



Integrated Reading and Writing **Houston Community College**

INRW 0420 – Integrated Reading & Writing II

CRN 44736 – Semester **Fall 2014**

3 hour lecture /2 hour lab course / 52 hours per semester/ **12 weeks**

Class Time: **9:00am-2:00pm** Location: **Rm. 202**

Instructor: **Olubola Owolabi**

Instructor Contact Information: olubola.Owolabi@hccs.edu
832-392-6782

Office location and hours: **Room 202**
Saturday 8:30 am-2:30 pm 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 ENGL 1301.

Prerequisites

Students may enter this course who have received both of the following scores or have demonstrated 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 0420 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.

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



**INRW 0420 Integrated Reading and Writing
Instructional Calendar
Houston Community College**

WEEK	TEXT CHAPTER	TOPICS	ASSIGNMENTS	EO2
1	Chapter 1. Academic Reading & Learning. Ready to Learn. Understanding the Reading Process. Using Reading Strategies. Reading Critically. Improving Vocabulary. Reading Graphics.	Basic Essay Structure Stages of Reading	Novel Story Maps Aplia Assignments: Introduction to Aplia Assignments. Ch. 1 Reader- Response Journals (Novel/Readings)	PPT: Reading: Activities: Quiz/ Test:
2	Chapter 2. The Rhetoric of Academic Reading. Understanding the Reading Situation. Identifying the Main Idea. Analyzing Supporting Details. Recognizing the Patterns of Organization. Considering Voice and Tone. Analyzing Word Choice and Sentences. Chapter 3. Academic Writing & Learning. Writing to Learn. Understanding the Writing Process. Using Writing Strategies. Writing Critically and Logically. Using Technology.	Essay Structure - Introduction Organizing Information Point of View Main Idea: Identifying a thesis statement types/ Developing thesis statements	Essay INTRO Exercises Novel Vocabulary Exercises Aplia: Diagnostic Exam. Ch. 2 and 3 Reader-Response Journals	PPT: Reading: Activities: Quiz/ Test: PPT: Reading: Activities: Quiz/ Test:
3	Chapter 4. The Rhetoric of Academic Writing. Understanding the Writing Situation. Selecting Specific Topics. Establishing a Thesis or Focus. Incorporating Support. Choosing Appropriate Patterns of Organization. Considering Voice and - Tone. Addressing Word Choice and Sentences.	Essay Structure -Body Supporting Details Major Details/ Minor Details Annotations (Note Taking Techniques)	Aplia: Ch. 4 Reader-Response Journals/quizzes	PPT: Reading: Activities: Quiz/ Test:
4	Chapter 5. The Reading-Writing Connection. Analyzing Assignments. Using the Traits. Chapter 6. Summarizing. Understanding Summaries. Learning Reading/Writing Strategies. Reading and Reacting to Summaries. Planning and Writing a Summary. Improving the Summary. Review and Enrichment.	Essay Structure - Conclusion Summary	Aplia- Ch. 5 and 6	PPT: Reading: Activities: Quiz/ Test: PPT: Reading: Activities: Quiz/ Test:
5	Chapter 7. Description. Understanding Description. Learning Reading Strategies. Reading and Reacting to a Professional Essay. Reading and Reacting to a Student Essay. Planning and Writing an Essay. Improving the Essay. Review and Enrichment. Chapter 8. Narration. Understanding Narration. Learning Reading Strategies. Reading and Reacting to a Professional Narrative. Reading and Reacting to a Student Narrative. Planning and Writing a Narrative. Improving the Narrative (Revising and Editing). Review and Enrichment.	Narration/Description Context Clues	Aplia Ch. 7 and 8 exercises Descriptive/Narrative readings Reader-Response journals	PPT: Reading: Activities: Quiz/ Test: PPT: Reading: Activities: Quiz/ Test:
6	Chapter 17. Sentence Basics. Subjects and Verbs. Adjectives and Adverbs. Phrases. Clauses.	Clauses	Peer Review/Conferencing Aplia Ch. 17	PPT: Reading: Activities: Quiz/ Test:

