

**Angelina College - Liberal Arts and Education Division**  
**Integrated Reading and Writing 0320**  
**Instructional Syllabus**  
**MW 12pm-1:50pm L205 or Lab L204**

**I. BASIC COURSE INFORMATION:**

**A. Course Description:**

- The purpose 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.
- 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, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize, and make value judgments using critical thinking.
- The 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 and will 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. (*Pre-requisite: satisfactory performance as defined by a C or better in INRW 0310, Integrated Reading and Writing I, or a score of 346-348 LEVEL 5 in Reading AND a score 356-359 LEVEL 5 in Writing*)

**B. Intended Audience:** The intended audience includes students who have not satisfied the TSI reading or writing requirements.

**C. Instructor:**

Name: Ms. Sarah Simon

Office Location: Liberal Arts Building L-102C

Office Phone: 936-633-3277

E-mail Address: [ssimon@angelina.edu](mailto:ssimon@angelina.edu)

Office Hours: By appointment **\*\*NOTE: Please email me before coming to my office.** I'm not on campus every day but can arrange to meet between classes or when it's convenient\*\*

**II. STATEMENT OF PURPOSE:**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

**A. Core Objectives:**

- **Critical Thinking Skills (CT)**- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills (COM)**-to include effective development, interpretation and expression of ideas through written, oral, and visual communication
- **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
- **Personal Responsibility (PR)**-to include the ability to connect choices, actions and consequences to ethical decision-making

**B. 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.

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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 Edited American English (EAE) in reading and writing.

**C. Course Objectives for all sections**

- The goal of INRW 0320 is to prepare students for college-level courses such as freshman composition, government, psychology, and other freshman college courses.

**D. Course Objectives as determined by the instructor –**

See C above.

**III. ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES:**

**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.

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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.

**C. Assessments for the Course Objectives as determined by the instructor –**

See B above.

**IV. INSTRUCTIONAL PROCEDURES:**

**A. Methodologies common to all sections**

Methodologies that may be utilized in presenting course content include (but are not limited to):

- lecture notes,
- visual Powerpoint presentations,
- paper and pencil or online reading and grammar exercises,
- class discussions,
- individual/class/group work,
- roundtable sessions, or
- conferences with students.

**B. Methodologies determined by the instructor**

See A above.

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**V. COURSE REQUIREMENTS AND POLICIES:**

**A. Required Textbooks, Materials, and Equipment –**

- Kemper, Dave et al. *Fusion: Integrated Reading and Writing, Book 2*, 2<sup>nd</sup> Ed. Boston: Cengage Learning, 2016. Print.
- *The Hunger Games* by Suzanne Collins- available in the bookstore, Amazon, local library, etc.
- Online program/Integrated Reading and Writing Lab through Cengage Aplia and/or Mindtap program.  
\*\*YOU WILL NEED AN ACCESS CODE FOR THIS PART OF THE COURSE. (It should come with your textbook. I'll give you more information on this when we set up the labs.)
- **One three-ring binder or pocket folder for coursework and supplement material**, including handouts given to the student.
- Google Drive/Google Docs- free access with your Angelina email address
- **Personal ear phones or plugs for use in the lab.**
- Writing/highlighting materials. We WILL be taking notes every class session; you'll need the necessary materials.
- A **dictionary and thesaurus** (book version), or an app version on your smartphone or use from Blackboard home page for this course.

**TECHNOLOGY REQUIREMENTS:**

- Since this course focuses on using word processing to assist in the writing process, approximately **one hour each week** will be spent in the computer lab working on a combination of writing and reading activities.
- You can expect to spend **a minimum** of 30 minutes additional time OUTSIDE OF CLASS online working on reading/writing activities and/or lab work EACH WEEK
- **You MUST use your student.angelina.edu email address** for ANY communication to me. I will NOT reply to personal email addresses for privacy purposes.

**B. Assignments –**

**ESSAYS 50% of your total grade:**

- There will be a total of **three major assigned essays and an in-class timed essay** BEFORE the final
- Students will get PLENTY of opportunity to work on/prepare/edit/expand these during class and outside of class.

