

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Reading and English</u>
COURSE RUBRIC AND NUMBER	<u>INRW 0311</u>
COURSE TITLE	<u>Integrated Reading and Writing Course</u>
COURSE CREDIT HOURS	<u>3 3 :</u> Credits Lec Lab

I. Catalog Description

Integrates ENGL 0310 and READ 0309 in a lecture/lab approach designed to prepare students for college credit level classes by reinforcing essential knowledge of reading and writing strategies. Topics include 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-comprehension, vocabulary, and rate with foundational skills in writing a variety of academic essays. Successful completion of the course will include an exit reading level of twelfth grade/passing the Reading Exit Exam, passing the English Exit Exam and a grade of “C” or better in the course. This course may not be counted toward graduation requirements. **Prerequisite: ENGL 0309 with a “C” or better or by placement exam and READ 0308 with a “C” or better or by placement exam. (3:1).**

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Compose a variety of essays that demonstrate clear focus, the logical development of ideas in well-organized paragraph and essay formats, and the use of appropriate language that advances the author’s purpose.
- B. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
- C. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.
- D. Describe, analyze, and evaluate information across literary, expository, and persuasive readings.
- E. Explain how literary and other texts evoke personal experience and reveal character in narrative and expository texts.
- F. Edit and submit multiple drafts that reflect judicious use of self, peer, and instructor assessment.
- G. Practice and understand the difference between summaries, paraphrases, quotes, analysis and synthesis for the purpose of accurately using and documenting sources.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

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.

IV. Evaluation

A. Pre-assessment

Proof of having attained a passing grade in READ 0308 and English 0309 or placement in READ 0309 and English 0310. There is no challenge exam for English 0310. Students with questions regarding their placement in this course should contact the appropriate Dean.

B. Post-assessment

At the end of the course, the student must take an exit exam. A passing grade on the exit exam is 70%. If the student does not pass the first exit exam, he/she will be given a second similar exam. A student cannot be assigned a passing grade without scoring at least 70% on one of the two exit exams. The student must also have a passing grade on his/her coursework.. The instructor will require students to write both in-class and out-of-class 400-500 word essays, as well as two in-class reading exams and an out-of class reading project to be included in the class portfolio and presented to the class.. In addition, students must write at least two out-of-class essays. Instructors will facilitate peer-editing and encourage revisions as appropriate.. Students will also write at least two in-class essays, exclusive of the Exit/Appeal exams. The in-class essays should be appropriately spaced throughout the semester and use the same parameters and be of a similar type as those typically used in the Exit/Appeal Exam so that students are prepared for the experience of the Exit/Appeal exam. Opportunity for revision of these essays is up to the individual instructor. This same concept applies to the Reading Comprehension tests.

The instructor has the option of requiring more writing and reading assignments deemed appropriate.

C. The Exit Examination

1. All instructors are required to administer a timed, in-class exit exam to each English 0310 student on a prompt devised by the English Discipline. The prompt may take a variety of forms, but will generally require the student to narrow down a larger topic in order to explain a personal opinion or perspective related to it. All instructors must attend a special grading session during which the exams will be graded holistically. Faculty members will not be solely responsible for determining the success of their own students' exit exams.
2. Students who do not pass the Exit Exam will be allowed a second chance during an Appeal Exam administered during the final exam period. The same grading procedures will apply to the Appeal Exam.

D. Plagiarism is both intellectual theft and academic dishonesty and will not be tolerated. Any work that is plagiarized could result in failure of the course. See the Student Handbook.

E. Remediation

1. In-class or out-of-class revisions of essays and other writing assignments are strongly encouraged so students can learn by minimizing their weaknesses and maximizing their strengths. Students are encouraged to use the Writing Centers, located at most campuses, for this purpose.

2. Make-up work and retakes of quizzes may be provided at the instructor's discretion.
3. Students needing assistance with problems related to English 0310 should contact their instructor.

F. Grading Assignment Weight

- Reading and Writing Evaluation/Portfolio 60%
 - ✓ Comprehension/structure/vocabulary/making inferences
 - ✓ Online/in-class discussions to address drawing conclusions, main ideas
 - ✓ Journal writing –Summary-Reflection-Evaluation-Analysis-Paraphrase
 - ✓ 4 Essays utilizing a variety of organizational patterns or purposes
 - ✓ Grammar Editing and Proofreading Activities
 - ✓ Participation (Literary Analysis, journals, portfolio, quizzes, CAI)
 - ✓ Midterm (Essay & Reading Skills Test)

- Final Evaluation 20%
 - ✓ Recommendation-Students read and annotate an unfamiliar text and write an essay in response to that text. This end-of-course evaluation will be developed in alignment with Discipline requirements and SLOs for both Reading and English Disciplines. Existent SLOs reflect CCRS and THEA already.
 - Identify Main Content Points
 - Identify Organizational Patterns
 - Utilize Context Clues to Understand Vocabulary
 - Draw Conclusions/Make Inferences
 - Connecting text content to Prior Knowledge

- LAB and Participation 20%
 - ✓ Lab
 - ✓ Participation

Note: This course must be passed with the grade of “C” or better before it can be used as a prerequisite for college level courses.

G. Grading Scale

A= 90 - 100	I= Incomplete
B = 80 - 89	W= Withdrew/Withdrawn
C = 70 - 79	
F = below 70 in coursework and/or not passing the Exit Exam	

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information..