

**Angelina College**  
**Language Arts & Education Division**  
**INRW 0320 - Integrated Reading and Writing**  
**General Syllabus**

**I. Basic Course Information:**

- A. **Course Description:** Integrated Reading and Writing (INRW) 0320 will focus on applying critical reading skills for organizing, analyzing and retaining material and developing written work appropriate to the audience, purpose, situation and length of 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 essays; utilize textual support to develop reading comprehension strategies; and to analyze, synthesize, and make value judgements using critical thinking. This course fulfills TSI requirements for reading and writing. Students who successfully complete this course will qualify to take English 1301. The class will meet twice per week and require one hour of lab each week. **This course cannot be used toward credit for an associate degree and is not intended for transfer to a senior college.** Lab fee. \*prerequisite: satisfactory performance as defined by a C or better in INRW 0310, Integrated Reading and Writing or commensurate TSI scores in Reading and Writing.
- B. **Intended Audience:** the intended audience includes students who have not satisfied TSI reading or writing requirements.
- C. **Instructor:** Sarah Simon  
Office Hours: L109E by appointment  
Phone: 936-633-5336  
E-mail Address: [ssimon@angelina.edu](mailto:ssimon@angelina.edu)

**II. Intended Student Outcomes:**

- A. **Core Objectives**
1. Critical Thinking Skills (CT) – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
  2. Communication Skills (COM) – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
  3. Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
  4. Personal Responsibility (PR)- to include the ability to connect choices, actions and consequences to ethical decision-making
- B. **Course Learning Outcomes**
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 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.

### **III. Assessment Measures:**

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

1. Critical Thinking Skills (CT): students will be required to analyze, question, evaluate and reflect on each of the strategies or techniques presented in each chapter. The students will be assessed on chapter and additional assignments, which are intended to promote student engagement in critical thinking.
2. Communication Skills (COM) – Written, oral and visual communication will be assessed during assignments, timed exercises and post-tests as well as working in group. Communication skills will also be assessed in the written assignments for this course, which will be graded by the instructor.
3. Teamwork (TW) – Students will collaborate within groups on chapter discussion and reading summaries. Group members will be required to incorporate the ideas /contributions of team members that will lead to a synthesis of ideas and a consensual conclusion. Teams will present their group consensus to the class.

#### **B. Assessments for Course Learning Outcomes**

1. Competency in locating explicit textual information, drawing complex inferences and the ability to describe, analyze and evaluate the information within and across multiple texts of varying lengths will be assessed through in-class discussions regarding textual content and focus. This discussion will begin with assigned reading, include direct questioning and in-class quizzes.
2. Competency in comprehending and using vocabulary effectively in oral communication, reading and writing will be assessed through required active reading strategies, applied directly when students read texts and demonstrated by each student for assigned readings through discussion, assignments and quizzes.
3. Competency to identify and analyze the audience, purpose and message across a variety of texts will be assessed through student participation in direct written responses to any quizzes, informative sessions or discussions.
4. Competency in describing and applying insights gained from reading and writing a variety of texts will be assessed through required student 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 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 topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies will be assessed through successful completion of written content illustrating use of outside sources within the writer's work.

8. Competency in evaluating relevance and quality of ideas and information in recognizing, formulating and developing a claim will be assessed through essays which will require specific, clear direction and evidence to support the writer's claim.
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 the requirement of outlines, drafts and at least one typed rough draft prior to submission of final essay.
10. Competency in recognizing and applying the conventions of Standard English in reading and writing will be assessed through major essays, which will be graded with a rubric outlining such conventions.

#### **IV. Instructional Procedures:**

A variety of instructional methods will be used throughout the semester to deliver the course learning strategies, i.e. class discussions, reading, group projects, online learning, and video viewing.

