

INRW.0375 Syllabus

Integrated Reading and Writing

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:

Module	Assignment	Student Learning Objective (SLO)	Category	All grades in that category will be averaged and are __% of the course grade
1	MySkillsLab (MSL) RW 1.2 Vocabulary Development	2	Reading Comprehension	35%
1	MSL RW 1.6 Outlining and Mapping	4	Reading Comprehension	35%
1	MSL RW 1.7 Summarizing and Paraphrasing	4	Reading Comprehension	35%
2	Blackboard (BB) Essay: Reading comprehension test on “How to Remember What I Study”	1, 2, 3, 4, 6	Reading Comprehension	35%
2	MSL RW 2.2 Topics and Main Idea	1	Reading Comprehension	35%
2	MSL RW 2.4 Identifying Supporting Details	1	Reading Comprehension	35%
2	MSL RW 2.6 Determine Implied Main Idea	1	Reading Comprehension	35%
3	BB Essay: Reading comprehension test on “Credit Card Smarts”	1, 2, 3, 4, 6	Reading Comprehension	35%
3	MSL RW 3.1 Understand Structure of an Essay	6	Reading Comprehension	35%
3	MSL RW 3.2 Organize an Essay	6	Reading Comprehension	35%
4	MSL RW 4.2 Inference	1, 4, 6	Reading Comprehension	35%
4	MSL RW 4.3 Author’s Purpose, Tone, and Bias	3	Reading Comprehension	35%
1	BB Grammar: Exercises 1 to 9	10	Grammar	5%
2	BB Grammar: Exercises 10 to 17	10	Grammar	5%
3	BB Grammar: Exercises 18 to 24	10	Grammar	5%
4	BB Grammar: Exercises 25 to 32	10	Grammar	5%
1	BB : Introduction	7	Journal	5%
1	BB: Active and Passive Readers	5, 6	Journal	5%
1	BB: Freewriting	5, 6, 7	Journal	5%
1	BB: Summarizing and Paraphrasing	5, 6	Journal	5%
1	BB: Homelessness	5, 7	Journal	5%
2	BB: Main Idea	5, 6	Journal	5%
2	BB: Supporting Details	5, 6	Journal	5%
2	BB: Patterns of Organization	5, 6	Journal	5%

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

<i>Type of Assignment</i>	<i>Percentage/Points</i>	<i>Learning Objective</i>
Reading Comprehension	35%	Describe, analyze, and evaluate information within and across a range of texts.
Writing Essays	35%	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
Participation	10%	Determine and use effective approaches and rhetorical strategies for given reading and

		writing situations.
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.

Student Learning Outcome(s)	Core Objectives (CO's)
3, 4, 5, 6, 8, 9	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2, 5, 6, 7, 8, 9, 10	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or

	observable facts resulting in informed conclusions
	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities