

**El Paso Community College
Syllabus
Part II
Official Course Description**

SUBJECT AREA	<u>Reading and English</u>						
COURSE RUBRIC	<u>INRW 0311</u>						
COURSE TITLE	<u>Integrated Reading and Writing</u>						
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>0</u></td> </tr> <tr> <td style="text-align: center;">Credit</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>3</u>	<u>0</u>	Credit	Lec	Lab
<u>3</u>	<u>3</u>	<u>0</u>					
Credit	Lec	Lab					

I. Catalog Description

Integrates developmental English and Reading 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 includes a common essay exam, portfolio, 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 READ 0308 with a “C” or better or by placement exam. (3:0).**

II. Course Objectives

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

- A. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information across and within 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 and writing 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. Utilize content area reading through exposure to contextualized reading and writing instruction and strategies.
- H. 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.
- I. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- J. Develop and use effective reading, grammar, and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
- K. Recognize and apply the conventions of Standard English in reading and writing.

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.
11. Apply contextualized reading and writing strategies to increase success in content area courses.

IV. Evaluation

A. Pre-assessment

Proof of having attained a passing grade in READ 0308 or ENGL 0309 or by placement exam, as requested by the instructor. Students with questions regarding their placement in this course should contact their counselors.

B. Post-assessment

1. The faculty member will require students to read and write various texts.
 - a. Students must demonstrate mastery of reading and writing skills through a variety of methods, such as essays and other written texts based on reading assignments and composed in a portfolio, reader responses, reading logs, projects, presentations, quizzes, or exams. Faculty members may allow students to peer-edit and revise as appropriate.
 - b. Students must complete at least five writing assignments of at least 400-500 words, such as essays (including the common essay).
 - c. Reading selections will be used for writing assignments and writing assignments will be used to gain reading skills.
 - d. An online lab application may be used by the faculty member's discretion.
2. To receive credit for the course, students must have a passing average of C or better in the course.

C. The INRW Common Essay and Portfolio

1. All faculty members are required to administer a 100-minute in-class common essay to each INRW 0311 student. The common essay will count for 10% of the student's semester average and will be group graded by the English and Reading disciplines. A non-passing essay will receive a grade of 0; passing essays will be assigned an appropriate grade by the instructor. The student will be addressing a prompt developed by the English and Reading disciplines based on a reading that is at the 12th grade reading level. The prompt may take a variety of forms, but it will generally require the student to form an argument based on the reading. After faculty members receive the common essay reading and prompt, along with detailed instructions, from the Common Essay committee, they will distribute the reading and prompt to their students. This should take place prior to the final week of class to allow time for students to read, to annotate, and to brainstorm ideas. Faculty members are also encouraged to have class discussions or other activities to help students understand and engage with the reading and prompt.
2. All faculty members are required to have students compile a portfolio of their semester's work. The portfolio's methodology and design will be the faculty member's discretion.

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

At the faculty member's discretion, students may be allowed to rewrite papers or retest for higher grades. Make-up work and retakes of quizzes may be provided at the faculty member's discretion. Students seeking additional help may obtain tutoring assistance from one of the Writing Centers, located at most campuses.

F. Grading Scale

Note: This course must be passed with the grade of "C" or better before it can be used as a prerequisite for English 1301.

A=	90-100	I=	Incomplete
B=	80-89	W=	Withdrew/Withdrawn
C=	70-79		
F=	below 70 in coursework		

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 documentations are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NW 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.