#### **V. Course Requirements and Policies:**

A. Required Textbook ACCESS CODES, Materials and Equipment –

1. Kemper, Dave et al. Fusion: Integrated Reading and Writing, Book 2, 2nd Edition, Boston: Cengage Learning. Print.
2. **Internet access to utilize Blackboard and Mindtap, provided during lab time and available on Angelina College campuses.**
3. A folder or binder for coursework and supplemental material.
4. Personal headphones or earbuds for use in the lab
5. Highlighters, pens
6. Optional: usb drive

B. Assignments:

1. Essays: There will be three (3) major essays assigned. There will be one (1) mandatory in-class timed essay. In-class written responses will fall into this category though will not be graded as essays but will consist of critical thinking prompts for response. These responses aim to help students become better writers and readers by making them more conscious of what and how they read and write. \*\*\* Essay assignments will require turning in typed rough drafts as well as any typed/handwritten planning notes.
2. Lab Exercises: Reading and writing exercises must be completed using Blackboard/Mindtap/Aplia during the semester. Lab time is allotted for this purpose but work can also be done outside of lab time.
3. Tests: There will be a final exam/post test and an in-class timed 'argument' essay.
4. Late work: Assignments turned in late, if accepted, will receive 10 point deductions per day.

C. 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, Student Center, Room 200. At a post-secondary institution, you must self-identify as a person with a disability; Ms. Hunt will assist you with the necessary information to do so. To report any complaints of discrimination related to disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Student Center, Room 101, [\(936\) 633-5292](tel:936-633-5292) or by email [shudman@angelina.edu](mailto:shudman@angelina.edu).
2. **Attendance** – Students enrolled in a developmental course must not only attend but must also participate and otherwise meet all 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 (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. Under *Read the Angelina College Bulletin for the “Stop Don’t Drop” rule for Higher Education.*

**3. Additional Policies Established by the Instructor**

- a. Attendance is required and counts for a portion of the course grade. Three late entries to class will constitute one absence.
- b. No cell phones, recorders or similar devices are allowed in class. Use of such devices, without express instructor permission, will result in removal from class for the day.
- c. You may not leave the room once an in-class writing assignment, essay or exam has been handed out.

**4. Student Conduct:** As a student learner, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you must:

- a. Turn off your phone and other electronic devices
- b. Do not sleep in class or you will be asked to leave
- c. Arrive on time for class so you will not disturb others.
- d. It is important to your success that you meet your assignment deadlines. You are still responsible for assignments even if you have been absent.

**5. Academic Dishonesty:** The College and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism and collusion. Cheating or plagiarism in any degree will not be tolerated by the college and will result in no less than a failing grade on the assignment in question. Further proceedings to have the violator suspended from class and/or from the college may be initiated through the current policy of the college on grievances.

**6. Make-Up Work:** Generally, no make-up work will be given in this course. You will be provided with assignments, exercises and test due dates well in advance of their deadlines. Therefore, it is expected that you will have your assignments completed prior to class eliminating the necessity of make-ups. In special circumstances (i.e. extended illness, death in the family, etc.), your instructor may use discretion and allow a deadline extension on a case-by-case basis.

**VI. Course Outline:**

Description of the course activities including due dates, schedules, and deadlines are located in the Blackboard learning system under the INRW Course Content page, click on the Course Syllabus, Calendar and Assignments Guidelines links.

**VII. Evaluation and Grading:**

The grading system in this course is based on a point value system. The charts below are designed to assist you in computing assignment totals and your final grade based on the total points you have accumulated.

<b>INRW 0320 Grade Distribution</b>	<b>GRADING SCALE</b>
<b>40%</b> = Essays	<b>A = 100-90%</b>
<b>20%</b> = reading/writing activities, daily grades	<b>B = 89-80%</b>
<b>15%</b> = LAB exercises	<b>C = 79 - 70%</b>
<b>15%</b> = Final Exam Essay	<b>D = 69 - 60%</b>
<b>10 %</b> = Attendance	<b>F = 59- 0%</b>

**VIII. Syllabus Modification: The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance of changes being made.**