

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Reading and English</u>								
COURSE RUBRIC AND NUMBER	<u>INRW 0312</u>								
COURSE TITLE	<u>Discipline Focused-Integrated Reading and Writing</u>								
COURSE CREDIT HOURS	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">3</td> <td style="text-align: center; border-bottom: 1px solid black;">3</td> <td style="text-align: center; border-bottom: 1px solid black;">:</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></td> <td style="text-align: center;">Lab</td> </tr> </table>	3	3	:	0	Credits	Lec		Lab
3	3	:	0						
Credits	Lec		Lab						

I. Catalog Description

Integration of critical reading and academic writing skills. Successful completion of this course if taught at the upper (exit) levels fulfills TSIA requirements for reading and/or writing. Students in this course must be co-enrolled in a content area. Course completion will be designated on a final average of 70% or above.
Prerequisite: Placement by TSIA or completion of INRW 0310 with a “C” or better. (3:0).

II. Course Objectives

Upon satisfactory completion of this course, the student at a minimum level at 70% will be able to:

- A. Apply critical reasoning skills to respond to writing assignments and evaluate college-level reading material.
- B. Utilize reading and writing skills to support content area activities and assignments.
- C. Comprehend and utilize content vocabulary effectively in oral communication, reading, and writing.
- D. Identify stated and implied main ideas of paragraphs and passages.
- E. Identify ideas that support, illustrate, or elaborate the main ideas of a passage.
- F. Identify author's use of language.
- G. Distinguish between statements of fact and opinion.
- H. Assess the credibility and objectivity of the writer or source of written material.
- I. Make inferences and draw conclusions from information stated or implied in passage.
- J. Apply study skills to reading and writing assignments.
- K. Utilize rhetorical strategies for reading and writing situations.

III. THECB Learning Outcomes

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. Develop writing assignments to enhance content instruction and learning.

IV. Evaluation

A. Pre-assessment:

TSI placement score.

B. Post-assessment:

Successful completion of content course.

C. Grading Assignments and Criteria:

Grades will be assigned according to the criteria that follows:

	<u>Weighing</u>		<u>Grading Scale</u>	
Assessment	20%		A= 90-100	I =Incomplete
			B= 80-89	W=Withdraw
Attendance	30%		C= 70-79	
			F=Below 70	
Reading Content Assignments	25%			
Writing Content Assignments	<u>25%</u>			
	TOTAL	100%		

D. Attendance, Course Pursuit, Classroom Management, and Reinstatement

1. Attendance:

- a. Students are expected to attend classes regularly beginning the first day of class. An accurate record of student attendance will be kept by the instructor. It is the student's responsibility to consult with the instructor regarding absences. **Students can be dropped after six hours of absence.** Attendance records are considered and reported to the Registrar's Office whenever the instructor initiates a drop.
- b. Instructors are authorized to refuse to admit students to class who are tardy when such admittance would be disruptive to activities in progress (e.g. examinations and structured activities).

2. Course Pursuit:

A student may also be dropped from a course for: (1) disruptive behavior or (2) failure to produce sufficient course assignments required for grading such that it has become evident that the student is no longer in active pursuit of the course objectives.

3. Classroom Management:

It is the instructor's responsibility to maintain an environment in the classroom which is conducive to learning and class participation by all students. Unruly and uncooperative behavior by any student will not be tolerated (student should refer to the *Student Code of Conduct*). The instructor has full authority to deny a student admittance to class for reason of disruptive behavior. Only persons who are registered and enrolled as students in the class are authorized admittance.

Reinstatement:

The student may seek reinstatement through written appeal. The appeal must be directed to the instructor within ten days from the date of the drop. If the instructor denies the appeal, further appeal may be made directly to the appropriate Dean

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.

VII. 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.