MESSAGE FROM THE AARC: Visit the SFA Academic Assistance and Resource Center (AARC)!
The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. We also provide academic skills workshops upon request.

INRW 0399: INTEGRATED READING AND WRITING Course Description:
The INRW program constitutes the supportive element of the co-requisite course pairing, ENGL 1301 / INRW 0399. This strategic co-requisite framework facilitates students in fulfilling the stipulated Texas Success Initiative (TSI) criteria, which pertain to securing placement within foundational college-level coursework. INRW 0399 offers direct instructional reinforcement to bolster the acquisition of learning objectives, task completions, and participatory engagements in the ENGL 1301 domain. Furthermore, while this course accrues institutional credit, it is important to recognize that credit transferability is not applicable and the course cannot be leveraged to satisfy degree requisites.

INRW 0399 STUDENT LEARNING OUTCOMES:
As a co-requisite developmental education course, the student learning outcomes of INRW 0399 align with the student learning outcomes of ENGL 1301:
1. Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
2. Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (Critical Thinking);
3. Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
4. Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);

5. Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);

6. Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).

**GENERAL EDUCATION CORE CURRICULUM**

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

As a corequisite course to ENGL 1301, INRW supports the Core Curriculum Course that fulfills the Communications requirement. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

<table>
<thead>
<tr>
<th>Objective</th>
<th>To include</th>
<th>Active reading assignments and writing assignments that teach analysis, reflection, and working with primary and secondary sources</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Writing and reading assignments will foster rhetorical awareness, including writing for different purposes, audiences, and contexts</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Collaborative discussion activities</td>
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<tr>
<td>Teamwork</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>
<td>Writing Teams Large and Small-group activities</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
<td>Research activities</td>
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Social Responsibility

| To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. |
|---|---|---|
| Read and discuss a selection of classic and contemporary stories and articles and analyze their significance. |

**TEXT AND MATERIALS:**

- Writer’s Notebook (spiral, journal, etc.)
- Folder for handouts and current drafts
- Course readings posted on Brightspace
- Access to a computer, printer, and Brightspace

**CREDIT HOUR JUSTIFICATION:**

INRW 0399 “Integrated Reading and Writing” (3 credits) meets three times each week in fifty-minute segments or twice each week in seventy-five-minute segments for fifteen weeks and meets during finals week according to the final exam schedule. As the support class for the ENGL 1301 / INRW 0399 corequisite, students complete learning activities that directly support the assignments in the entry-level ENGL 1301 class. This includes additional “time on task,” supplemental reading and writing instruction, and weekly conferences with the instructor during class meetings.

To meet State requirements (per SFA Policy 5.4), this course must include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice. Periodically, you will be required to respond to a chosen reading on D2L. There will be five such assignments, each expected to require at least 30 minutes of reading and response time, equaling a total of 150 minutes of asynchronous instruction time for the semester.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>DUE DATES GRADE</th>
<th>PERCENTAGE REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities supporting the Narrative Essay</td>
<td>TBD</td>
<td>15%</td>
</tr>
<tr>
<td>Activities supporting the Multi-Modal Essay</td>
<td>TBD</td>
<td>15%</td>
</tr>
<tr>
<td>Activities supporting the Analysis Essay</td>
<td>TBD</td>
<td>15%</td>
</tr>
<tr>
<td>Activities supporting the Rewritten Essay</td>
<td>TBD</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>ALL SEMESTER</td>
<td>40%</td>
</tr>
</tbody>
</table>
ASSIGNED READINGS

Assigned readings will be available in Brightspace with accompanying quizzes to check for completion. The readings and quizzes must be completed by the date assigned. Often, you will be asked to complete a discussion post that corresponds to the assigned reading.

GRADES:

For each assignment, a grade will be calculated according to the number of points it is worth. For some assignments, I will use a 5-point scale while on others I may use a 10 or 20-point scale. According to university policy for this class, a final grade of pass/fail will be given for the course. However, here is a general description of letter grades:

A: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates an excellent understanding of the course material. The grade of an A is reserved for that work that 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 errors.

B: Students earning the grade of a B on any assignment will have completed work that demonstrates an ABOCE AVERAGE understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for work that 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 errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 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: 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: 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 F is reserved for that work that 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 the maximum number of points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) they may receive 0 points.

I WILL ONLY ALLOW YOU TO MAKE UP HOMEWORK IN SPECIAL CIRCUMSTANCES (as determined by me on an individual basis).

DAILY WORK CANNOT BE MADE UP.
If you know you must miss a class, please communicate with me before missing the class to arrange to make up daily work. If you return to class after an absence without having made any arrangements to make up missed work, you will receive a zero. Be aware that if missing class becomes habitual, I will be less likely to allow you to make up work.

PARTICIPATION AND ATTENDANCE
Our class meetings involve active learning. You will write, share your writing, discuss topics related to writing, complete group work, take quizzes, etc. You are expected to attend class prepared to participate in the day’s learning activities. Class attendance is very important. When you don’t attend class, you miss out on important information about the current assignment, learning opportunities, and a sense of connection to our class community. In other words, I want you to be here, I want you to succeed, and I presume all students are adequately prepared for class participation and ready to engage fully and enthusiastically – I grade participation accordingly. Students are expected to contribute actively to a positive classroom environment. Absences, late arrivals and early departures, inappropriate use of cell phones or laptops, lack of preparation, inattentiveness, or unwillingness to discuss readings will affect your ability to contribute to a positive classroom environment.

Also, in keeping with university policy 6.7, Class Attendance, regular and punctual attendance is expected for this class. Valid excuses are limited to health, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for promptly providing written documentation for EVERY absence. Note that whether the absence will be excused is at my discretion. Documentation delivered to me more than one class after an absence is not likely to be accepted. 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. You are allowed 3 unexcused absences. No student shall be allowed to pass the course whose unexcused absences exceed three (3). 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. 
Please read the complete policy 6.7 at https://www.sfasu.edu/policies/.

EXCUSED ABSENCEs: All university-sponsored events are excused absences. I do not require doctor’s notes when you are sick. If you have excessive absences due to factors beyond your control, I encourage you to contact the Office of Student Rights and Responsibilities (OSRR) and request an absence notification be sent to your instructors.

ACADEMIC INTEGRITY (A-9.1) 
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

DEFINITION OF ACADEMIC DISHONESTY
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 SEMESTER GRADES POLICY (A-54)
Ordinarily, 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 coursework 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 to compute the grade point average.

For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.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, and Room 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
STATEMENT AS A RESPONSIBLE EMPLOYEE / LUMBERJACKS CARE
SFA strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources, such as advocates, counselors and health care providers employed in these capacities by the university and as listed in section 4.5 of Policy 2.13) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the university’s Title IX coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/Lumberjacks-care.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

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

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu
Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741