**Turning in your essays:**

- We will be working on essays during class time AS MUCH AS POSSIBLE in order to develop outlining and organizational skills.
- Students will still be required to complete much of their work while outside the classroom.
- The final essays will be submitted to me electronically. If you have questions or concerns about how this works, please ask in class BEFORE the due date.

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- **Every student** has a campus e-mail address through Google Mail, meaning each student has access to Google Docs. This means you do NOT have to purchase expensive software for personal computers.
- **TECHNOLOGY ACCESS:**The writing labs - L204 and L104 - are available for all students enrolled in INRW. Those computers offer Microsoft Word. In addition, the computers in the campus library offer the same software.
- **NOTE:** The bottom line is you have to complete your assignments and submit them exactly the way your instructions state. Anything else will not be accepted.

**LAB EXERCISES 10% of your total grade:**

- You will be required to complete reading and writing exercises during the semester for approximately ONE hour each week in the computer lab.
- Students are encouraged to work on these consistently.
- Reminder: By logging in frequently, you can take advantage of this resource to strengthen reading and writing weaknesses.
- If you neglect this necessary component of class, you will not only forfeit your lab participation grade, but you may also see little progress in your reading and writing abilities.
- Please note that this is an easily attainable percentage of your overall class grade, so DO NOT put it off until the last minute. I suggest you take advantage of EVERY hour required of you on the online lab material.

**NOTE: The lack of a computer or internet access at home is NO EXCUSE for failing to complete lab work outside of class. If you can't do it at home, you'll have to do it in the campus library or in the writing lab.**

**READING Activities/Writing Activities 20% of your total grade:**

- Scheduled reading and writing activities will be assigned as well as daily work to cover student needs with the course content.
- Quizzes and tests will be counted in this area
- In-class written responses will also fall in this category; these will not be graded as "essays" but shall consist of critical thinking prompts for response. Critical thinking responses aim to help students become better writers and readers by making them more conscious of what and how they read and write **and may also be utilized as a way for students to earn bonus points on their major essays.**
- We will be reading THE HUNGER GAMES throughout class, utilizing it for writing exercises, class discussion, vocabulary building and reading quizzes. Watching the movie will NOT be sufficient to help you pass this component of the class.

**DAILY ATTENDANCE and Participation 10% of your total grade:**

- Attendance **will make up part of the course grade.** Please be here on time to get the full percentage.
- Every three early tardies from class will constitute one "absence" per student,so please be mindful of the time that class starts and the time that class ends.
- Three early exits from class will constitute one "absence" per student,so please be mindful of the time that class starts and the time that class ends.

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- I will keep attendance by a combination of verbal call, sign-in sheets and by counting turned in daily assignments. If I mark you absent and do not change it at YOUR request, then the absence will stay.
- Do not come to me at the end of the semester and argue with me about attendance; if you fail to remind me to change an absence, the absence will remain.
- Definition of “tardy”: If you show up after I’ve closed the door and begun teaching, you’re tardy. Unless you’ve notified me of your potential late arrival beforehand, I won’t open the door. You’re absent.

**FINAL EXAM 10% of your total grade:** A final (timed) essay will be administered, allowing students to exhibit the knowledge and skills they’ve accumulated throughout the semester.

EACH returned assignment will indicate how many point you received out of how many possible (e.g. 90/100). It is YOUR RESPONSIBILITY to keep track of your grade throughout the semester. You may also schedule an appointment with me AT ANY TIME to review your points and progress.

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

**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.

**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, in Student Center, Room 101, or by email [shudman@angelina.edu](mailto:shudman@angelina.edu) .**

**Attendance** – Students enrolled in a developmental course must not only attend, but must also 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.

