Integrated Reading and Writing
Southwest College

INRW 0420 – Integrated Reading & Writing
CRN 67108 – Semester Fall 2013
3 hour lecture / 2 hour lab course / 72 hours per semester / 16 weeks
Class Time: 8:00-10:30 a.m. Tuesday & Thursday Location: Learning Hub Rm. 315

Instructor: Sheryl Holland M. Ed.

Instructor Contact Information: Sheryl.Holland@hccs.edu
713-718-2360

Office location and hours: Faculty Suite 303.11
MW 10:30-11:30 and /or 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 placed or tested into GUST 0342 and/or ENGL 0310. Compass Writing 59 – 100 w/writing sample: 4 – 5 and/or Compass Reading 61-80, or comparable ESOL Placement.
Course Goal

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.

*Important Dates:

Labor Day Holiday: Sept. 02, 2013
Thanksgiving Holiday: Nov. 28, 2013
Midterm Examination: Oct. 31, 2013
Last Day for Withdrawals: Nov 1, 2013 at 4:30 p.m.
Final Exams: Dec. 10, 2013

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

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Lecture Topic and Activity</th>
<th>Resources</th>
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<tbody>
<tr>
<td>1&amp;2</td>
<td>Introduction to the course &amp; textbook</td>
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<td>Syllabus and class overview</td>
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<td>Aplia Lab Orientation</td>
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<td></td>
<td>Theme: Self</td>
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<td></td>
<td>Topics: The Reading &amp; Writing Processes</td>
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<td>Unlocking Vocabulary &amp; Grammar</td>
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<td></td>
<td>Instructor Lecture – Platinum Notes</td>
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3 Theme: Self
Topics: Main idea, thesis & support
Subtopics: Supporting details & types
  Topic Sentences
  Implied vs. Stated Main Ideas
Reading:

4 Theme: Self
Topic: Main idea, thesis, & support
Subtopics: Supporting details & types
  Topic Sentences
  Implied vs. Stated Main Ideas
Reading:

5 Theme: Family
Topics: Patterns of Organization & Graphic Organizers
Subtopics: Identifying & using signal and transition words
  Recognizing & selecting patterns
  Reading & evaluating visuals
  Creating outlines and maps
Reading: History of the Future
Essay #1 Due: Narrative essay due

6 Theme: Family
Topics: Patterns of Organization & Graphic Organizers
Subtopics: Identifying & using signal and transition words
  Recognizing & selecting patterns
  Reading & evaluating visuals
  Creating outlines and maps
Assigned Reading
Quiz 1

7 Theme: Family
Topics: Evaluating & Using Sources
Subtopics: Reading across texts
  Annotating, note-taking, & summarizing ideas
Assigned Reading

8 Theme: Community
Topics: Drawing Inferences
Subtopics: Making valid inferences
Assigned Reading

Midterm Examination
9  Theme: Community  
Topics: Critical Thinking to Analyze and Evaluate Texts  
Subtopics: Author’s tone  
  Purposes for reading and writing  
  Intended audiences  
Assigned Reading  
**Essay #2 Due: Cause and Effect**

10&11  Theme: Community  
Topics: Critical Thinking to Analyze and Evaluate Texts  
Subtopics: Author’s tone  
  Purposes for reading and writing  
  Intended audiences  
Assigned Reading

12&13  Theme: World  
Topics: Reading and Writing Arguments  
Subtopics: Biased Opinions  
  Evaluating support  
  Writing credibility  
  Addressing both sides of an argument  
Assigned Reading  
**Quiz 2**

14&15  Theme: World  
Topics: Reading and Writing Arguments  
Subtopics: Biased Opinions  
  Evaluating support  
  Writing credibility  
  Addressing both sides of an argument  
Assigned Reading  
Final Exam Review  
**Essay #3 Due: Argumentative**

16  Final Examination

*Important Dates:*  
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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 McGraw-Hill Connect Online Activities
Complete weekly reading 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

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<tr>
<th>Grading Percentage</th>
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<tbody>
<tr>
<td>Instructor’s Choice</td>
<td>20%</td>
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<tr>
<td>Alpia Online Lab Work</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Essays/Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Aplia Online Lab Note:
You must complete all of the assigned sections in the Aplia lab.

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
- Aplia Lab: http://login.cengagebrain.com
- Eagle Online: https://hccs1.mrooms3.net/login/index.php
- Purdue OWL: http://owl.english.purdue.edu/owl/resource/747/01/

The Guided Studies & Developmental Reading Mission Statement

The Guided Studies and Developmental Reading 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 and workforce goals.