



COURSE SYLLABUS

INRW 0302-INTEGRATED READING AND WRITING

Catalog Description: Integration of critical reading and academic writing skills. The course fulfills TSI requirements for reading and/or writing.

Prerequisites: Appropriate score on TSI Assessment or approval of advisor

Lecture hours =3

Semester Credit Hours: 3

Lecture Hours per Week: 3

Lab Hours per Week: 0

Extended hours: 16—Sixteen hours of participation time in the online Weaver reading lab is required in addition to scheduled class meeting time.

Contact Hours per Semester: 64

State Approval Code: 32.0108.59 12

Class Section Meeting Time:

Core Components and Related College Student Learning Outcomes

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. Yes No If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course:**

Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information

___ CT1: Generate and communicate ideas by combining, changing, or reapplying existing information

___ CT2: Gather and assess information relevant to a question

___ CT3: Analyze, evaluate, and synthesize information

Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

___ CS1: Develop, interpret, and express ideas through written communication

___ CS2: Develop, interpret, and express ideas through oral communication

___ CS3: Develop, interpret, and express ideas through visual communication

Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

___ EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion

___ EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

___ TW1: Integrate different viewpoints as a member of a team

___ TW2: Work with others to support and accomplish a shared goal

Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making

___ PR1: Evaluate choices and actions and relate consequences to decision-making

Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

___ SR1: Demonstrate intercultural competence

___ SR2: Identify civic responsibility

___ SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes: The purpose of this course is to enable students to achieve TSI compliance and to develop college-level reading and writing skills.

Learning Outcomes—from the ACGM Catalog:

After studying all materials and resources presented in the course, the student 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.

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives section of this syllabus.

Students in all sections of this course will learn the following content:

1. Students in all sections of INRW 0302 will be required to write a minimum of 1500 words.
2. The 1500-word requirement includes both expository and argumentative writing. Expository modes may include a combination of some of the following: narration, description, process, definition, exemplification, division/classification, comparison/contrast, and cause and effect.
3. Students will be required to read assigned materials and respond to those materials orally and/or in writing.
4. Students may be required to complete exercises on grammar, punctuation, usage, etc., and to pass a test over this material as part of the course requirements.
5. Students will be required to complete 16 hours of assigned coursework in the Weaver online reading lab.

Methods of Instruction/Course Format/Delivery:

INRW 0302 is taught in a writing lab for both face-to-face and hybrid classes. Online INRW 0302 classes are delivered through the Canvas learning management system. Face-to-face classes and hybrid classes include the use of Canvas as an enhancement to the course.

Students are instructed in methods of developing various types of sentences, paragraphs, and essays. Instruction may include lecture, assigned readings, oral and/or written responses to readings, both in-class and out-of-class writing, peer evaluation, revising and editing, journal assignments, and practice exercises over grammar/punctuation/usage topics. Completion of assigned coursework in an online reading lab is also required.

Instructor-assisted writing in a computer lab is an essential component of the face-to-face and hybrid versions of the course. Online students interact with the instructor and with other students through email, discussion boards, chat rooms, and peer editing requirements. Online instructors determine requirements and methods of submitting drafts of essays and receiving feedback on assignments.

Major Assignments and Methods of Assessment: The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments:

Essays and other written assignments: Assignments include expository paragraphs and essays consisting of narration, description, comparison/contrast, definition, or other expository forms, and argumentative works (minimum 1500 words combined for assignments). The *Minimum Grading Standards for ENGL 1301* (included in the Appendix below) may be used to evaluate essays.

Daily assignments: Daily work may include short in-class assignments/activities, oral and/or written responses to assigned readings, drills and/or quizzes over sentence mechanics, self-evaluations of essay assignments, peer evaluations of essay assignments, essay corrections, and other assignments/activities not included in the essay grade category. Also, exercises in grammar and punctuation chosen by the instructor may be required.

Exams: Mid-term and final exams are required and will include a paragraph/essay and/or grammar/punctuation test.

Online reading lab: At least sixteen hours of coursework in the online Weaver reading lab is required.