**Additional Policies Established by the Individual Instructor –**

- Attendance is required. Please refrain from missing class since this will result in a definite reduction of your overall grade. **If you incur THREE consecutive or FOUR cumulative absences before the last day to drop or withdraw (April 3, 2018), you will be dropped from the course and will have no option to readmit. Additional absences leading up to a total of FIVE absences AFTER the noted date will qualify a student for an automatic F in the course.**

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- **It is YOUR responsibility to remind me to change attendance if you suspect that you have already been marked absent.** Please do this AFTER class. If you are absent, you will NOT be credited nor pardoned for material missed during class.
- Unless you make prior arrangements with me concerning an absence, you WILL NOT be allowed to make up in-class/missed work. Please keep in mind that you are still responsible for the material covered, so please do not email me and ask me what we did in class.
- I recommend that you find some classmates to exchange contact information with so you can ask them first; then you can contact me for SPECIFICS or for clarification on particular concepts. I will be more than happy to help you out, but please understand that I cannot concede to a private lecture for your benefit or at your convenience if you failed to come to class.
- EVERY ASSIGNMENT should be completed using complete sentences and correct punctuation.

**Class Participation:**

- ABSOLUTELY no cell phones, pagers, recorders, or similar devices are allowed in class. Leave such devices in your vehicle before coming to class. If you have a specific problem or pending emergency, see me before class and let me know. We'll make arrangements from there.
- **Have your headphones/earbuds put away before you enter the classroom. If you're wearing them while I'm teaching, you're absent.**
- Student participation in class discussions is expected. All students will participate in peer editing for careful scrutiny of grammar deficiencies. Each student is expected to complete assignments as instructed
- 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 check your Facebook status, do homework or reading for another class, pass notes, or TALK TO YOUR NEIGHBOR(S), particularly while I am talking to the class, take an absence. If I have 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. 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.
- Take lecture notes or participate in discussion until the instructor dismisses class. DO NOT prepare to leave the classroom until class is dismissed.
- Conferences outside of class are available by appointment. Please check my office hours carefully, and plan to see me if you experience any trouble throughout the semester. **NOTE:** I'm a busy man, so if you just show up at my office without prior arrangements, you may be sitting there a long time. Use my cell number to let me know when you need to be there. I'll do everything I can to accommodate you.
- Absolutely no eating, drinking, dipping, or smoking in class.

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- Please do not bring your children to class. If you have a childcare difficulty, please contact me before class begins.
- **All deadlines are final. I will not accept late work.** You will have plenty of time to complete every assignment, and you'll have plenty of notice beforehand. Unless you have a problem we've discussed beforehand, don't bother submitting late work.
- CHEATING/PLAGIARISM:  
It is the student's responsibility to do his/her own work and do it honestly. Cheating and plagiarism are serious offenses which will be dealt with promptly. If I find you cheating on a test or if I suspect plagiarism on an essay, you will receive an automatic F in the course.
- 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 help you out.

**VI. COURSE CONTENT:**

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

Mechanics Emphasis:

- Mechanics and grammar study is an ongoing one that is an integral part of the writing process. All essays will be evaluated closely for correct usage, spelling, and correct use of sentence parts.

Essay Writing:

- The process approach to teaching writing will be used to promote unified writing and thinking processes. The teacher will initiate brainstorming or other heuristics to encourage free and fluent expression---then introduce different rhetorical modes for developing and organizing paragraphs and full essays. Each class time or homework assignment should require some writing.
- Argumentation and analysis:  
Argumentative writing may be taught throughout the semester or in a two to three week unit. At least *one* major essay grade should be from an argumentative essay.

Reading Emphasis:

- College level reading will involve but not be limited to the following reading comprehension and vocabulary areas:
  - Vocabulary in context (synonym, antonym, general context, and examples),
  - main idea, supporting details (major and minor supporting details),
  - implied main idea, relationships (transitions I and II),
  - inference, fact and opinion, and purpose and tone.

**VII. EVALUATION AND GRADING:**

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

Grade Distribution for INRW0320:

50% Essays	Will include a minimum of three (3) essays and one (1) timed in-class essay.
10% Lab Exercises	Will include pre-diagnostic test and lab activities



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20% R/W Activities	Reading activities, writing activities, daily grades
10% Attendance	At the discretion of the instructor, depending on class needs- <b>ATTENDANCE for this course</b>
10% Final Exam Essay	<b>All instructors will follow the established grading rubric for the final exam essay (attached).</b>

Final grades are determined by the following criteria: **(50%) 3-Major Essays and one in-class essay**, possibly (the average of) two for the fourth major essay grade; **(10%) Daily/Lab Exercises; (20%) Unit Exams, 10% Attendance; and (10%) Final Exam Essay.**

Computer Lab Requirements: All students will be required to complete approximately one hour of reading and writing lab exercises per week, as assigned.

