



# INRW 0311 Integrated Reading and Writing

## Course Syllabus: Fall 2018

*"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."*

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	8:30-9:30 a.m. 1:30-5:30 p.m.	3:00-5:30 p.m.	8:30-9:30 a.m.	1:30-3:00 p.m.	By Appointment	By Appointment

*The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.*

**Course Description:** This course is designed to improve academic writing skills. Students will read and write expository prose with an emphasis on the writing process and mastery of good writing skills. Course assignments may incorporate summary, analysis, and criticism of texts; exercises in effective argument and analysis; and the study and application of rhetorical approaches. Students will write essays throughout the semester and may also keep a journal or participate in group writing projects.

### Required Textbook(s):

*Everyone 's An Author*

**Publisher:** Norton

**ISBN Number:** ISBN 978-0-393-91201-2

### Recommended

A Flash Drive and WEPA card

### Student Learning Outcomes:

From the Texas ACGM, 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. Identify and analyze the audience, purpose, and message across a variety of texts.
3. Describe and apply insights gained from reading and writing a variety of texts.
4. 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.
5. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
6. 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.

7. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
8. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
9. Recognize and apply the conventions of standard English in reading and writing.

**Course Description:** This is an individualized lecture/lab-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 fundamental reading skills with foundational skills in writing a variety of academic essays. This course fulfills TSI requirements for reading and writing.

**TSI Completion:** Please note that in order to fulfill TSI requirements and pass in to ENGL 1301, you must achieve a "C" or better in the course requirements. If you elect to re-test on the TSI while the class is in session and pass, please remember to contact me with your results to avoid a negative grade in the class. Testing services will not send the results to me.

## Exemplary Educational Objectives:

Type EEO's here

## Lectures & Discussions:

The class is focused on hands-on writing activities and the process that it takes to achieve them. Formal hour long lectures are rare; hour long writing sessions and discussions are not. During the semester, the course will cover invention processes, basic mechanical skill building, and the revision process. In particular this semester we will be focusing on the narrative, description, observation, concept analysis, argumentation, and documentation.

## Student Evaluation:

Participation	300 pts.	900 and above	A
Three Papers (100 pts each)	300 pts.	800-899	B
Presentation (100 pts)	100 pts.	700-799	C
Weekly Assignments (Blackboard)	300 pts.	600-699	D
<b>Total</b>	<b>1000 pts</b>	<b>Below</b>	<b>F</b>

## Tests/Exams:

This class has two in-class "tests"—the Diagnostic Essay the second day of class and the final exam at the end; both are part of the class participation grade.

## Assignments:

**Quizzes:** I give two types of quizzes, neither of which take up too much valuable class time. The first are reading quizzes: if you've given the assignment some effort, reading quizzes should not be a problem as they will be literal questions over major issues in the reading for the day. The second are attendance quizzes with the opportunity for extra credit connected to them. I reserve the right to give a quiz at the beginning, middle or end of class.

**Weekly Assignments:** The primary "weekly assignment" will be steps to generating the essay in progress at the time, but they also include the assignments required on Blackboard such as short writings over the readings for the class or practice over specific skills necessary for good writing like comma reviews or thesis development.

**Papers:** In class, we will be following the writing process from brainstorming to drafting to peer to reviewing to revision for three papers. Those papers will be turned in (with all drafts included) for 100 points each.

**Presentation:** As a result of the Analysis paper (final paper) of the class, you will be expected to give the class a presentation of your findings. This is NOT reading the paper that you composed; it is highlighting the aspects of the paper from which you believe your audience will learn the most. It is worth 100 pts.

**Late Assignments:** I do not accept late assignments. Important Due dates are announced clearly in the syllabus and all due dates are repeated in class regularly and written on the board.

## **Student Responsibilities/Expectations:**

**Preparation:** While you are in college, it is your job as a student to come to class ON TIME prepared for the work of the day. Read the assignment BEFORE class; have your assignments finished and IN HAND, and NEVER walk in a classroom without the textbook, blank paper for notes or activities, and a WORKING writing utensil. Think of them—the textbook, the paper, the pen—as the tools of your trade while you are in school.

**Attendance:** Attendance is mandatory. We meet only twice a week, and everything we do builds upon the days or weeks before, so it is very easy to fall behind if you miss. As we meet for only eight weeks, if you receive three unexcused absences in that time, you will automatically fail the class.

Keep in mind, even if an absence is excused, your class participation grade will suffer, especially as no work missed may be made up. The class will be moving forward with the syllabus, and it is your responsibility to ask classmates for notes and follow the exercises in the book to keep up with the class.

In a related matter: as a **safety** precaution, the door to the classroom will close and lock precisely at the beginning of class. It is in your best interest to already be in the class.

**Schedule:** You should have read everything scheduled before you get to class. Readings on argument are from the text book. Examples will be found in the Blackboard section for this class or given via Handout.

**Schedule:** You should have read everything scheduled for that day **before** you get to class.

**Week 1:** A) Introductions

Blackboard Assignment: Autobiography Assignment

B) Diagnostic Writing Sample / Read Chapters 1-3, p. 5-39

Blackboard Assignment: Writing Rhetorically

**Week 2:** A) Discussion on Rhetoric and the Writing Process Chapters 1-4 & 7

B) Discussion on Chapter 12, p. 159-200—Narration

Blackboard Assignment: Respond to Narration

**Week 3:** A) Discussion/Activity for Description

B) Combining Narration and Description—Drafting Paper 1

Blackboard Assignment: Respond to Description

**Week 4:** A) Peer Review Training Session / Skill building Session

**B) Narrative: Due for Peer Review / Skill building Session**  
Blackboard Assignment: Respond to Peer Review

**Week 5:** A) Discussion on Position Chapter 11, p. 116-159  
B) Discussion on using Examples / **Narrative: "Final" Due**  
Blackboard Assignment: Respond to Examples

**Week 6:** A) **Position Due for Peer Review**  
B) Discussion on Analysis, Chapter 13, p. 201-252 / **Position "Final" Due**  
Blackboard Assignment: Respond to Analysis

**Week 7:** A) Drafting the Analysis  
B) **Analysis Due for Peer Review**  
Blackboard Assignment: Revise Autobiography

**Week 8:** A) **Presentations / Analysis "Final" Due**  
B) **Presentation Quiz/Final**  
Blackboard Assignment: Course Evaluation

### **NTCC Academic Honesty Statement:**

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

### **Academic Ethics**

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

### **ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Shannin Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

### **Family Educational Rights And Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name,

permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.