enhanced Edition By Kemper, et. al

**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/hccs/business-community/school-of-continuing-education/enrollment-general-information/school-of-continuing-education-guidelines)

**Useful Web Resources**

* **Information:** [**www.hccs.edu**](http://learning.nwc.hccs.edu/) **;** [**http://learning.hccs.edu**](http://learning.hccs.edu)
* **The Writing Center: Rm. 703 /713-718-5889**
* **Tutoring & Support:** [**www.hccs.askonline.net**](https://webmail.hccs.edu/exchweb/bin/redir.asp?URL=http://www.hccs.askonline.net/)
* **Aplia Online Lab:** [**http://login.cengagebrain.com**](http://login.cengagebrain.com/course/GB9V-UFY8-8ESB)
* **Eagle Online:** [**http://eo2.hccs.edu/**](http://eo2.hccs.edu/)
* **Purdue OWL:** [**http://owl.english.purdue.edu/owl/resource/747/01/**](http://owl.english.purdue.edu/owl/resource/747/01/)

The Integrated Reading and Writing Mission Statement

The Integrated Reading and Writing Program provides quality instruction through research-based pedagogically and andragogically designed approaches in order to prepare our diverse community of students to become life-long learners achieving academic, workforce, and career goals.