



Houston Community College

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Office Location: 119 SJAC (Cubicle 128.7)

Office hours: M and W, 10:30am-12noon or by appointment*

Please feel free to contact me via email or in person before, after, or during class 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 schedule a meeting, or just stop by my office.

*In-person or video chat (Skype, FaceTime, Hangouts, etc.)



CRN 78109: 3 hour lecture /2 hour lab course / 80 hours per semester/ 16 weeks

Class Time: 8:00-9:30a M/W **Location: Monday 8-9:30a SJAC 103 (Lecture)**
9:30-10:30 SJAC 109 (Lab)
Wednesday 8-10:30a SJAC 103 (Lecture)

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 INRW 0420.

Prerequisites

Placement based on test scores from TSI Assessment for Reading and Writing.

Course Goal

The goal of INRW 0410 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. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
2. 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.
3. Recognize and apply the conventions of Standard English in reading and writing.

16 WEEK CALENDAR

(Tentative Scheduled Activities or Materials Subject to Change by Instructor)

In order to be successful, it is imperative all assignments have been thoroughly completed and understood. Be prepared for daily quizzes during class sessions. Writing assignments will be determined throughout the semester. Late papers or assignments will not be accepted.

APLIA Lab component Mondays 9:30-10:30a SJAC109

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| <p>Week 1 08/24 – 08/27</p> | <p>Welcome and Introduction to Syllabus Diagnostic (In class writing)</p> <p>Chapter 1 <i>The Reading - Writing Connection</i></p> <p>Chapter 14 <i>Sentence Basics</i> Chapter 15 <i>Simple, Compound, and Complex Sentences</i></p> | <p>STRAP Strategy 8</p> |
| <p>Week 2 08/31 – 09/03</p> | <p>Introduction to <i>APLIA</i> Student Registration URL: http://login.cengagebrain.com/course/3SWP-PZ32-NS8A</p> | <p>Journal: Writing for Enrichment 20 Real-World</p> |

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| | <p>Course Key: 3SWP-PZ32-NS8A</p> <p><i>APLIA</i> Lab component: Mondays 9:30-10:30am, SJAC109 Bring your own headphones if you need sound</p> <p>Chapter 16 <i>Agreement</i> Chapter 17 <i>Sentence Problems</i> Chapter 20 <i>Verb</i></p> | <p>Application 374</p> <p>Anthology: “The End of the Generational Alphabet”</p> |
| <p>Week 3 09/07 – 09/10</p> | <p>Chapter 2 <i>Understanding the Reading and Writing Processes</i> 21-42 Chapter 3 <i>Using Reading and Writing Strategies</i> 43-60</p> <p>Chapter 22 <i>Conjunction and Preposition</i> 429-438 Chapter 24 <i>Comma</i> 449-458</p> | <p>KWL 28 SQ3R 28</p> <p><u>Journal</u> Writing for Enrichment 42 Writing for Enrichment 60</p> |
| <p>Week 4 09/14 – 09/17</p> | <p>Chapter 4 <i>Improving Vocabulary</i> 61-78 Chapter 8 <i>Voice</i> 173-196 Chapter 18 <i>Noun</i> 381-390</p> <p>Peer Review for Rough Draft #1 Instructor Conferences: Rough Draft #1</p> | <p><u>Journal</u> Writing for Enrichment 78 Writing for Enrichment 196</p> |
| <p>Week 5 09/21 – 09/24</p> | <p>Chapter 5 <i>Critical Thinking and Viewing</i> 79 -102</p> <p>Library Orientation Chapter 13 <i>Conducting Research</i> 291-310</p> | <p><u>Journal</u> Writing for Enrichment 102</p> <p>Essay #1 Due</p> |
| <p>Week 6 09/28 – 10/01</p> | <p>Chapter 6 <i>Ideas</i> 105-146 Chapter 7 <i>Organization</i> 147-172</p> <p>Cause and Effect Writing: “Causal Analyses”</p> | <p>Supplemental reading: “Almost Before We Spoke, We Swore”</p> |

