

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>English</u>						
COURSE RUBRIC AND NUMBER	<u>INRW 0111</u>						
COURSE TITLE	<u>Non-Course Based Option for Integrated Reading and Writing</u>						
COURSE CREDIT HOURS	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">1</td> <td style="text-align: center; border-bottom: 1px solid black;">1</td> <td style="text-align: center; border-bottom: 1px solid black;">: 0</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	1	1	: 0	Credits	Lec	Lab
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Credits	Lec	Lab					

I. Catalog Description

INRW 0111 is Non-Course Based Option (NCBO) support course for students whose assessment indicates that they can succeed in a transfer level course with co-enrollment into INRW 0111 during the same semester. Students who place into INRW 0111 will take ENGL 1301 concurrently. Each student enrolled in INRW 0111 will have an Individualized Study Plan (ISP) developed by the instructor and based on an individual skills evaluation that defines their specific learning goals and objectives as well as mandatory scheduled hours of intensive instruction in writing and textbook reading with computer-assisted instruction. Identified contact hours are 16. May not be counted toward graduation requirements. The course is graded pass-fail. The student may be exempted, without receipt of credit, from INRW 0111 by achieving the minimum scores on one of the state approved testing instruments, as required by the Texas Success Initiative.

Prerequisite: By TSIA placement exam. Corequisite: ENGL 1301. (1:0).

II. Course Objectives

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

- A. Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively.
- B. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style.
- C. Demonstrate knowledge of individual and collaborative writing processes.
- D. Develop ideas with appropriate support and attribution.
- E. Write in a style appropriate to audience and purpose.
- F. Read, reflect, and respond critically to a variety of texts.
- G. Use Edited American English in academic essays.
- H. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across field/subject specific texts.
- I. Comprehend and use field/subject specific vocabulary effectively in oral communication, reading, and writing.
- J. Comprehend, organize, store, and recall the key information presented in textbooks and other printed materials.
- K. Adjust reading rate and level of comprehension to suit the purpose for reading and the material being read.
- L. Improve field/subject specific comprehension through the use of writing-to-learn strategies, such as outlining, paraphrasing, mapping, summarizing, and synthesizing, which will improve comprehension and retention.

III. THECB Learning Outcomes (AGCM)

- A. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

- B. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
- C. Identify and analyze the audience, purpose, and message across a variety of texts.
- D. Describe and apply insights gained from reading a variety of texts.
- E. 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.
- F. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
- G. 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.
- H. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- I. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
- J. Recognize and apply the conventions of standard English in reading and writing.

IV. Evaluation

A. Pre-assessment: During the first week of class, instructors should check each student's placement scores; those who do not qualify should be sent back to admissions.

B. Post-assessment

1. Instructors will develop each student's ISP based on assessment results.
2. Instructors, working with lab staff, will schedule each student in lab and study facilities, providing intensive instruction and referral to appropriate college resources as needed.
3. Instructors may adjust the ISP at any point in the semester based on student performance and likelihood of achieving student's goals and objectives.
4. Instructors will determine the weight of each graded assignment.
5. Instructors, working with lab staff, will be responsible for recordkeeping, for each assigned class group.
6. Instructors, working with lab staff, will monitor student performance and attendance, adjusting the ISP for student success.

C. 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.
2. Students needing assistance with problems related to INRW 0111 should contact their instructor.

D. Grading Scale

Pass (70 or above)	I = Incomplete
Fail (below 70)	W = Withdrew or Withdrawn

E. Plagiarism

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.

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).

V. 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.