Integrated Reading & Writing
Central College

INRW 0420 – Integrated Reading & Writing
CRN 87117– Semester Spring 2016
3 hour lecture /2 hour lab course / 80 hours per semester/ 16 weeks
Class Time: Fri 9:00a – 1:00p Rm 141
Lab Rm. TBA Annie Tsui

Instructor:
Stephen Guidry, Annie Tsui

Instructor Contact Information:  stephen.guidry@hccs.edu
http://learning.hccs.edu/faculty/stephen.guidry

Office location and hours:  SJAC119 (San Jacinto Bldg)
After class
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  Texas Success Initiatives Assessment (TSIA)  WRITE: 310-362 & WS: 4
AND READ: 347 – 350  Note: Both Writing and Reading scores required for direct 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.

16 WEEK CALENDAR
(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. Late papers or assignments will not be accepted.

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 Aplia 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**  Instructor’s Choice (Journal/Paragraph/Essay

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter/Vocabulary Quizzes/Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Aplia (Online)*</td>
<td>10%</td>
</tr>
<tr>
<td>Essays (4)</td>
<td>50%</td>
</tr>
<tr>
<td>Midterm Test</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total 100%

*Aplia Online Lab*  
You must complete all of the assigned sections in *Aplia.*

**Instructional Materials**  
Cost: $78.55 plus tax (Text and Aplia Access Code)

Dictionary and Thesaurus, Binder/Folder, Notebook/Notebook Paper, Pens/Pencils, Highlighter, Scantrons

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

Access Students Rights, Policies, and Procedures  
[http://www.hccs.edu/hccs/current-students/student-rights-policies-procedures](http://www.hccs.edu/hccs/current-students/student-rights-policies-procedures)
HCC is committed to provide a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oie@hccs.edu.

Useful Web Resources:
- Information: www.hccs.edu; http://learning.hccs.edu; http://learning.hccs.edu/faculty/stephen.guidry
- Tutoring & Support: www.hccs.askonline.net
- PurdueOWL: http://owlenglish.purdue.edu/owl/resource/747/01/
- Grammar PP: http://grammar.ccc.commnet.edu/grammar/powerpoint.htm
- HCCS Prep Online: http://tlr.hccs.edu/gcpass/prep_home.htm
- Eagle Online: https://hccs1.mrooms3.net/login/index.php

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.

Additional Information
- Display respect and courtesy for the instructor and fellow classmates during class session. Disruptive behavior and poor attitude may result in a student being asked to leave the class for the day. If you are asked to leave, he or she will be marked absent for the class session.
- Only students officially enrolled in HCC courses are to be in campus classrooms. HCC Administration request no minors on campus, food or drinks in the classroom.
- No Make-Up for Quizzes, Major Tests, or Final Exam
  Students who are absent on the day of a quiz, major test, or final exam will earn a grade of zero.
- HCCS policy requires withdrawal after 12.5% (10 hours) of the total instructional hours missed. Students will be withdrawn after their fifth absence. You will receive a “W.” Students are responsible for lecture notes or assignments if absent. 5 tardies (15 minutes or more) count as one absence. If a student exceeds the 4 absence limit after the official day of withdrawal, March 31, the student will receive a FINAL grade of “FX” for excessive absences. If you have financial aid, your funding may be affected.
Cellular phones and pagers create annoying and unnecessary interruptions during class. Please switch them to vibrate. No laptops will be used during class sessions unless agreed upon by the instructor. Also, no text messaging or listening to mp3 players will be permitted.

To pass this course, you must earn an overall course average of 70 or above. Students in INRW 0420 classes will earn a letter grade of A, B, C, F, FX, or IP*. IP means "in progress." Students complete the course but have not demonstrated mastery of the topics. *However, if a student already earned an IP in this course during a previous semester, the student will earn a letter grade of A, B, C, or F this semester. An “F” may also be earned if the student does not make any effort to complete any assignments or take test assessments.

Week One: Diagnostic Assessments  
**January 22:**  
Introduction to the course.  
Diagnostic Essay  
English Grammar Diagnostic Exam

Week Two: Diagnostic Outcomes  
**January 29:**  
Lab introduction to Aplia and Aplia Assignments  
Narration Essay Development  
“Coming to an Awareness of Language” by Malcolm X  
“Learning to Read and Write” by Frederick Douglas  
Reading to Learn and Understanding the Reading Process (pp. 10 – 23) – Fusion Book 2  
Review Diagnostic Outcomes and Review Problem Areas  
Writing effective sentences

Week Three: Academic Reading and Writing  
**February 6:**  
Taking Effective Notes, summarizing and Critical Reading (pp 20- 26) (pp. 29- 31) Fusion Book 2  
Verb Tense and Subject/Verb Agreement  
Thesis Development and Thesis Controlled Essay Development  
Rhetorical Devices  
Paragraph development  
Reading Assignment  
Lab: Aplia Assignments  
Essay One Assigned  
MLA Format Introduction
Week Four: The Reading and Writing Process
February 5
Reading and Writing for Success (pp. 33- 55) Fusion Book 2
Organizing and Developing Support
Punctuation and Capitalization
Reading Assignment
Lab: Aplia Assigned Lesson

Week Five: Traits of Academic Reading
February 12
Academic Writing and Learning (pp. 56- 75) Fusion Book 2
Spelling, Prefixes and Suffixes and Vocabulary
Lab: Aplia Assigned Lesson

Week Six: The Argument
February 19
Formulating and Supporting an Argument
Grammar and Punctuation Review
Lab: Aplia Assigned Lesson
Reading Assignment
Essay Two Assigned Persuasion

Week Seven: Description
February 26
Moving Through Time and Space
Lab: Aplia Assigned Lesson
Outlining, Brainstorming and Clustering
Word Choice
Proper Planning
Description Writing Assignment

Week Eight: Review
March 4
Review and Enrichment (pp130- 160) Fusion Book 2
Lab: Aplia Assigned Lesson
Exemplification: Writing with Examples
Reading Assignment

SPRING BREAK: MARCH 14- MARCH 18
Week Nine: Definition
March 11
Reading Strategies (pp. 187-202) Fusion Book 2
Proofreading
Lab: Aplia Assigned Lesson
Definition Writing Assignment
Reading Assignment

Week Ten: Editing and Revising
March 25
Proofreading and Editing (pp. 245-259) Fusion Book 2
Coherence, Language, Unity, Emphasis and Support Review
Lab: Aplia Assigned Lesson
Reading Assignment

Week Eleven: Cause and Effect
April 1
Cause and Effect Enrichment (pp. 266-280) Fusion Book 2
Lab: Aplia Assigned Lesson
Reading Assignment
Cause and Effect Writing Assignment

Week Twelve: Compare and Contrast
April 8
Essay Three Assigned
Lab: Aplia Assigned Lesson
Reading Assignment

Week Thirteen: Review Argument/Persuasion
April 15
Lab: Aplia Assigned Lesson
Reading Assignment

Remainder of Schedule: TBA as the specific class dictates.

Schedule due to change as the needs of the class become more apparent.
Acknowledgment of Syllabus
I read, understood, and agreed to the policies and requirements stated in the course syllabus provided by Professor XXXXXXXX. I understand that I am responsible for reading the syllabus and for asking my instructor to clarify any information on the syllabus that I do not understand. I also understand that the syllabus and calendar of assignments and/or tests may change, and that I will be informed of any changes.

Student Name: ____________________________ Date: _________________

Student Signature: _________________________ Student ID _______________