

**Angelina College
Liberal Arts Division
Integrated Reading and Writing 0310
Instructional Syllabus**

I. BASIC COURSE INFORMATION:

- A. COURSE DESCRIPTION:** The purpose of this course includes 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. This course is designed to prepare students for college-level reading and writing intensive courses including English 1301. Students will learn to write effective, logical paragraphs, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize, and make value judgments using critical thinking. The course is the first in a two-course sequence (0310 and 0320) to fulfill Texas Success Initiative (TSI) requirements for reading and writing. This course cannot be used toward credit for an associate degree and is not intended for transfer to a four-year college or university. Lab fee.
- B. INTENDED AUDIENCE:** Students who have not satisfied the TSI reading and/or writing requirements. Placement is by testing or instructor approval. This course is designed to prepare students for INRW 0320. Topics include applying active reading strategies and facilitating sentence and paragraph writing. The goal of INRW 0310 is to prepare students for college-level courses such as freshman composition, history, government, psychology, and other freshman college courses.
- C. INSTRUCTOR:** Libby Stapleton
Office Location: Hudgins Hall Room 102D
Office Hours: Monday through Thursday 10:30-11:30 a.m. and 2-3 p.m.
Phone: 936-633-5288
E-mail address: lstapleton@angelina.edu

II. INTENDED STUDENT OUTCOMES:

- A. Core Objectives –**
1. **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information
 2. **Communications Skills** – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
 3. **Social Responsibility** – to include the ability to connect choices, actions, and consequences to ethical decision-making
- B. Student Learning Outcomes for all sections** – Upon successful completion of this course, students will:
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.

Updated Learning Outcomes for INRW according to the Academic Course Guide Manual (ACGM) Spring 2015, 2nd Edition (changes effective Fall 2015) www.theccb.state.tx.us

III. ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES

A. **Assessments for the Core Objectives –**

1. **Critical Thinking Skills** – Students will demonstrate the application of critical thinking skills through understanding and applying reading skills and strategies through selections from the textbook and other readings assigned by the instructor. The critical thinking objective will be measured using the AC Critical Thinking Rubric by the student's effective completion of assignments, including open-ended comprehension questions, outlines, maps, and summaries.
2. **Communication Skills** – Using the AC Communication Rubric, instructors will assess student's participation in small groups, class discussion, individual or class discussion exercises. Listening will be measured by instructor's observation of student's appropriate responses to spoken communication. Writing will be assessed through the completion of assigned reading material, including open-ended questions.
3. **Social Responsibility Skills** – Using the AC Social Responsibility Rubric, students will be assessed in their ability to appropriately and effectively participate in classroom activities including homework assignments, group work, and discussions as well as completion of classroom assignments.

B. **Assessments for Learning Outcomes for all sections –**

1. Competency in locating explicit textual information, drawing complex inferences, and describing, analyzing, and evaluating the information within and across multiple texts of varying lengths will be assessed through in-class discussions that will ease students into inquiry regarding a text's content and focus. Such inquiry will begin in the form of direct questions asked of students regarding a given text that will be formally assigned for reading prior to such discussions. In-class quizzes in response to reading will also be utilized to address this need.
2. Competency in comprehending and using vocabulary effectively in oral communication, reading, and writing will be assessed through required marginalia and required active reading strategies that will be directly applied to texts and demonstrated by each student for any/all assigned readings. Students will be required to mark up any/all assigned readings and to share such markups, including any obscure definitions on text, questions, or critical insights.
3. Competency in identifying and analyzing the audience, purpose, and message across a variety of texts will be assessed through the students' participation in direct written responses to any quizzes and/or informative sessions and/or discussions.
4. Competency in describing and applying insights gained from reading and writing a variety of texts will be assessed through the student's required participation in argumentative and analytical writing.
5. Competency in composing 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 will be assessed through assigned essays requiring explicit thesis and focused support.
6. Competency in determining and using effective approaches and rhetorical strategies for given reading and writing situations will be assessed through roundtable sessions and conferences with students as the semester progresses.
7. Competency in generating ideas and gathering information relevant to the topic and purpose and incorporating the ideas and words of other writers in student using established strategies will be assessed through the paragraphs and essays the student will write.
8. Competency in evaluating relevance and quality of ideas and information in recognizing, formulating, and developing a claim will be assessed through a persuasive essay written by the student.
9. Competency in developing and using effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments will be assessed through all of the reading/writing assignments.
10. Competency in recognizing and applying the conventions of Standard English in reading and writing will be assessed through all of the assignments.

III. INSTRUCTIONAL PROCEDURES:

Methodologies that may be utilized in presenting course content include (but are not limited to) lecture notes, visual/PowerPoint presentations, class discussions, readings, reflections, assessments, Internet searches, classroom or online grammar exercises that give immediate feedback, workshops for student writings in progress, and student presentations to groups and instructor.

