



**SUL ROSS STATE UNIVERSITY  
ACADEMIC CENTER FOR EXCELLENCE  
ENG 0310**

**COURSE TITLE:** Integrated Reading and Writing Skills  
**YOUR SECTION #/TIME:** ED 0310-:DE1 11:00-12:15  
**INSTRUCTOR'S Office:** FH 208  
**INSTRUCTOR'S E-MAIL:** [cgarcia@sulross.edu](mailto:cgarcia@sulross.edu)

**CLASSROOM:** FH203  
**YOUR INSTRUCTOR:** Chris Garcia  
**INSTRUCTOR'S PHONE #:** 432-837-8338  
**INSTRUCTOR'S OFFICE HOURS:** FH 208,  
Monday&Wednesday 1:45-2:45 pm,: Tuesday & Thursday 12:15 pm-1:45  
pm and by appointment.

**CREDIT HOURS:** 3

**LECTURE HOURS:** 3

**PLACEMENT: TSIA:** Reading score of 346-350 **AND/OR** Essay score of 4 if multiple choice is 362 or lower.

**CATALOG DESCRIPTION:**

**English:** 0310 Integrated Reading and Writing Skills (3-0). This course is designed for students whose score on an approved assessment instrument does not meet minimum requirements on the writing and/or reading portion of the assessment. The focus of the course will be on 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 preparation in basic academic reading skills with basic skills in writing a variety of academic essays. Credit in this course cannot be used to satisfy requirements for any degree.

**TEXTBOOK:** *The Norton Sampler of Short Essays for Composition* by Thomas Cooley 8<sup>th</sup> edition.

**SUPPLIES:** Internet access and Sul Ross e-mail account (additional supplies may be required by your instructor)

**GENERAL LEARNING OUTCOMES:**

After completing this course, the student should be able to demonstrate competency in the following:

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 reading and writing.

**COURSE REQUIREMENTS:**

See your instructor's syllabus addendum for specific requirements.

**METHOD OF EVALUATION:**

See your instructor's syllabus addendum for specific requirements.

**ACADEMIC ETHICS:** Please remember that real success comes from learning how to do the work yourself. Your instructors believe that you are an honest individual and expect that all of the work that you do results from your own efforts. You know that a college education costs too much for you to waste your time trying to beat the system rather than figuring out how to learn the material. You know that any form of cheating is dishonest and it makes you look very bad. Your instructor will have specific responses to any academic dishonesty that s/he may encounter. A repeated instance of academic dishonesty may result in your situation being forwarded to the Dean of Student Life. Please see the *SRSU Student Handbook* for a more complete discussion of academic honesty.

**ATTENDANCE POLICY:** Sul Ross State University and the State of Texas require each student liable for any portion of the Texas Success Initiative (TSI) to attend and participate in developmental coursework. If you fail to attend and/or participate, you will earn an “F” for the course. Also, it is a course requirement that you take the mid-term and final exams. Failure to do so will result in your earning an “F” for the course.

If you must be absent, you are responsible for finding out what was covered and assigned in class in order to be prepared when you return to class. According to the University catalog, p. 71, “When a student has to miss class due to an authorized University activity, it will be the responsibility of the student to notify the instructor of the class in advance [and to complete all assignments] within a reasonable time and at the convenience of the instructor.”

If you are absent from class, you will want to contact a classmate and get the notes that you missed.

Class Member: \_\_\_\_\_  
Phone #: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Class Member: \_\_\_\_\_  
Phone #: \_\_\_\_\_ E-Mail: \_\_\_\_\_

**CELL PHONES:** Cell phones going off during class are disruptive. Be a considerate class member. Turn off your cell phone before class begins and keep it turned off throughout the class period. If you feel that you have an emergency situation that requires your phone being left on, speak with your instructor before class. Should you fail to silence (including the “vibrate” function) your phone, you risk being counted absent.

