



# 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

**Contact Hours per Semester:** 48

**State Approval Code:** 32.0108.59 12

### Class Section Meeting Time:

**Alternate Operations During Campus Closure:** In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

### 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

### 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 ACGM):

After studying course materials and resources, 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:**

General descriptions of topics included in this course are listed in the Learning Outcomes section of this syllabus.

Students in all sections of this course will meet the following objectives with at least 70% mastery, as evidenced by performance on course assignments:

1. Write a minimum of 1500 words of expository and argumentative writing that may include a combination of the following: narration, description, comparison/contrast, definition, or other expository forms, and argumentative writing.
2. Read assigned materials and respond to those materials orally and/or in writing.
3. Practice standard English grammar, punctuation, and usage skills—may include individualized practice in an online language 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 writing skills, including both expository and argumentative writing, and are instructed in methods for improving reading skills. 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.

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.

**Technical Skill Requirements:**

Students enrolled in INRW 0302 should be able to:

- Use a web browser to access online reading lab
- Download and upload documents and files
- Access and use the Canvas Learning Management System and the online reading lab software
- Use Inbox within Canvas to communicate with instructor

**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 writing (minimum 1500 words combined for assignments). The *Minimum Grading Standards* (included in the Appendix below) will be used to evaluate essays. At least one full essay (500 words) is required for the course.

**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 and may be assigned in an online language lab.

**Exams:**

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

**Assessment:**

Daily Assignments/Quizzes/Support Lab	50%
Paragraphs/Essays	30%
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%

**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.**

**Texts, Materials, and Supplies:** No textbook is required for this course. An online reading lab and Canvas course materials are provided by Panola College.

**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.

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

**Other:**

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- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>
- 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 Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.

- Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in *The Pathfinder* or may request the form from the course instructor.
- 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*: <https://www.panola.edu/> (located at the bottom under students)

## Appendix: Minimum Grading Standards

The document below, *Minimum Grading Standards* will 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 INRW 0302 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 modifier



