

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	Reading and English								
COURSE RUBRIC AND NUMBER	INRW 0310								
COURSE TITLE	Fundamentals of Integrated Reading & Writing								
COURSE CREDIT HOURS	<table border="0" style="margin: auto;"> <tr> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">:</td> <td style="padding: 0 10px;">0</td> </tr> <tr> <td style="padding: 0 10px;">Credits</td> <td style="padding: 0 10px;">Lec</td> <td style="padding: 0 10px;">Lab</td> <td></td> </tr> </table>	3	3	:	0	Credits	Lec	Lab	
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Credits	Lec	Lab							

I. Catalog Description

Integrates base level reading and writing to prepare students for INRW co-requisite support course (INRW 0311 or INRW 0312) 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. This course integrates fundamental reading comprehension skills, vocabulary, and rate, with foundational skills in writing a variety of academic essays. Successful completion of the course includes a portfolio, reading assignments, and paragraph to short essay documents, and a grade of “C” or better. This course may not be counted toward graduation requirements. **Prerequisite: Placement by TSIA2 or equivalent. (3:0).**

II. Course Objectives

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

- A. Write sentences that are structurally, grammatically, and mechanically correct and that are appropriate for situation, purpose, and audience.
- B. Write a variety of sentence types by appropriately using different means of subordination and coordination.
- C. Identify and correct sentence errors such as fragments, run-ons, and comma splices.
- D. Identify directly stated and implied main ideas of paragraphs and passages.
- E. Develop an understanding of and be able to apply basic rules of grammar and mechanics appropriate to this level of writing.
- F. Follow an effective writing process to complete paragraph-length compositions with a variety of structures.
- G. Use the context of a passage and structural analysis to determine the meaning of words with multiple meanings, unfamiliar and uncommon words and phrases, and figurative expressions.
- H. Write paragraphs and “mini-compositions” (written pieces that can be reflective, informative, analytical, summary, or descriptive in response to, or incorporating, an appropriate reading selection) that meet acceptable grammatical and mechanical standards and that are unified, well organized, coherent, and adequately developed.
- I. Recognize how essays are structured and how paragraphs relate to essays.
- J. Analyze readings for structure, meaning, purpose, and point of view and use them as models for writing.
- K. Make inferences and draw conclusions from information stated or implied in passages.

III. Evaluation

A. Placement:

1. Incoming students are placed based on institutionally determined criteria.

B. Remediation

Students who need special assistance with writing problems or other problems related to the course should consult the instructor. Rewrites, make-up work, and retakes will be provided at the discretion of the instructor. In order to master basic writing skills, students are urged to use a computer-assisted instruction program, such as Edgenuity or Grammarly, one (1) hour per week or twelve (12) hours over the course of the semester. However, the instructor *may require* students to use Edgenuity, Grammarly, or to get other types of tutoring assistance. If students use Edgenuity, Grammarly, or get tutoring, such work will normally be done independently rather than as a class activity, and students will be expected to schedule these activities on their own. Specific policies are listed in each instructor's syllabus.

The EPCC Writing Centers: Students are encouraged to visit EPCC Writing Centers for writing assistance throughout the semester. The centers' goal is to help students grow and improve as writers during any stage of the writing process. Tutors work one-on-one with students to provide guidance, feedback, and help students find their voice through the written word. For more information about writing tutoring services and resources at all campuses, visit: www.epcc.edu/Services/WritingCenter

C. Course Requirements

1. Students will be expected to write a minimum of eight (8) paragraph-length compositions of approximately 150-200 words, each based on readings selected by the instructor. By the end of the course, the student should write several two- and three-paragraph-long compositions based on readings to transition successfully to reading/comprehending sources and writing essays in INRW 0311 or INRW 0312. These multi-paragraph mini-composition grades can substitute for paragraph grades. All eight (8) writing assignments should count at least 50% of a student's grade. The grades on the compositions should be progressively weighted to give more importance to each successive paragraph.
2. The instructor may also require a journal, quizzes, grammar exercises, vocabulary-building exercises and/or the completion of twelve hours of computer-assisted instruction totaling as much as 30% of the student's grade.
3. Over the course of the semester, the student will study basic rules of grammar and mechanics appropriate to this level of writing.
4. Upon completion of all the above coursework, students will take a final exam. The final exam activity is determined by the instructor.
5. Grading Scale

Note: This course must be passed with the grade of "C" or better before it can be used as a prerequisite for INRW 0311 or INRW 0312.

A = 90 – 100	I = Incomplete
B = 80 - 89	W = Withdrew or Withdrawn
C = 70 - 79	
F = below 70	

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 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.

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.