

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

**COURSE TITLE:** Integrated Reading and Writing Skills

**CLASSROOM:** FH203

**YOUR SECTION #/TIME:** \_\_\_\_\_

**YOUR INSTRUCTOR:** \_\_\_\_\_

**INSTRUCTOR'S Office:** \_\_\_\_\_

**INSTRUCTOR'S PHONE #:** \_\_\_\_\_

**INSTRUCTOR'S E-MAIL:** \_\_\_\_\_

**INSTRUCTOR'S OFFICE HOURS:** \_\_\_\_\_

**CREDIT HOURS:** 3     **LECTURE HOURS:** 3

**PLACEMENT:** 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:** Cooley, Thomas, ed. *The Norton Sampler: Short Essays for Composition*. 8<sup>th</sup> edition. New York: Norton, 2013.

**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, “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 writing requirement. Please keep these thoughts in mind:

1) Your registration in this course is the result of *your* writing test scores and, at this time, those scores do not indicate that you could be successful in an intensive writing college level class. We want you to be successful in your college level reading courses, so learn everything that you can in this class.

2) It costs as much to take this class (at least \$830) 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 reading 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.

**EXTRACURRICULAR ELIGIBILITY:** You will sign a contract with ACE that notes that if you do not pass all of your developmental education coursework this semester, or receive a grade of “PR” (ED 0200, ENG 0200, MATH 0200, ED 0300, ENG 0300, ENG 0310, MATH 0300, and/or MATH 0301), then you will not be eligible to participate in any extracurricular SRSU activities next long semester. Extracurricular activities include, but are not limited to, Student Government Association, Campus Activities, Athletics, and Rodeo.

**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.

**ENG: IRW**  
**(Integrated Reading and Writing)**  
**ENG 0310:DE1 TTh 8:00-9:15 FH 203**  
**ENG 0310:001 TTh 11:00-12:15 FH 211**

**Instructor:** Julie Vega

**Office and Phone:** FH 212; 837-8771

**Office hours:** MW 9:00-10:00 & 1:00-2:00; TTh 9:30-11:00 or by appointment

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

**Required Text:**

Cooley, Thomas, ed. *The Norton Sampler: Short Essays for Composition*. 8<sup>th</sup> edition. New York: Norton, 2013.

**Materials:** One spiral notebook (bring to every class period); Pen or pencil and extra paper  
\*\*DO NOT walk into class without all materials!! Always come to class prepared!!

**Course Description:**

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.

**Course Objective/ Learning Outcomes:**

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

11. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
12. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
13. Identify and analyze the audience, purpose, and message across a variety of texts.
14. Describe and apply insights gained from reading and writing a variety of texts.
15. 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.
16. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
17. 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.
18. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
19. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

Recognize and apply the conventions of standard English reading and writing.

**Attendance Policy:**

Class attendance is mandatory and crucial to succeed in this course. You are allowed 6 absences, after the 6th absence you will be dropped, and you will receive a grade of “F.”

**Academic Learning Center:**

The Writing Skills Lab is located in FH 213. Tutors are available to help you with any problems you may have with an assignment. Take advantage of this service any time you need help. The tutors are there to help you!

**Writing Center:**

The Writing Center is located in MAB 102. Graduate students are available to assist you with your essays.

**ADA (Americans with Disabilities Act):** Disabilities Accommodation- It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodation because of a physical, mental, or learning disability, please contact the Counseling and Accessibility Services Ferguson Hall, Room 112, 837-8203.

**Regulations for Academic Honesty:**

Each student must abide by rules and regulations published by the University. Following are the rules and regulations/policies for violation of academic honesty as stated in the *Student Handbook: Student Conduct and Discipline, Academic Honesty page 80*.

**ACADEMIC HONESTY**

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

“Cheating” includes:

1. Copying from another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one’s own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.

8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.

9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.

10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

Any violations in this course will be grounds for automatic "0" on the assignment with no possibility for makeup work. If the violation occurs a second time, student will be referred to the chair of the department for further review and action.

### **Course Requirements:**

This class is geared around helping you learn the basics of writing an essay not for the sole purpose of passing a test, but to also help you become a successful college student; therefore, you can expect to do a lot of writing and reading. Not all of it is going to be difficult, but you will be expected to do the best that you possibly can. I am not expecting perfection. What I do expect is for you to work hard at becoming a better writer. I want you to work on improving your weaknesses as a writer and building on your strengths. All assignments **MUST** be turned in during class on the day they are due. I will not accept any late assignments under any circumstances. **NO EXCEPTIONS!!!!** You know when you are going to be absent because of a school related activity, so you must turn in any and all assignments, take quizzes, or take tests **BEFORE** you are to be out.

- Attendance is mandatory as part of the course grade, but also and more importantly, to ensure understanding of material to be covered throughout the semester. Each student will begin with a 100 and for each absence, 5 points will be deducted from the grade. All SRSU related activities will not result in point deductions **ONLY** if the student lets me know **BEFORE** the absence (**No Exceptions and No Excuses**). If you come to class unprepared (pen/pencil, paper, English Grammar, journal), you will be asked to leave and you will receive an absence.