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| | <p>---Cause and Effect Order 151 ---Cause-Effect Expository Text 244</p> <p>Midterm Essay</p> | <p>Journal Writing for Enrichment 172</p> |
| <p>Week 7 10/05 – 10/08</p> | <p>Chapter 7 <i>Organization</i> 147-172 Chapter 9 <i>Reading and Writing Essays</i> 197-214 Chapter 21 <i>Adjective and Adverb</i> 419-428</p> <p>Peer Review for Rough Draft #2 Instructor Conferences: Rough Draft #2</p> | <p>Journal Writing for Enrichment 214</p> |
| <p>Week 8 10/12 – 10/15</p> | <p>Chapter 9 <i>Reading and Writing Essays</i> 197-214 Chapter 25 <i>Quotation Marks and Italics</i> 459-464</p> | <p>Essay #2 Due</p> |
| <p>Week 9 10/19 – 10/22</p> | <p>Chapter 12 <i>Reading and Writing Arguments</i> 265-288</p> | <p>Journal Writing for Enrichment 288</p> |
| <p>Week 10 10/26 – 10/29</p> | <p>Chapter 12 <i>Reading and Writing Arguments</i> 265-288</p> <p>Last Day for Administrative or Student Withdrawal: Friday, October 30</p> | <p>Anthology: “Should We Live Life, or Capture It?” 483-485</p> |
| <p>Week 11 11/02 – 11/05</p> | <p>Chapter 10 <i>Reading and Writing Narrative Texts</i> 217-240</p> <p>Chapter 19 <i>Pronoun</i> 391-400</p> <p>Peer Review for Rough Draft #3 Instructor Conferences: Rough Draft #3</p> | <p>Anthology: “Good Scars” 507-509</p> <p>Journal Writing for Enrichment 240</p> |

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| Week 12 11/09 – 11/12 | Chapter 11 <i>Reading and Writing Expository Texts</i> 241-264 Chapter 23 <i>Capitalization</i> 441-448 | Essay #3 Due |
| Week 13 11/16 – 11/19 | Essay (In class writing) Chapter 26 <i>Other Punctuation</i> 465-476 | |
| Week 14 11/23 – 11/26 | Finishing up from previous weeks 11/26 Thanksgiving Holiday – No Class | |
| Week 15 11/30 – 12/03 | APLIA Assignments Completion & Final Exam Review | |
| Week 16 12/07 – 12/12 | Monday, December 7th No Class <u>Final Exam Wednesday, December 9th at 8:00a</u> | |

Assignments:

Readings and Class Participation

All of our work will be the product of careful, detailed, close reading. Be prepared to discuss the readings on their assigned due dates—ALL students will be expected to participate regularly in classroom discussions. *If you don't plan to do the readings for this class, or don't plan to participate actively, you may want to consider adding a different course.*

Essays

There will be multiple essays—this includes the MT and Final--that will be drafted over the course of the sixteen-week class. Out-of class essays require a drafting component that functions as part of the grade; there MUST be changes through revision and editing. In fact, the revision from rough draft to final copy WILL be a portion of your drafting grade. Details about these papers will be discussed in class.

Midterm and Final Exam

These will be in-class writings; more details will be announced. The Final Exam will also have an objective portion.

Submission of Work:

READ THIS CLOSELY

Hard copies of papers are due at the beginning of class on the day due. Late papers will be penalized one letter grade each calendar day they are late. Late papers are not accepted after seven calendar days. Each student receives one late paper, one calendar day at the latest, without penalty.

Homework:

Things like “I didn’t understand the assignment,” or “I couldn’t find it in the book/on Eagle Online” are not valid excuses for not doing your work. Homework is due the next class after it is assigned; being absent on the day work is assigned is not an excuse for late or missed work. It is your responsibility to find out about deadlines

“Txtspk” and Comic-Book Language:

We all know what text-message language is; I don’t care how you write messages in text messages, on Facebook, or in emails, but I don’t want to see that “txtspk” in our classroom. If I see it in an essay or another assignment, I’ll hand it back and make you do it over. Now, onto what I call “comic-book” language: this is when you utilize multiple punctuation marks in a row when you truly only need one. The same thing applies as above: I will hand it back and make you do it over. No “!!!” or “???” or “?!?” or any other combination of punctuation marks.

