

ENG: IRW
(Integrated Reading and Writing)
ENG 0310:A01 TTh 8:00-9:15 FH 203

Instructor: Julie Vega

Office and Phone: FH 212; 837-8771

Office hours: MW 9:00-10:00 & TTh 9:30-11:00 or by appointment

Email: jvega@sulross.edu

Required Text:

Rosa, Alfred and Paul Eschholz. *Models for Writers: Short Essays for Composition*, 12th ed.
New York: St. Martins Press, 2015.

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:

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.

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 Participation/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)

Tentative Schedule
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January

19	Introductions
21	Requirements
26	MLA formant
28	Parts of an Essay, Generating Ideas, Paragraph Expansion
	*e-reading>Learning Curve, "Topics and Main Ideas"

On Reading and Writing Well

February

- 2 Prewriting
- 4 Writing the First Draft pg. 23
- 9 *e-reading>Learning Curve, “Topic Sentences and Supporting Details”
- 11 Revising pg. 25; Editing pg. 26; Proofreading pg. 36

From Reading to Writing

- 16 Reading Critically pg. 48; *e-reading>Critical Reading, Active Reading Strategies; *e-reading>Learning Curve, Critical Reading
- 18 Step 1: Prepare Yourself to Read the Selection pg. 48
Step 2: Read the Selection
- 23 Step 3: Reread the Selection
Step 4: Annotate the Text with Marginal Notes
- 25 Step 5: Analyze and Evaluate the Text with Questions

March

- 1 Using Your Reading in the Writing Process pg. 61
- 3 *e-reading>Peace Corps, “What Are Some Ways Peace Corps Volunteers Grow During Service?”
- 8 QEP Writing Assignment
- 10 Review for Midterm for 1301
- 14-18 Spring Break
- 22 *e-reading>Iman Khalid Latif, “Shattered Silence”
- 24 *e-reading>Peter Aguero, “Me & Her & It”
- 29 *e-reading>Sustainable America, “How to Compost in Your Apartment”
- 31 *e-reading>CDC, “Screen Time vs. Lean Time”

April

- 5
- 7 *e-reading>U.S. Department of State, “Help Protect Our Ocean”
- 12 *e-reading>National Science Foundation, “The Tragedy of the Commons”
- 14 *e-reading>WIRED, “What’s Inside Coffee”
- 19 *e-reading>Intelligence Squared, “Should College Football Be Banned?”
- 21 Internet Research: Crime vs. Punishment
- 26 Internet Research: Laziness & Social Media
- 28 Internet Research: Man vs. Woman

May

- 3 Review for final
- 12 Final Exam @ 8:00