- You will be given a journal entry every class and you will have 15 minutes to write during class time. I expect you to use this time wisely. I will grade you on the number of entries you have compared to the number that were assigned. Hint: If you come to class each time and write the required one page you should easily get an A for your journal score. If you miss class, you should either get the journal entry from another classmate or write on a subject that interests you.
- Class Participation/Grammar assignments will be assigned throughout the term and should be completed during class. If assignment is not completed by the end of class time, it must be returned the very next class day.
- Academic Enhancement Seminars: You must attend 10 DIFFERENT seminars during the semester.
- One exam will be administered at the end of the semester. This exam will be an essay.

**Your final grade for the class will be calculated as follows:**

Journal	10%
Academic Enhancement Seminars	20%
Class Participaion/Grammar	20%
Attendance	40%
Final Exam	10%

**\*Grade distribution is as follows:**

**A= 90+**

**B= 80-89**

**C= 70-79**

**F= 69 and below**

**PR=only given at the discretion of the instructor**

**(attendance, assignments, participation will be taken into consideration for the PR grade)**

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**Tentative Schedule**  
**ENG: IRW**  
**(Integrated Reading and Writing)**  
**ENG 0310:DE1 TTh 8:00-9:15 FH 203**  
**ENG 0310:001 TTh 11:00-12:15 FH 211**

**August**

- 25 Introductions
- 27 Requirements

**September**

- 1 **Assessment**
- 3 Stages of Reading
- 10 **Chapter 1: Reading as a Writer**~~ “From *Holy the Firm*,” “How I Wrote the Moth Essay---and Why”
- 15 **Chapter 4: Description**~~ “Storm Country,” “Joyas Voladoras”  
“A View from the Bridge,” “The Miss Dennis School of Writing”  
“No Wonder They Call Me a Bitch,” “Once More to the Lake”
- 17 **Chapter 5: Narrative**~~ “But Two Negatives Equal a Positive,” “In Case You Ever Want to Go Home Again”
- 22 “The Ashen Guy,” “Turning Japanese”  
“Orange Crush,” “The Back of the Bus,” “The Sanctuary of School”
- 24 **Chapter 6: Example**~~ “All Seven Deadly Sins Committed at Church Bake Sale,” “Homeward Bound”
- 29 Grammar

**October**

- 1 **BlackBoard: Discussion Board**  
“Metal Memorials,” “English is a Crazy Language”
- 6 “Happy Meals and Old Spice Guy”  
**Chapter 7: Classification**~~ “The Color of Success,” “Mother Tongue”
- 8 “The Dollar-Store Economy,” “Stop Coddling the Super-Rich”  
“Harmony and the Dream,” “The Toxic Truth about Sugar”
- 13 In class writing
- 15 Grammar
- 20 **Chapter 8: Process Analysis**~~ “Chasing Loons,” “How Boys Become Men”  
“So, You Want to be a Writer? Here’s How.,” “Some Stepping-Stones to Writing a Poem”
- 22 “How to Get Out of a Locked Trunk,” “The Pizza Plot”  
**Chapter 9: Comparison and Contrast**~~ “Football vs. Asian Studies,”  
Watching Oprah Behind the Veil”
- 27 “Grant and Lee: A Study in Contrasts,” “Chapels”
- 29 “Like Mexicans,” “Gender in the Classroom,” “The Meaning of Life”



## November

- 3 Chapter 10: Definition**~~ “City of Big Shoulders,” “Guys vs. Men,” “Se Habla Espanol,” “If You Are What You Eat, Then What Am I?,”  
“The Extraordinary Characteristics of Dyslexia,” “Blue-Collar Brilliance”
- 5** In class writing
- 10 Chapter 11: Cause and Effect**~~ “Family History,” “King, Kennedy, and the Power of Words,”  
“Climbing the Golden Arches,” “A Giant Step,”
- 12** “Why and When We Speak Spanish in Public,” “Long Beautiful Hair”  
**Chapter 12: Argument**~~ “Two Years are Better Than Four,” “The Island of Plenty”
- 17** “Should Batman Kill the Joker?,” “Empathy”  
**Mind and Mass Media: Is *Google* Making Us Stupid?**~~“Mind Over Mass Media,” “Hal and Me,” “Our Semi-Literate Youth? Not So Fast”
- 19** In class writing
- 24 BlackBoard**
- 25-27 Thanksgiving Holiday**  
**Moneyball: Are College Sports Worth the Price?**~~“Let Stars Get Paid,”  
“College Athletes Should Not Be Paid,” “How Big-Time Sports Ate College Life”

## December

- 1 Review for Final Exam**

### Final Exam Schedule:

**ENG 0310:DE1 Thursday, December 10<sup>th</sup> @ 8:00 a.m.**

**ENG 0310:001 Tuesday, December 8<sup>th</sup> @ 10:15 a.m.**