Papers should include a full heading, and number all pages of main text (MLA-style). **All essays should have a distinct title and should be double-spaced. Staple or clip pages in the upper left-hand corner.** If you must miss a deadline on a final essay, communicate with me to request an extension (which may or may not be granted).

Student’s Last Name and Page Number (as a header)

Student’s name

Instructor’s Name

Date

Title of essay

Keep in mind that a title of an essay is not the name of the assignment, and it is not a “placeholder” like a single-word subject. After you’ve thought of a great title, start writing the paper; don’t forget to indent your paragraphs, and remember to double space the entire thing.

Rough drafts should be turned in electronically at Turnitin unless told otherwise and must be turned in the day they are due. All essays (in-class and out-of-class) will be graded for appropriateness, unity and focus, development, organization, sentence structure, word usage, and mechanics.

You will upload out-of-class essays electronically through the Turnitin link on our Eagle Online page before 11:59pm on the paper due date. Late papers will be penalized one letter grade for **each** day (24 hr. period) overdue. Papers should conform to MLA formatting and citation style. We’ll go over all the steps on how to do this in class.

Plagiarism:

Plagiarism involves using someone else's ideas or words without giving proper credit to those sources. Even if you paraphrase information from an outside source--such as **credible** articles on the Internet, essays found in books, or information from the HCC databases--the student must give those sources credit for the ideas by using both in-text citations and a works cited page. Prior to W-day, if it is discovered that a student has plagiarized any portion of any assignment, then the student will be dropped from the course. After W-day, if it is discovered that a student has plagiarized any portion of any assignment, then the student will receive an *F* for the course instead of a *W*. If a student inadvertently plagiarizes because the student has failed to give full attention to assigned course activities or readings that could have prevented the student from plagiarizing, then such plagiarism is also considered intentional. Remember that using sources requires attention to detail; *plagiarism resulting from carelessness is still plagiarism.* **Any work students write for this course must be their original work that has not been previously drafted or published, submitted for another class, or submitted to essay websites.**

Classroom Conduct:

Students are expected to have respect for themselves, their classmates, and their instructor. This class relies on daily discussions in large groups, so it is important that all students come prepared to discuss the readings that have been assigned for homework. During discussions, it is fine to respectfully disagree with your peers, but remember that in order to have an effective discussion, the participants cannot simply respond emotionally to the texts and to their peers; they must respond logically. Healthy debate is sure to take place in class, but students should make sure they remain respectful to others. Remember that the class is made up of a diverse group of people, so students should be considerate when choosing their words.

Here are a few simple rules to follow to make classroom interaction more effective: (1) Do not talk, whisper, text-message, etc. when the instructor or another student is speaking. (2) Do not sleep or put your head down. Students who fall asleep will be asked to leave and will be counted absent. (3) Do not begin packing up at the end of class until your instructor has officially dismissed the class. Early pack-up is contagious and very distracting. (4) Make sure your cell phone is off when you enter the classroom. (5) Use of a laptop in class must be approved *in advance* by the instructor. Students who bring laptops to class should arrive early and sit near the *front* of the classroom. (6) If you have personal issues to discuss with the instructor, please do so *in private* before class begins or after class has ended.

Tutoring

All students have access to tutoring through Ask Online: <http://hccs.askonline.net/>. This is an online tutoring service powered by HCCS. The tutors will examine your essays for content, organization, and even grammatical errors; however, they will only accept one draft per assignment. The English department highly recommends that you submit a draft of your assignment to Ask Online for tutoring help. There are also tutors on campus that you can go visit--free tutoring is available in the Learning Emporium (SJAC 384). Check for full hours of operation at <http://central.hccs.edu/about-us/tutoring-central/>

Open Computer Lab

Computers are available for use around campus. Just ask, and I will help you find an open lab.

