Course Description

Integration of critical reading and academic writing skills. The course fulfills TSI requirements for reading and/or writing.

This integrated reading and writing course is designed to allow students to demonstrate college readiness in both reading and writing. It saves students both time and money because before the INRW classes, students would have to demonstrate college readiness by completed Basic Reading (READ 0371) and/or College Reading (READ 0372) AND Developmental Writing (ENGL 1301). Reading and writing are closely related. For example, a reader may be asked to find the main idea of a text. Writers include the main idea in a topic sentence. In college courses, students often are expected to both read and write.

Kathleen McWhorter, the author of In Concert, has over 30 years of experience preparing college students in both reading and writing. This course will help students improve their reading comprehension skills and also show them how to use those same skills to improve their writing.

Course Student Learning Outcomes

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, analyze, and evaluate information within and across a range 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 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.

Course Prerequisites:

TSIA
Reading score between 342 and 350
Writing score grammar score of 362 and essay (WritePlacer) score of 3 or 4.
THEA

READING
200 or below  READ 0371 and 0372, 6 hours required
201-229     INRW 0375, 3 hours required
230 or above College Ready

WRITING: Below 220

COMPASS

READING:
0-64  READ 0371 and INRW 0375, 6 hours required
65-80  INRW 0375, 3 hours required
81 or above College Ready

WRITING: Essay 4 or below

ACCUPLACER

READING:
0-61  READ 0371 and INRW 0375, 6 hours required
62-77  INRW 0375, 3 hours required
78 or above College Reading

WRITING: Below 79

ASSET

WRITING: Below 39

Course Topics:

Module 1: Introduction to Reading and Writing
SLO 1. Locate explicit textual information within and across multiple texts of varying lengths
SLO 2. Comprehend and use vocabulary effectively in oral communication, reading and writing
SLO 3. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
SLO 4. Generate ideas and gather information relevant to the topic and purpose
SLO 5. Recognize and apply the conventions of standard English in reading and writing.

Module 1 topics
  Chapter 1: An Overview of the Reading Process
  Chapter 2: An Overview of the Writing Process
  Chapter 3: Reading and Learning from Textbooks
  Chapter 4: Reading and Evaluating Visuals

Module 2: Reading, Writing, and Organizing Paragraphs
SLO 1. Locate explicit textual information, describe, analyze the information within and across various texts of varying lengths.
SLO 2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
SLO 3. Identify and analyze the audience, purpose, and message across a variety of texts.
SLO 4. Describe, analyze, and evaluate information within and across a range of texts.
SLO 5. Compose a variety a text that demonstrate reading comprehension, clear focus, logical development of ideas and use of appropriate language that advance the writer’s purpose.
SLO 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

SLO 7. Generate ideas and gather information relevant to the topic and purpose.

SLO 8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

SLO 9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.

SLO 10. Recognize and apply the conventions of standard English in reading and writing.

Module 2 topics
   Chapter 5: Topics, Main Ideas, and Topic Sentences
   Chapter 6: Details, Transitions, and Implied Main Ideas
   Chapter 7: Organization: Basic Patterns
   Chapter 8: Organization: Additional Patterns
   Chapter 9: Strategies for Revising Paragraphs

Module 3: Reading & Writing Essays
SLO 1. Locate explicit textual information, draw complex inferences and describe, analyze, and evaluate the information within and across multiple texts of varying lengths

SLO 2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.

SLO 3. Identify and analyze the audience, purpose, and message across a variety of texts.

SLO 4. Describe, analyze, and evaluate information within and across a range of texts.

SLO 5. Compose a text that demonstrates reading comprehension, clear focus, logical development of ideas and use of appropriate language that advance the writer’s purpose.

SLO 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

SLO 7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers using established strategies.

SLO 8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

SLO 9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.

SLO 10. Recognize and apply the conventions of standard English in reading and writing.

Module 3 topics
   Chapter 10: Reading, Planning, and Organizing Essays
   Chapter 11: Drafting and Revising Essays
   Chapter 12: Reading and Writing Essays with Multiple Patterns

Module 4: Critical Thinking, Reading and Writing
SLO 1. Locate explicit textual information, draw complex inferences and describe, analyze, and evaluate the information within and across multiple texts of varying lengths

SLO 2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.

SLO 3. Identify and analyze the audience, purpose, and message across a variety of texts.
SLO 4. Describe, analyze, and evaluate information within and across a range of texts.
SLO 5. Compose a variety texts that demonstrate reading comprehension, clear focus, logical
development of ideas and use of appropriate language that advance the writer’s purpose.
SLO 6. Determine and use effective approaches and rhetorical strategies for given reading and
writing situations.
SLO 7. Generate ideas and gather information relevant to the topic and purpose, incorporating
the ideas and words of other writers using established strategies.
SLO 8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and
developing a claim.
SLO 9. Develop and use effective reading and revision strategies to strengthen the writer’s
ability to compose college-level writing assignments.
SLO 10. Recognize and apply the conventions of standard English in reading and writing.

Module 4 topics
   Chapter 13: Critical Thinking: Making Inferences and Analyzing the Author’s Message
   Chapter 14: Critical Thinking: Evaluating the Author’s Techniques
   Chapter 15: Critical Thinking: Reading and Writing Arguments

Textbook Information and Required Hardware/Software

Textbook(s):

Students will be required to purchase In Concert: Reading and Writing by Kathleen T.
McWhorter. Purchase of this book includes an access code for MySkillsLab.

Hardware:

Students will need to have access to a computer to view recorded lectures and to work in
MySkillsLab. Computers are available in the Student Success Center for students to use.