Assessment:

Daily Assignments/Quizzes	30%
Paragraphs/Essays	30%
Weaver Reading Modules	20%
Midterm and Final Exams	20%

Course Grade: The grading scale for this course is as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: Below 60%
- Q: 0-60% (and meets guidelines below)

Option: Students may retake the TSI Assessment and gain TSI Complete status by passing the Reading and Writing sections of the assessment. Students who pass those sections may choose to withdraw from the course immediately and receive either their current grade or a W. Alternatively, they may choose to finish the semester and receive the grade earned based on the grading schedule.

Students must achieve a grade of C or higher to qualify for the next higher-level course.

Q Grade: Students who fail to master the educational objectives of the course but complete the semester showing progress in the discipline will be assigned a Q grade. This grade will prevent a student from receiving a grade of F. To receive the Q grade, a student:

1. Must have no more than 5 absences to a MWF class or no more than 3 absences to a TR class.
2. Must have no more than 5 unresolved tardy marks.
3. Must have at least 90% of the required lab time.
4. Must have completed at least 90% of assigned work.

5. Must not have violated the Academic Dishonesty policy published in this syllabus.

If a student is awarded a “Q” s/he must repeat the same course the next long semester or retake and pass a TSI assessment before the next long semester begins. The repeated class will receive the grade earned, but the “Q” from the previous semester will not be amended. Students who are TSI deficient in two or more areas may not skip a semester if a grade of “Q” is earned.

Receiving a “Q” can only occur once per preparatory class.

Texts, Materials, and Supplies: Langan, John. *The Reading-Writing Connection*. New Jersey: Townsend Press, Inc. 2013. ISBN # 978-1-59194-301-3

Weaver Reading Program (This subscription is provided as part of the course.)

Attendance: From Panola College’s student handbook, *The Pathfinder*, p. 9:

Regular and punctual attendance of classes and laboratories is required of all students. When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may withdraw the student for non-attendance after s/he has accumulated the following number of absences:

Fall or spring semesters:

5 absences, MWF classes

3 absences, TR classes

2 absences, one-day-per-week class

Summer Sessions:

2 absences, four-days-a-week classes

2 absences, two-evenings-a-week classes

Withdrawing from class: Students are responsible officially withdrawing from classes. A student who stops attending a class without withdrawing will be given a failing grade.

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

Appendix:

The document below, *Minimum Grading Standards* (for English 1301) may be used to evaluate essays in this course. These standards may be modified for shorter assignments such as paragraph-length assignments. In addition, these are considered end-of-course standards, and may be applied by individual instructors accordingly. These standards also apply to other English courses (1302, 2311, 2322, 2323) and some Preparatory English courses.

Minimum Grading Standards

To be considered passing, an essay written in English 1301 must exhibit that the student writer has followed both oral and written instructions, organized the paper coherently, developed it with significant content, and written in correct grammatical form.

- A passing essay must be over a topic appropriate to the assignment. If the essay requires a minimum number of examples and points, then that minimum must be met.
- In argumentative and expository discourse, the essay must have a clearly discernible thesis sentence and related topic sentences.
- The paper must reveal some systematic pattern of organization based on or growing out of a central idea.
- The paper must offer specific support of the thesis (facts, examples, explanations, justifications, arguments,).
- The paper must be coherent.
- A passing essay may not contain any combination of three of these categories of errors:
 - one or more sentence fragments clearly not used for a specific effect or for generally recognized rhetorical and stylistic purposes
 - one or more fused sentences (run-on sentences)
 - one or more comma splices

By the end of the course, any paper which does not measure up to these standards should not be awarded a passing grade.

The following errors are considered insufficient alone to cause a paper to fail, unless the number is excessive:

- subject-verb agreement errors
- pronoun-antecedent agreement errors
- spelling errors or confusions between such common words as their-they're-there, its-it's, no-know, lose-loose-loss, affect-effect, and/or such everyday words as occurrence, occasion, receive, among (not an all-inclusive list)
- spelling errors of less than common words
- misuse of commas, other than the comma splice
- misuse of the apostrophe --other punctuation errors

- shifts in person
- shifts in verb tense
- shifts in voice
- misplaced modifiers