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

90-100 percent	----->	A
80-89 percent	----->	B
70-79 percent	----->	C
60-69 percent	----->	D
50-and below	----->	F

**C. Options for Exiting an INRW 0320 Course**

1. Take and pass the Reading AND Writing portion of TSI Assessment
2. Make a C or better in INRW 0320

**VIII. Additional Information:**

**INCLEMENT WEATHER POLICY:** In the event of inclement weather leading to a possible campus closure and cancellation of classes, please note the following procedures:

1. Any campus closings/class cancellations will be announced at 6 a.m. on that day via messages to local media (television, radio, newspapers); or by 3 p.m. for night classes. There will also be a message posted on the Angelina College main website and app announcing those closings. When possible, closings for the next day are announced through the evening media.
  - a. **NOTE: IF THERE ARE NO MESSAGES, THERE ARE NO CANCELLATIONS TO ANNOUNCE.**
2. **Angelina College recognizes that some students live in areas that may be more affected by the weather than others. Students are asked to exercise caution when attempting to drive to the campus. If you live in an area that is experiencing dangerous driving conditions, and the campus is still open, use common sense when determining whether or not to travel.**
  - a. **NOTE: Angelina College uses the RAVE notification system, which sends text message alerts to those who have signed up for it. It's a free service for AC students; to sign up, go to [www.getrave.com](http://www.getrave.com) and follow the instructions.**
  - b. Your Rave **username** is your entire college email address. You may also click the "Forgot your password?" link at the top to reset your password.
  - c. Students, check your **college email** account for log in information!
  - d. Once logged in you can add multiple email addresses and SMS enabled phone numbers that receive college alerts.

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3. FOR CLASSROOM PURPOSES we will be using your **campus e-mail address**. If you use a personal e-mail address and there's a problem, **I won't be able to help you**. However, we have technical support on location for any issues involving the campus e-mail system.

**XIX. 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.

ESSAY RUBRIC	0-49	50-69	70-84	85-100
Audience and Purpose	The writer ineffectively addresses the topic and/or uses inappropriate language and/or style	The writer attempts to address the topic, but language and style may be inappropriate for the given audience or purpose.	The writer adequately addresses the topic using language and style appropriate for the given audience or purpose.	The writer effectively communicates a whole message to a specified audience using appropriate language and style.
Unity & Focus	The essay has no clear statement of a main idea	The statement of purpose is not totally clear, and although a main idea may be announced, continued focus on that main idea is not evident.	The writer clearly states a purpose and main idea, and shows unity by sticking to that purpose.	The writer maintains unity of a developed topic throughout the writing sample and establishes a focus by clearly stating a purpose.
Development	The writer's efforts to develop the topic & present supporting detail may be confused and/or lacking	Development of ideas by the use of specific supporting detail is incomplete or unclear.	Though the purpose of the writing may be clear, the writer's attempts to develop details may not be fully realized.	The writer exhibits control in the development of ideas and clearly specifies the supporting detail.
Organization	The writing contains no discernable pattern of organization and/or the organization present fails to present effective sequence of ideas	The organization of ideas may be present but is incomplete or unclear.	A clear plan of organization exists but may be incomplete.	The logic of organization is clear and direct.
Sentence Structure	Sentence structures are ineffective and few sentences are free of errors.	The writing contains poorly structured sentences with noticeable and distracting errors.	Sentence structure is adequate though minor errors in sentence structure may exist.	The sentence structure is effective and relatively free of errors.
Usage	The writing contains many errors in usage and many imprecise word choices.	Usage and word choice are imprecise.	Effective usage and word choice are evident.	The writing reflects precision and care in the usage and choice of words.
Mechanical Conventions	The writer makes many spelling and punctuation errors.	The sample contains distracting spelling and punctuation errors.	The sample has errors in mechanical conventions such as spelling and punctuation	The writing shows mastery of mechanical conventions such as spelling and punctuation.