Software:

Computers students use will need to have Internet Explorer 9 or higher and Java 7 or higher.

Websites:

Students will be completing assignments on www.myskillslab.com.

Lectures have been recorded using TechSmith. Students will need to register for a free account
in order to view the videos. The instructions are included here. TechSmithRelay_Student.pdf

Grading

Assignments:
<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Student Learning Objective (SLO)</th>
<th>Category</th>
<th>All grades in that category will be averaged and are __% of the course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MySkillsLab (MSL) RW 1.2 Vocabulary Development</td>
<td>2</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>1</td>
<td>MSL RW 1.6 Outlining and Mapping</td>
<td>4</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>1</td>
<td>MSL RW 1.7 Summarizing and Paraphrasing</td>
<td>4</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>Blackboard (BB) Essay: Reading comprehension test on “How to Remember What I Study”</td>
<td>1, 2, 3, 4, 6</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>MSL RW 2.2 Topics and Main Idea</td>
<td>1</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>MSL RW 2.4 Identifying Supporting Details</td>
<td>1</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>MSL RW 2.6 Determine Implied Main Idea</td>
<td>1</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>3</td>
<td>BB Essay: Reading comprehension test on “Credit Card Smarts”</td>
<td>1, 2, 3, 4, 6</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>3</td>
<td>MSL RW 3.1 Understand Structure of an Essay</td>
<td>6</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>3</td>
<td>MSL RW 3.2 Organize an Essay</td>
<td>6</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>4</td>
<td>MSL RW 4.2 Inference</td>
<td>1, 4, 6</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>4</td>
<td>MSL RW 4.3 Author’s Purpose, Tone, and Bias</td>
<td>3</td>
<td>Reading Comprehension</td>
<td>35%</td>
</tr>
<tr>
<td>1</td>
<td>BB Grammar: Exercises 1 to 9</td>
<td>10</td>
<td>Grammar</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>BB Grammar: Exercises 10 to 17</td>
<td>10</td>
<td>Grammar</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>BB Grammar: Exercises 18 to 24</td>
<td>10</td>
<td>Grammar</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>BB Grammar: Exercises 25 to 32</td>
<td>10</td>
<td>Grammar</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>BB : Introduction</td>
<td>7</td>
<td>Journal</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>BB: Active and Passive Readers</td>
<td>5, 6</td>
<td>Journal</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>BB: Freewriting</td>
<td>5, 6, 7</td>
<td>Journal</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>BB: Summarizing and Paraphrasing</td>
<td>5, 6</td>
<td>Journal</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>BB: Homelessness</td>
<td>5, 7</td>
<td>Journal</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>BB: Main Idea</td>
<td>5, 6</td>
<td>Journal</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>BB: Supporting Details</td>
<td>5, 6</td>
<td>Journal</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>BB: Patterns of Organization</td>
<td>5, 6</td>
<td>Journal</td>
<td>5%</td>
</tr>
<tr>
<td>Type of Assignment</td>
<td>Percentage/Points</td>
<td>Learning Objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
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<td>------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>35%</td>
<td>Describe, analyze, and evaluate information within and across a range of texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Essays</td>
<td>35%</td>
<td>Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas and use of appropriate language that advances the writer's purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Determine and use effective approaches and rhetorical strategies for given reading and learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| BB: What have you learned so far?      | 5                 | Journal 5%                                                                          |
| BB: What strategies do you use when you study? | 5, 6, 7          | Journal 5%                                                                          |
| BB: External vs. Internal Focus of Control | 5, 6, 7        | Journal 5%                                                                          |
| BB: Time Out                          | 5, 6, 7          | Journal 5%                                                                          |
| BB: Debit or Credit Cards             | 5, 7             | Journal 5%                                                                          |
| BB: Positive and Negative Things about Credit Cards | 5, 7           | Journal 5%                                                                          |
| BB Essay: Scholarship essay           | 5, 6, 7, 8, 9, 10 | Essay 35%                                                                           |
| BB Essay: How to Remember What I Study essay | 5, 6, 7, 8, 9, 10 | Essay 35%                                                                           |
| BB Essay: Credit Card Smarts essay    | 5, 6, 7, 8, 9, 10 | Essay 35%                                                                           |
| Reading Comprehension test            | 1, 2, 3, 4, 6    | Final 20%                                                                           |
| Essay                                  | 5, 6, 7, 8, 9, 10 | Final 20%                                                                           |
Final Exam  
20%  
Demonstration of learning objectives of the course. Half of the exam will be reading and half of the exam will be writing.  

100% TOTAL  

Grading Scale:  
“A” = 90-100  
“B” = 80-89  
“C” = 70-79  
“D” = 60-69  
“F” = 0-59  

Student Learning Outcomes (SLOs)  

The following table details how this course’s STUDENT LEARNING OUTCOMES (SLOs) align with COs.  

<table>
<thead>
<tr>
<th>Student Learning Outcome(s)</th>
<th>Core Objectives (CO's)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4, 5, 6, 8, 9</td>
<td><em>Critical Thinking Skills</em> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</td>
</tr>
<tr>
<td>2, 5, 6, 7, 8, 9, 10</td>
<td><em>Communication Skills</em> - to include effective development, interpretation and expression of ideas through written, oral and visual communication</td>
</tr>
<tr>
<td></td>
<td><em>Empirical and Quantitative Skills</em> - to include the manipulation and analysis of numerical data or</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Observable facts resulting in informed conclusions</td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>- to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td>- to include the ability to connect choices, actions and consequences to ethical decision-making</td>
</tr>
<tr>
<td><strong>Social Responsibility</strong></td>
<td>- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</td>
</tr>
</tbody>
</table>