IV. COURSE REQUIREMENTS AND POLICIES:

A. **Required textbooks, recommended readings, materials, and equipment** – The textbook for this course is *Fusion: Integrated Reading and Writing, Book 1, 2nd ed.* by Dave Kemper, Verne Meyer, John Van Rys, and Pat Sebranek. The ISBN number for the student copy is 978-1-305-10373-3. You will also need *Aplia for Fusion Software, Book 1*, which comes bundled with the textbook; access to a computer with Microsoft Word on it and printer for out-of-class writing assignments; a USB (travel, jump, flash) drive or Google drive for saving written work; a notebook for taking notes; a folder or somewhere to save graded work; and a valid e-mail address that you check often. Students are also encouraged to get a dictionary and thesaurus but can download dictionary.com as a free app.

B. **Useful Web Resources** –

- Purdue Owl – <https://owl.english.purdue.edu/owl/resource/747/13/>
- Aplia Online Lab – <http://apia.com>

C. **Assignments** – (*Appropriate due dates, schedules, deadlines will be on the Course Schedule.*) Students must complete all work in the consumable textbook. No assignments will be accepted on notebook paper.

1. **PARAGRAPHS and ESSAYS:** Students will complete writing assignments, including up to two major essays. Written assignments may be peer-reviewed, evaluated by the instructor, and revised by the student author for a final grade. These writing assignments will come from the textbook readings and/or assignments designated by the instructor.

TURNING IN PARAGRAPHS and ESSAYS: All versions of the paragraphs and essays will be typed (double spaced) and stapled; *absolutely no exception to this rule.*

Late work will have ten (10) points deducted per day until turned in according to instructions. No final written assignments will be accepted by e-mail unless the student has contacted me previously and made clear arrangements.

2. **MAJOR EXAMS:** A final exam will be the only major exam.
3. **APLIA:** You must be able to access Aplia outside of class to complete the online assignments. Therefore, you must join the class at the Aplia website. Assignments can be accessed *early* throughout the semester. You must complete *all the weekly assigned sections* in Aplia by the due date.
4. **READING QUIZZES:** Reading quizzes will be given in-class over previously assigned readings from the textbook and other sources possibly every time the class meets. Students must be prepared by completing assignments from the textbook and assigned paragraph writings.

(*Please refer to the Course Schedule for further, more precise assignments.*)

C. **Course Policies** – (**This course conforms to the policies of Angelina College as stated in the *Angelina College Handbook.***)

1. **Academic Assistance** – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Sellestine Hunt, associate dean of Student Services, Room 200 of the Student Center. At a post-secondary institution, you must self-identify as a person with a disability. Mrs. Hunt will assist you with the necessary information to do so.

Angelina College (AC) admits students without regard to race, color, religion, national origin, sex, disability, or age. Inquiries regarding the non-discrimination policies of AC should be directed to Mr. Steve Hudman, dean of student affairs, Room 101 of the Student Center, or call 936-633-5292 or by email at shudman@angelina.edu.

2. **Attendance** – Students enrolled in a developmental course must not only attend class regularly but also should actively participate and otherwise meet all of the requirements as outlined in the syllabus distributed by the instructor. **Attendance is mandatory**, and the student may not “withdraw” from a developmental course until TSI (The Texas Success Initiative, Texas Education Code – Section 51.3062) requirements have been satisfied. Under the requirements of

the Success Initiative, failure to attend and participate in required developmental classes and labs may result in mandatory withdrawal from college as defined in the contract for attendance and participation.

From the *Angelina College Policy Manual*: Students are required to attend all lecture classes regularly and punctually. Responsibility for work missed because of illness or extracurricular activity is placed upon the student. A true evaluation of the teaching-learning situation involves a correlation between attendance and progress. It is the responsibility of the student to attend all classes, and a record of attendance will be kept for all classes by the instructor.

The instructor is required to keep a record of attendance. Attendance is recorded at the beginning of each class session. If a student is late to class, it is the responsibility of the student to confirm that his or her presence has been noted. Please do this immediately after class.

The student who does not meet the educational objectives and requirements for each course as set by the instructor because of excessive absences (in a summer session, two or more consecutive absences or three or more cumulative absences from regularly scheduled class periods) may be dropped by the instructor on a notice to the College District registrar's office. Students will not be dropped and will be allowed to make up work for absences because of (1.) College District authorized and sponsored activities and (2.) religious holy days. It is the student's responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time. *All makeup work is at the discretion of the instructor.*

If you must be absent, you will not be credited nor pardoned for material missed during class. Unless you make prior arrangements (promptly) with the instructor concerning an absence, it is up to the instructor's discretion whether you will be allowed to make up any work. Students are encouraged to network with each other in and outside of class, and they must consult the course schedule regularly to be prepared for class. **It is important for a student's success to meet assignment deadlines. Students are still responsible for assignments even if they have been absent.**

3. Additional Policies Established by the Individual Instructor –

Attendance points will be added to your grade. Excessive absences may cause you to fail:

- 0 absences = 100 points
- 1 absence or 2 tardies (minus 10 points) = 90
- 2 absences or 3 tardies (minus additional 20 points) = 70
- 3 absences or 4 tardies (minus additional 30 points) = 40