7	Chapter 18. Simple, Compound, and Complex Sentences. Simple Sentences. Compound Sentences. Complex Sentences.	Sentence Types Transitions (Signal Words)	Narrative/Descriptive Essay is due Aplia Ch.18	PPT: Reading: Activities: Quiz/ Test:
8	Chapter 11. Process. Understanding Process. Learning Reading Strategies. Reading and Reacting to a Professional Essay. Reading and Reacting to a Student Essay. Planning and Writing an Essay. Improving the Essay. Review and Enrichment.	Process Analysis	Process Analysis readings Reader-Response journals	PPT: Reading: Activities: Quiz/ Test:
9	Chapter 20. Sentence Problems. Fragments. Comma Splices and Run-Ons. Misplaced and Dangling Modifiers. Shifts in Sentences.	Grammar Introduction Inference	Aplia Ch. 20	PPT: Reading: Activities: Quiz/ Test:
10	Chapter 21. Noun. Classes of Noun. Singular and Plural. Count and Noncount. Articles and Noun Markers. Chapter 22. Pronoun. Personal Pronoun. Indefinite Pronoun. Relative Pronoun. Other Pronoun Types. Chapter 23. Verb. Classes of Verb. Number and Person of Verb. Voice of Verb. Verb Tenses. Verbals. Chapter 24. Adjective and Adverb. Adjective Questions. Adjective Order. Adverb Question. Placement of Adverbs. Chapter 25. Conjunction and Preposition. Coordinating and Correlative Conjunctions. Subordinating Conjunctions. Common Prepositions.	Parts of Speech Word Structure Overview of Illustration Essay, Definition Essay, Classification Essay and Comparison Essay	<u>Read and create a one page summary for each chapter listed:</u> Chapter 9. Illustration. Chapter 10. Definition. Chapter 12. Classification. Chapter 14. Comparison. Aplia exercises assigned	PPT: Reading: Activities: Quiz/ Test: PPT: Reading: Activities: Quiz/ Test: PPT: Reading: Activities: Quiz/ Test: PPT: Reading: Activities: Quiz/ Test:
11	Chapter 13. Cause-Effect. Understanding Cause-Effect. Learning Reading Strategies. Reading and Reacting to a Professional Essay. Reading and Reacting to a Student Essay. Planning and Writing an Essay. Improving the Essay. Review and Enrichment. Chapter 19. Agreement. Subject-Verb Agreement. Pronoun-Antecedent Agreement.	Cause and Effect/ Persuasion Organizational Patterns Transitions (Cont.) Subject-Verb Agreement	Process Analysis Essay is due Elements of Novel (Exercises) Elements of Fiction (Exercises) Aplia Ch. 13 and 19 exercises	PPT: Reading: Activities: Quiz/ Test:

12	Chapter 19. Agreement. Subject-Verb Agreement. Pronoun-Antecedent Agreement. (cont.)	Critical Analysis Critical Thinking Skills Pronoun Antecedent Agreement Denotation/ Connotation	Aplia Ch. 19 exercises	PPT: Reading: Activities: Quiz/ Test:
13	Chapter 26. Comma. In Compound Sentences. After Introductory Words. With Equal Adjectives. Between Items in a Series. With Appositives and Interrupters. Chapter 27. Other Punctuation. End Punctuation. Apostrophes. Semicolons and Colons. Hyphens. Dashes Chapter 28. Quotation Marks and Italics. Quotation Marks. Italics. Chapter 29. Capitalization. Basic Capitalization Rules. Advanced Capitalization Rules.	Critical Analysis (Cont.) Punctuation	Novel Book Report Novel Power Point Presentation	PPT: Reading: Activities: Quiz/ Test: PPT: Reading: Activities: Quiz/ Test: PPT: Reading: Activities: Quiz/ Test: PPT: Reading: Activities: Quiz/ Test:
14	Chapter 15. Argumentation. Understanding Argumentation. Learning Reading Strategies. Reading and Reacting to a Professional Essay. Reading and Reacting to a Student Essay. Planning and Writing an Essay. Improving the Essay. Review and Enrichment. Chapter 16. Research Reports. Understanding Research. Learning Essay Reading Strategies. Reading and Reacting to Professional Research. Reading and Reacting to a Student Research Report. Planning and Writing a Report. Improving the Report. Review and Enrichment.	Critical Analysis (Cont.) Grammar (Cont.) Main Idea (Cont.) Supporting Details (Cont.)	Begin Final Version of Novel Essay	PPT: Reading: Activities: Quiz/ Test: PPT: Reading: Activities: Quiz/ Test:
15		Final Exam Review	Submit Final Version of Novel Essay	
16	FINAL EXAM			

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 actions (**Revise as Needed**):

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 (Revise as Needed)

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/Etc.	25%
My Skills Lab/Aplia Online Lab Work	15%
Essays/Assessments	40%
Final Exam	20%
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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

In Concert: Reading & Writing by Kathleen McWhorter

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.