Electronics: Please turn off all cell phones, iPods, etc. before class begins. Ringing/vibrating phones disrupt instruction. If I see you texting in class or listening to music on your phone, iPod, or any other device, you'll be asked to leave.

Assignments Before Class: Please read the assignment before coming to class, and bring your dictionary: that way you'll be prepared for reading responses—this will be something I have you do from time to time: you'll write. It's also a good idea to read the coming week's assignments over the weekend, so that when we go over the material in class, you'll have the advantage of a second reading.

Grading: Your grade will be determined by your performance on the required papers as well as on weekly work, and class discussion. Discussions are based not exclusively on personal opinions but on facts and opinions derived from the essays we read from our book and from handouts. You must be able to write satisfactory in-class essays in order to pass this class. Essays will be graded according to the following departmental standards.

Grading Scale

- **A 90-100%** =exceptional work; superior in both style and content
- **B 80-89%** =above average work; superior in content
- **C 70-79%** =average work, good enough but not extraordinary
- **D 60-69%** =below average work; mean mechanics, style, content
- **F 50-59%** =failing work; deficient in mechanics, style and content

Withdrawals

If for any reason you wish to withdraw from this course (and therefore receive a grade of W as opposed to F), you must formally initiate the withdrawal process yourself (through the proper channels in the Registrar's Office) and/or communicate that request directly to your professor--sufficiently in advance of the deadline designated by HCC for the current term.

(NOTE: A student who simply ceases attending, without formally withdrawing from this course, will likely fail the course.)

Course Grading

A 90-100% **B** 80-89% **C** 70-79% ***IP** 0-69%

The **IP** (In Progress) is only viable once; the second time the class is taken, a D (60-69%) or F (0-59%) will be the grade if failing. A grade of **IP** does not count against your GPA.

FX may be assigned, at the professor's discretion, if you stop attending class. This functions as an F, and has financial consequences in terms of financial aid.

I (Incomplete) may be assigned, at the professor's discretion, but only in unusual circumstances that require communication with, and approval by, the professor before the end of the semester.

W (Withdrawn) may be assigned, at the professor's discretion, prior to the designated deadline (see above). According to HCC policy, the professor may also independently elect to administratively withdraw any student who misses more than 12.5 % of the scheduled class sessions

Special Accommodations

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the beginning of each semester. For more information, please contact the disability counselor at your college (or call 713-718-5165).

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 and writing ability, it is your responsibility to do the assigned readings and writings, 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 and writing skills.

Student Assignments

Assignments have been developed that will enhance your learning. You will be required to successfully

- Complete reading and writing assignments/activities
- Compose and revise paragraphs or essays
- Complete weekly APLIA online activities

Student Assessments

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

Three-four essays and selected revisions

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

| Your grade will be determined by the following | Percent of Final Average |
|---|---------------------------------|
| Instructor's Choice/Journal/Aplia | 30% |
| Out-of-Class Essay #1 | 10% |
| Out-of-Class Essay #2 | 10% |
| Out-of-Class Essay #3 Researched Essay | 20% |
| In-Class Essay | 10% |
| In-Class Midterm | 10% |
| In-Class Final (Essay and Objective) | 10% |
| Total | 100% |

***You must complete all of the assigned sections in *APLIA*.
Open Computer Lab: Learning Emporium SJAC384**

Instructional Materials

***Fusion: Integrated Reading and Writing, Book 1 2nd Ed.*
with Aplia access**

ISBN for a bundled version: 978-1-305-71013-9

Eagle Online Access

Binder/Folder, Notebook/Notebook Paper, Pens/Pencils, Highlighter

HCC Policy Statements

Access Student Services Policies on their website:

<http://hccs.edu/student-rights>

Access Students Rights, Policies, and Procedures

<http://www.hccs.edu/hccs/current-students/student-rights-policies-procedures>

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 oje@hccs.edu. Additional information may be obtained online. Visit <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

Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated.

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.