

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 & Writing</u>
COURSE CREDIT HOURS	<u>3 3 :</u> Credit Lec Lab

I. Catalog Description

Integrates developmental Reading and Writing 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. 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, and a grade of “C” or better. May not be counted toward graduation requirements. **Prerequisite: Placement by TSIA2 or equivalent; OR completion of INRW 0310 with a “C” or better. (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.
- L. Apply contextualized reading and writing strategies to increase success in content area courses.

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.

IV. Evaluation

A. Pre-assessment

Proof of having attained a passing grade in INRW 0310 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 support students in the companion/co-requisite ENGL 1301 course to maximize students' likelihood of successfully completing ENGL 1301.
 - 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 also answer follow-up questions from the ENGL 1301 course.
 - b. Students must complete at least four writing assignments of at least 700 words, such as essays. These are the same essays assigned in ENGL 1301. Faculty members will assist students with their ENGL 1301 essays in this course, including brainstorming ideas for writing and guiding students to revise and edit as appropriate. Faculty members may require students to write additional short papers that reinforce ENGL 1301 content or prepare students for what will be discussed in ENGL 1301.
 - c. Reading selections will be used for writing assignments and writing assignments will be used to gain reading skills. The majority of reading selections and writing assignments will originate from the ENGL 1301 course. Faculty can facilitate discussions and activities of these reading selections and writing assignments to help students gain mastery of the ENGL 1301 content.
 - d. Faculty members will emphasize successful college student behaviors and provide just-in-time interventions to help students progress in ENGL 1301.
 - e. An online lab application may be used by the faculty member's discretion.

- f. Final Examination: All INRW 0311 instructors must meet their classes during the scheduled two-hour final examination period and administer an appropriate activity.
- g. The INRW Portfolio: All faculty members are required to assign students a portfolio documenting their semester's work. Along with housing their ENGL 1301 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.

2. To receive credit for the course, students must have a passing average of C or better in the course.

C. **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.

D. 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.

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

E. 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.

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.