

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 (M)</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;">:</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></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.

III. 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.
 - 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 Portfolio

All faculty members are required to assign students a portfolio documenting their semester's work. Along with housing their INRW essays (and any other class content such as notes and in-

class assignments), portfolios provide an occasion for students to reflect on what they learned in the course. By identifying specific readings and assignments, this reflection invites an introspective examination of how their writing process, reading comprehension, and analytical skills evolved over the course of the semester. The portfolio's overall grading methodology, grade percentage, and design (e.g., an electronic portfolio instead of a binder or notebook, aesthetic elements, etc.) are at 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		

IV. **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).

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.

VI. **Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.