**Integrated Reading and Writing**

Professor: Kimberly Verhines  
E-mail: verhinesk@sfasu.edu  
Office Phone: 468-1078  
Office: McKibben 137  
Office Hours: 9-10 M-F or by Appointment

**Description:**
This course is designed to prepare students for university studies where reading and writing are of great importance. This lecture/lab-based course is designed specifically to prepare students for Rhetoric and Composition (ENG 131). Integrated Reading and Writing topics include applying active reading strategies and facilitating sentence and paragraph writing, basic reading and critical writing skills, and prepares students to write college-appropriate compositions. This course integrates Developmental Reading (RDG 099) and Developmental Writing I (ENG 099). This course carries institutional credit but will not transfer and may not be used to meet degree requirements. Prerequisite: Placement by testing, or Instructor approval.

**Additional Information**
Students should expect to complete work in both reading and writing practices. While study skills may be included as part of the course materials, students should be prepared to do a substantial amount of reading to facilitate how to comprehend and interpret messages in a variety of texts, and to learn how to discuss through oral and written communication the information and themes presented in the texts. Additionally, students will be required to write a number of assignments, ranging from sentence-level, to paragraph, to unified theme, and to be able to write these assignments according to the conventions of Standard American English.

**Writing Effectively**
To write effectively, you think in writing—you investigate, summarize, offer opinions, give specific details, and ask and answer questions about your topic. You question what others think; you even question your own thoughts. You go beneath the surface ideas of the topic into imaginings, possibilities, and solutions. In this class, you will use writing to enhance your knowledge and think deeply about the issues you study.

**Reading Effectively**
Read, reread, review, take notes, annotate the text, predict answers and outcomes, question the text, circle specific information, divide fact from opinion, create images and graphs, compare and contrast actions and ideas, and discuss topics with peers to help yourself remember, understand, and investigate about what you read.

**Course Objectives:**
According to the Academic Course Guide Manual (ACGM) of the Texas Higher Education Coordinating Board (October 2012), upon the successful completion of this course, IRW students will achieve these skills:
1. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across multiple texts of varying lengths.

2. Comprehend and use vocabulary effectively in speaking, 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 in reading and writing.

**Student Learning Outcomes:**

Students will be able to:

- Compose a variety of essays that demonstrate clear focus, the logical development of ideas in well-organized paragraph and essay formats, and the use of appropriate language that advances the author’s purpose.
- Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within.
- Define new vocabulary and concepts and use them accurately in reading, speaking, and writing.
- Describe, analyze, and evaluate information across literary, expository, and persuasive readings.
- Explain how literary and other texts evoke personal experience and reveal character in narrative and expository texts.
- Edit and submit multiple drafts that reflect judicious use of self, peer, and instructor assessment.

**English Program Learning Outcomes:**

This is not a major or minor-level course, and no specific program learning outcomes for this major are addressed in this course.

**Required Texts and Materials:**

*Lumberjacks Write!* provided by instructor.

Readings posted on D2L.

Additional information on reading and writing assignments will be forthcoming. Compositions will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax). Exams may include M/C, short answer, and essay formats.

**Grade Criteria:**

Your grade for this course is pass or fail. Essays will be marked ( – Not passing) (+ Passing). Tests and other assignment are assigned points, and percentages follow the grading standard shown below. Writing journals are periodically checked and grades assigned for completion as well as quality of work.
Grading Standard:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one's ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one's ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one's ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one's struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student
only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**ALL ASSIGNMENTS MUST BE COMPLETED AND TURNED IN TO RECEIVE A PASSING GRADE IN THIS COURSE**

**Attendance:**
The attendance policy for this course is the official SFASU policy as stated at:

http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

In other words, regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence’s excusability. Without written documentation, the absence will automatically be considered unexcused. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. However, no absences beyond the **six** that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences **exceed three** (3)—this is not a correspondence course! Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in both essays and take both exams to pass the course. **During Summer II one class day is equal to one week during a regular semester; therefore, any student who misses more than three days will not pass the course.**

Note regarding make-up and late work: Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within **one** week of the absence, and they will be more challenging than the original versions. **Late essays will lose one letter grade per business day of lateness.**

**Tardies:** For each day of class you **are not** tardy, you receive **one** point added to your overall point total. Three tardies equals one class day absence.

**Acceptable Student Behavior:**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.
**Academic Integrity (A-9.1):**
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at:

http://www.sfasu.edu/policies/academic_integrity.asp.

**Withheld Grades Policy (A-54):**
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:**
To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Narrative</td>
<td>September 10, 2018</td>
</tr>
<tr>
<td>Song Analysis</td>
<td>September 24, 2018</td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>October 15, 2018</td>
</tr>
<tr>
<td>Midterm</td>
<td>October 17, 2018</td>
</tr>
<tr>
<td>Persuasive Essay</td>
<td>November 5, 2018</td>
</tr>
<tr>
<td>Modified Argument</td>
<td>December 3, 2018</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 12, 2018</td>
</tr>
<tr>
<td>Quizzes and miscellaneous assignments</td>
<td>TBA</td>
</tr>
</tbody>
</table>

All assignments and dates are subject to change.