CLASS PARTICIPATION:

1. **Absolutely no cell phones, pagers, recorders, MP3 players, or similar devices are allowed in class.** – PLEASE PUT THEM ON SILENT AND IN YOUR POCKET OR PURSE BEFORE COMING TO CLASS. Student participation in class discussions is expected. If you are caught using your cell phone during class time, you will be asked to leave class and will receive an absence for that day.
2. Students should be on time, in their seats, and ready to work when class time starts. Excessive tardiness (more than two) will have consequences to the attendance grade. Be professional and punctual!
3. Each student is expected to complete assignments as instructed.
4. Respect your fellow class members and the instructor at all times. Behavior that interferes with a learning environment will NOT be tolerated. If you would rather read a newspaper, do homework, text on your cell phone, read for another class, pass notes, or talk to your neighbor(s), particularly while the instructor is talking to the class, take an absence. If the instructor has to stop a lecture because you are talking or ask you to stop talking more than once, you will be exited from the classroom immediately and will receive an absence for that day. If you disrupt class a second time, you will be dropped, and you will not be readmitted. I highly encourage participation in class discussions, but constant irrelevant comments or interruptions to a lecture are a distraction to your classmates. I will not allow that. You MAY NOT leave the classroom once an in-class writing assignment or an exam has been handed out.
5. Take lecture notes and/or participate in discussion until the instructor dismisses class. DO

NOT prepare to leave the classroom until class is dismissed. The instructor will tell you when you may leave.

6. Conferences outside of class are available by appointment. Please look over the instructor's office hours carefully, and plan to see her if you experience any trouble throughout the semester.

ABSOLUTELY NO EATING, DRINKING, DIPPING, OR SMOKING IN THE CLASSROOM OR IN THE LAB.

CHEATING/PLAGIARISM: The student's responsibility is to do his/her own work and do it honestly. Cheating and plagiarism are serious offenses that will be dealt with promptly. If you are found cheating on a test or if plagiarism is suspected on an essay, you will be punished. Punitive measures may range from receiving an F on the specific assignment, an F in the course, or being dismissed from the college. Courtesy, honesty, and scholarship require that any ideas or materials borrowed from another must be fully acknowledged. Offering the work of another as one's own is plagiarism. The subject matter of ideas thus taken from another may range from a sentence or paragraph to entire articles copied from books or periodicals or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.

COMPLAINTS/QUESTIONS: If you have any complaints or questions, please see me first; I can usually help resolve the problem. In the event that I cannot, I will direct you to the appropriate person who will be able to help you.

V. COURSE CONTENT:

A. Required Content/Topics – (common to all sections)

MECHANICS EMPHASIS: Integrated reading and writing guidance in every chapter of the textbook, along with grammar instruction and pedagogy that emphasizes critical thinking and vocabulary. Mechanics and grammar study is an ongoing one that is an integral part of the writing process. Each student will be tested at the beginning of the semester and will be given assigned studies to correct any weaknesses. Each student will be given a major test at the end of the semester to determine the student's mastery of vocabulary, mechanics, and grammar. Further, all written assignments will be evaluated closely for correct usage, spelling, and correct use of sentence parts. Approximately 40-50 percent of all classroom time will be given to drills on concepts. The textbook with corresponding Internet resources will be one source for this continuing study.

ESSAY WRITING: College-level essay writing is chiefly expository writing with some occasional creative writings, if desired. The process approach to teaching writing will be used to promote unified writing and thinking processes. The instructor will introduce different rhetorical modes for developing and organizing paragraphs and full essays. Each class time or homework assignment should require some writing.

ARGUMENTATION: Argumentation includes but is not limited to induction and deduction, logical thinking, fallacies in argument, and emotional appeals. Argumentative writing may be taught throughout the semester or in a single unit. At least one grade should be from an argumentative paragraph or essay.

B. Additional Content – (as required by the individual instructor)
Please see Course Schedule for specifics.

VII. EVALUATION AND GRADING:

A. Grading Criteria – (percents, extra credit, etc.)

Final grades are determined by the following criteria:

Attendance (100 points)	-	10%
Readings and daily quizzes (300 points)	-	30%
Paragraphs and essay (300 points)	-	30%

Aplia assignment completion (200 points)	-	20%
Final exam (100 points)	-	10%
1,000 points total	-	100%

B. Determination of Grade – *(assignment of letter grades)*

1,000-900 points	=	A
899-800 points	=	B
799-700 points	=	C
699-600 points	=	D
Less than 600 points	=	F

VIII. EXITING A DEVELOPMENTAL ENGLISH CLASS:

To exit Integrated Reading and Writing 0310 and to advance to INRW 0320, a student will need to take **ONE** of the following steps:

- 1. Make a C or better in INRW 0310**
- 2. Take and pass the TSI Assessment in Writing and Reading.** This option will meet the state requirement as set by the state that automatically exits a student from INRW developmental courses. Minimum scores: **Essay 5 or MC 363 with an Essay score of 4 in Writing and 351 in Reading**

IX. SYLLABUS MODIFICATION:

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.