INRW 0399.012
Integrated Reading and Writing
TR 8:00-9:15    F 483
Fall 2021
Department of English, SFASU

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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 (ENGL 1301). 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.

Text: Will be provided.

Grades: Your grade will come from:
- Quizzes  20%
- Paragraphs  20%
- Reading Responses  20%
- Essay 2 Portfolio  20%
- Essay 3 Portfolio  20%

You must earn a 70 or higher to pass this class. Letter grades will be either a P (70 – 100%) or F (0 – 69%).

Quizzes: Are in class only. Must be present to take. There is no make-up quiz.

Paragraphs: Will be both in class and homework.
**Portfolio:** Will include all pre-writing activities including outlines, rough drafts and peer reviews.

**Reading Responses:** Must be a minimum of 350 words. Are due on or before midnight on due date. Will be submitted through the Desire2Learn Dropbox. **Grammar and Punctuation Count!**

**Attendance:** More than four (4) absences will result in a failing grade. The attendance policy for this course is the official SFASU policy as stated at: https://www.sfasu.edu/policies/class-attendance-6.7.pdf

If you have unusual or extenuating circumstances resulting in an absence, contact the Office Student Rights and Responsibilities. https://www.sfasu.edu/osrr

**Grading Criteria: “What do we value when we read?”**

1. **INTERESTING** - the essay gets our attention; it is descriptive. The presentation, not the topic is most important, any topic can be presented in an interesting fashion.
2. **ORGANIZATION** - the essay flows; it is logical, stays on the topic and does not wander around. Clear topic sentences and the use of transitions; paragraphs follow some organized pattern.
3. **SENTENCES** - the reader is able to understand what is being said; not too many points included in one sentence; a variety of sentence structures; correct punctuation; no rambling or BS.
4. **INTRODUCTION** - the essay has one. Gives the background or history, “sets the stage.” contains a thesis; the reader knows what the essay is about. Catches our attention, “the hook”.
5. **CONCLUSION** - the essay has one. Wraps it up; completes it and ties it all together. If the thesis was a question or the essay proposed various solutions, the conclusion should provide a definite answer; it is dessert-- we are full and satisfied.
6. **PARAGRAPHS** - shows, rather than tells. Develops the idea; describes, uses detail and gives examples. Use analogy to make points clear and interesting.
7. **WRITER** - is sensitive to the reader; language is appropriate to audience. Demonstrates a sense of voice. Displays a sense of humor appropriate to topic.
8. **GRAMMAR & MECHANICS** - are important, especially if they get in the way of clarity.

**What Does the Grade on My Essay Mean?**

90-100 – Superior composition, content, style, and mechanics; demonstrates thoughtfulness and originality, clear and comprehensive topic development, and vividly concrete details and examples. Mechanically pristine with only the smallest grammatical defects.

80-89 – Very good composition, content, style, and mechanics; demonstrates logical thought, adequate topic development, supporting details, and meaningful examples. Slight problems may be present in one or two areas, but the paper shows strength in others. The paper is not heavily impacted by grammatical errors.
70-79 – Acceptable content, but style, organization and/or mechanics are uneven and need revision, OR the composition may lack thoughtfulness and consideration of the subject matter as evidenced by inadequate topic development and lack of concrete details, OR the writer’s credibility is damaged by multiple grammatical and mechanical errors.

60-69 – This grade represents below average, unsatisfactory work. This paper (whether through lack of effort, revision, editing, or some other reason) is not clear or focused on the assignment given, OR the purpose and meaning of the paper is severely obscured by numerous grammatical and mechanical errors.

0-59 – The student turned something in but did not do the assignment provided.

Punctuation, Spelling, and Mechanical Issues:
If you are thinking clearly and well, your writing will have fewer errors of these types. This class is much more concerned with your thinking and its display through your writing than it is with the isolated spelling error. Clarity is what is important. Mechanical issues are part of the editing process that should come last. While there is no magic number of mechanical errors that will lower your grade on an essay, your writing must be clear. If mechanical problems intrude on your clarity, your grade will suffer.

AARC
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered Mon.-Thurs from 1 to 8 p.m. and on Sunday afternoons. You can also make an appt. by calling 468-4108.

Student Learning Outcomes:
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.

Withheld Grades Policy (A-54):
The following is taken from SFASU’s Policy Manual (2012), “Semester 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.

Academic Integrity:
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/student_academic_dishonesty.pdf

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/.
Mental Health and Wellness:
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-Campus Resources:
SFA Counseling Services www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401

SFA Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp Human Services, Room 202 936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741