**COURSE COMMITMENT:** You will make the decision about how long it takes you to clear your developmental requirement. Please keep these thoughts in mind:

- 1) Your registration in this course is the result of *your* test scores and, at this time, those scores do not indicate that
- 2) you could be successful in a reading/writing intensive college level class. We want you to be successful in your college level courses, so learn everything that you can in this class.
- 2) It costs as much to take this class (at least \$564.50) as it does to take any other SRSU three-hour course. Yet you know that this course does not count towards your degree. You will save a lot of money and time if you decide to clear your developmental requirement as quickly as possible.
- 3) You are the only one who can make the commitment to be successful in this class. You will decide how much time you spend doing homework, asking your instructor questions, and visiting with a tutor. So come to class and complete this course with a grade of “C” or better this semester.

**STUDENT ASSISTANCE:** Tutors are available in the Academic Learning Center, Ferguson Hall 213, free of charge. Please check with the Academic Learning Center for hours and days of tutor availability.

**STUDENTS WITH DISABILITIES:** If you have a disability and need an accommodation, you should contact the Counseling and Accessibility Center located in Ferguson 112 (432-837-8203). You are responsible for presenting to the instructor any accommodation letter(s) and instructions.

**TEXAS SUCCESS INITIATIVE (TSI) ADVISING:** As a developmental education student, you have a TSI hold on your records. In order for you to register for the next semester, you must see a TSI advisor in Lobo Den once registration has begun for the next semester. Lobo Den is located in Lawrence Hall and the phone number is 837-8982.



**Developmental Reading**  
**Spring 2015, Eng 0310:DE1, 11:00-12:15, FH 203**  
**Chris Garcia**

**Email:** [cgarcia@sulross.edu](mailto:cgarcia@sulross.edu)

**Phone:** 432-837-8338

**Office Hours:** FH 208, Monday & Wednesday 1:45-2:45 pm, Tuesday & Thursday 12:15-1:45 pm and by appointment.

**TEXTBOOKS:** *The Norton Sampler of Short Essays for Composition* by Thomas Cooley 8<sup>th</sup> edition.

**SUPPLIES:** Paper, pen, pocket folder to keep handouts,

**Class Conduct:** Please be respectful to both the other students in the classroom and to your instructor. I have a zero tolerance policy toward bad classroom behavior. Problem students will be dropped from my course, and I will also recommend that you be expelled from the university.

**Attendance Policy:** Class attendance is mandatory and crucial to succeed in this course.

If you attend class twice a week, you will be dropped from this course with an "F" after the sixth absence. If you attend class three times a week, you will be dropped from the course with an "F" after the ninth absence. Three tardies count as one absence, so please come to class, and be on time. Students who are sleeping in class will be marked as absent. Students who sit and do nothing when in-class work is assigned will be marked as absent. Students who leave the classroom for extended periods of time will be marked absent, and students using cell phones or other electronic devices in class will be marked absent. If you come to class and do your work, you will learn and succeed in this course.

**The Learning Center and Tutor Policy:** Tutors will be available in the learning center (FH 213) for students requiring their services.

**Cell Phones and Electronic Devices:** Interruptions from cell phones or other electronic devices will not be tolerated. My suggestion is that you do not bring these devices into the classroom. If you do bring one to class, I will require you to turn it off at the beginning of class. Repeat offenders will be asked to leave the class, marked absent, and receive a zero on the next exam, as well as have a meeting set up with the Dean of Student Life. If the problem still persists, the university police will be called and you will be escorted out of class by a campus police officer.

**Participation and Attentiveness:** You are expected to actively participate in this class. I will not let you treat this course as a spectator sport.

**Dean of Student Life:** If you experience other problems that may affect your studies, or you plan on being absent from school for an extended period of time, please contact the Dean of Student Life office in the University Center 211, 837-8037.

**Excused Absences:** Only school functions and emergencies that are recognized by the Dean of Student Life may be excused. If you are going on a school function, you must notify me a least one week prior to that function. Students participating in athletics must provide me with a schedule of events. If you have some kind of emergency, I must receive notification from the Dean of Student Life or it will **not** be excused.

**Grading:** The following is a breakdown of the grading system. Work turned in for a skill that has already been completed will **not** be accepted. It is **your** responsibility to find out what the assignments are if you are absent. Tests can be given any day of the week, so please be here.

