IRW 099 COURSE DESCRIPTION

This course is designed to prepare students for university studies where reading and writing are of great importance. This 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 carries institutional credit but will not transfer and may not be used to meet degree requirements.

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 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 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

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GENERAL EDUCATION CORE CURRICULUM OBJECTIVES:

In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:

- Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
- Social Responsibility: Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

COURSE OBJECTIVES:

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

GRADE CRITERIA

Your grade for this course is pass or fail. Tests and other assignments are assigned points, and percentages follow the grading standard shown below.

Grading Standard:
A: 90 - 100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates SUPERIOR understanding of the course material and completion of all aspects and requirements of the assignment.

B: 80 - 89: Students earning the grade of a B on any assignment will have completed work that demonstrates an ABOVE AVERAGE understanding of the course material and completion of all aspects and requirements of the assignment.

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.

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.

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.
ACADEMIC INTEGRITY

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including providing instruction on the components of academic honesty and abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class
- falsifying or inventing any information, including citations, on an assigned exercise
- and/or 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:

- submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another
- submitting a work that has been purchased or otherwise obtained from an Internet source or another source
- and incorporating the words or ideas of an author into one’s paper without giving the author due credit.

A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student or students involved and initiate the procedure outlined in university Policy 4.1, Student Academic Dishonesty. After a determination of dishonesty, the faculty member shall notify the office of the dean of the student’s major by submitting a Report of Academic Dishonesty form, along with supporting documentation as noted on the form. This

ACCOMMODATION STATEMENT

Stephen F. Austin provides students reasonable accessibility accommodation to participate in educational programs, activities or services. Students requiring accommodation to participate in class activities or meet course requirements should contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify your instructor and outline the accommodation and/or auxiliary aids to be provided.

The full policy is available at:

http://www.sfasu.edu/disabilityservices/

AARC POLICY: THE AARC IS LOCATED IN THE STEEN LIBRARY AND OFFERS TUTORING, WORKSHOPS, AND OTHER ONLINE RESOURCES TO IMPROVE YOUR READING, WRITING, AND RESEARCH SKILLS, REGARDLESS OF YOUR ACADEMIC DISCIPLINE. IF YOU WOULD LIKE A TUTORING SESSION, PLEASE SIGN UP FOR ONE AHEAD OF TIME EITHER IN PERSON OR ONLINE AT ACADEMIC ASSISTANCE AND RESOURCE CENTER.

ASSIGNMENTS:

ATTENDANCE, PARTICIPATION, AND ZOOMETIQUETTE (10 %)
QUIZZES AND READING SUMMARIES (30 %)
DISCUSSION POSTS (20 %)
MOVIE REVIEW ESSAY (1-2 PAGES) [10 %]
RHETORICAL ANALYSIS ESSAY (3-4 PAGES) [20 %]
PERSONAL NARRATIVE ESSAY (2-3 PAGES) [10 %]

UNIVERSITY POLICIES

WHAT UNIVERSITY LETTER GRADES MEAN.
WHAT UNIVERSITY CREDIT HOURS MEAN.
HOW TO APPEAL A GRADE.
HOW TO REQUEST A MEDICAL WITHDRAWAL.
WHAT HAPPENS WHEN YOU DON'T FOLLOW THE SFA RULES.
YOUR PROFESSOR IS A MANDATORY REPORTER FOR TITLE IX.