**Quizzes:** Given periodically on reading assignments, grammar skills and writing skills.

**Homework/Participation:** Every student starts out with 100 points for the Homework/participation grade. For each missed homework assignment, I will deduct 5 points from your 100. I will also deduct 5 points from your next exam. After the third offense,

you will receive a zero on the next exam. My hope is that the penalty for not doing homework is so great that you will in fact do it. Sometimes I will collect the homework, other times I will go around the class and check it. I will also call on you to see if you have done it. If you don't have it done, just tell me you don't have it done. Remember, it is **your** responsibility to find out what the assignments are if you are absent. Never use the excuse, "I wasn't here," when called on to answer a problem. If you are absent, find out what you've missed by contacting another student in the class or me.

Participation will be taken into account on a weekly basis. Two points will be deducted each week from students that do not participate in class. Homework/Participation will make up **ten percent** of your grade.

**Attendance:** Every student starts out with 100 points for attendance. After two absences, ten points will be deducted for each subsequent absence. After two tardies, five points will be deducted for each subsequent tardy. Attendance will make up **ten percent** of your grade.

**Final Exam:** The final exam will make up **ten percent** of your grade. It will cover a writing and reading element.

**Class Structure (A typical class day):** The only way to truly become a better reader and writer is to *read and write*, so we will be doing a lot of reading and writing. This course is going to be a mixture of self-paced learning, lecture, and one-on-one help. We will be learning the skills necessary to become better readers and writers, so you may apply them to college intensive reading courses.

**The TSIA Exam:** You may elect to take the TSIA exam any time during the course. If you pass, you will no longer be required to attend this course and will receive an "A" for the course.

**Extra Credit:** These points will be placed on your exams and quizzes. Extra credit will be given to students for attending the Academic Enhancement Seminars. You will receive 5 points for each seminar you attend. Students attending 14 or more Academic Enhancement Seminars will have their lowest two quiz scores dropped! Other extra credit opportunities will be given throughout the semester.

**Final grade:**

Essays	50 %
Quizzes	20%
Home Work/ Participation:	10%
Attendance:	10%
Final Exam	10 %

A=90-100, B=80-89, C= 70-79, PR=69 and below with diligent effort, F= 69 and below

## Tentative Schedule

T-1/20	Introductions to course and each other.
R-1/22	The Elements of Fiction
T-1/27	Applied Elements of Fiction
R-1/29	<i>The Norton Sampler</i> ; Vocabulary in Context
T-2/3	The Reading Process and the Writing Process; Purpose
R-2/5	Descriptive Essay: Prewriting and Drafting; Main Ideas, Thesis and Theme
T-2/10	<i>The Norton Sampler</i> .; Main Ideas
R-2/12	Descriptive Essay: Revision; Implied Main Ideas
T-2/17	<i>The Norton Sampler</i> ; Supporting Details
R-2/19	Descriptive Essay: Editing; Supporting Details
T-2/24	<i>The Norton Sampler</i> ; Relationships (Patterns of Organization)
R-2/26	Narrative Essay: Pre-write and Draft; Relationships (Patterns of Organization)
T-3/3	<i>The Norton Sampler</i> ; Narrative Essay: Revision, Edit
R-3/5	Narrative Essay: Final Draft;; Relationships (Patterns of Organization)
T-3/10	Process Analysis Essay Pre-write, rough; <i>The Norton Sampler</i>
R-3/12	Mid-Term Quiz Process Analysis Essay revision; Inferences (Reading between the Lines); Apostrophes
T-3/24	Process Analysis Essay Editing; Inferences (Reading between the Lines)
R-3/26	<i>The Norton Sampler</i> .; Direct Quotations
T-3/31	Process Analysis Essay; Critical Reading (Fact or Fiction); In Class Writing
R-4/2	Short Story Assignment: Critical Reading (Fact or Fiction)
T-4/7	Process Analysis Essay: Final Draft;
R-4/9	Short Story Assignment;; In Class Writing
T-4/14	Comparison and Contrast: Prewriting
R-4/16	<i>The Norton Sampler</i>
T-4/21	Comparison and Contrast: Drafting; Comma Usage
R-4/23	Short Story Assignment; Comma Usage
T-4/28	Comparison and Contrast Final Draft; Short Story Assignment
R-4/30	What to expect on the final
T-5/5	Last day of class, Review
T-5/12	10:15 Final Exam