“Education is not the filling of a pail, but the lighting of a fire.”  William Butler Yeats

Instructor: Dr. Ken Untiedt, Professor
Department: Department of English and Creative Writing
Office: LAN 256
Office Phone: 468-5759
Email: untiedtkl@sfasu.edu
Office Hours: M 10:00-12:00, T 1:00-2:00, W 10:00-12:00, Th 1:00-2:00, or by appointment

Schedule: This class is Section 008, and it meets Tuesday and Thursday from 9:30 to 10:45 in Ferguson 376.

Telephone Partners:
Name 1:        Phone:        Email:
Name 2:        Phone:        Email:

Course Description: This course is the support component of the INRW 0399/ENGL 1301 co-requisite designed to help students complete the Texas Success Initiative (TSI) requirements for placement in entry-level college coursework. Instruction in INRW 0399 directly supports the learning outcomes, assignments, and classroom activities in ENGL 1301. This course carries institutional credit but will not transfer and may not be used to meet degree requirements.

General Education Core Curriculum Objectives: This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for core courses, and four of them apply to this course:

<table>
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<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Active reading assignments Writing process(es) activities</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>Composing for different purposes, audiences, and contexts Small-group discussion</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 groups Small-group work</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Building ownership and agency with writing Ethics of research</td>
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</table>
Program Learning Outcomes:
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:
Upon successful completion of this course, students will:

- Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
- Comprehend and use vocabulary effectively in oral communication, reading, and writing.
- Identify and analyze the audience, purpose, and message across a variety of texts.
- Describe and apply insights gained from reading and writing a variety of texts.
- 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.*
- Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
- 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.
- Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
- Recognize and apply the conventions of standard English in reading and writing.

* These texts are the essays or major projects assigned in the corequisite ENGL 1301 class.

Credit Hour Justification:
INRW 0399 “Integrated Reading and Writing” (3 credits) meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets during finals week according to the final exam schedule. As the support class for the INRW 0399/ENGL 1301 co-requisite, 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.

Required Texts and Materials:
Two Composition Folders (with pockets).
All reading assignments will be provided, either in class or via d2l, which students must be able to access regularly.

Course Requirements:
The focus of this course is providing supplemental materials and building additional skills for the co-requisite ENGL 1301 course, so there are no additional major assignments in this course. Instead, your assignments will consist of a combination of reading a variety of texts (including essays and creative works, for which you will participate in discussions), and taking quizzes or completing additional daily assignments. Thus, your grade will be composed of several daily grades weighted equally and averaged at the end of the semester.
We will frequently be doing activities such as reading texts and discussing them, working on essay drafts, practicing skill-building activities, conferencing individually or with peers, and reviewing previous materials as needed. Your consistent attendance is absolutely required.

Your papers should reflect your thoughts, not those entirely of others. Relying solely on AI (such as ChatGPT) to write any of your papers may be considered plagiarism (see Policy 10.4 below).

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 in a Discussion Board on d2l. There will be three such discussions, each expected to require at least 50 minutes of reading and response time, thus equaling a total of 150 minutes of asynchronous instruction time for the semester.

Grades
This course is Pass/Fail, meaning that your work must prove sufficient to pass the course, but your score in the class will not be reflected on your GPA. That said, your progress in this course will be evaluated on several factors, including attendance, discussion, quizzes, in-class activities, and general participation.

Course Policies:

Attendance and Behavior: You are expected to be on time, thus minimizing disruptions, repeated instructions, and missed assignments. Being tardy five times counts as one absence. You may be counted absent even if you attend class, if you: do not bring your textbook or other required assignments, use electronic devices inappropriately, or are otherwise disruptive to the classroom environment. After nine unexcused absences, you will be unable to receive a passing grade. Absences will be excused at my discretion (with adequate documentation), according to University Policy. If you are absent, you are responsible for determining what you missed (preferably, from your phone partners). If you miss an excessive number of classes—or fail to turn in assignments—I may refer you to the Early Alert Program, which provides students with recommendations for resources or other assistance available to help SFA students succeed. For specific information regarding attendance and excused absences, see policy 6.7.

If you cannot attend class due to illness or another exigent circumstance, I will make a Zoom link available so that you may attend class remotely—if you provide documentation showing the reason you are unable to attend in person. You must notify me via email in advance so that I can send you the link, and you must participate adequately (contributing to class discussion, with your camera on, etc.) for your attendance to count.

I will not allow any disruptive behavior to interfere with my ability to teach or conduct class, or with the ability of your classmates to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated, and I will insist that you leave the class if you interfere with the learning environment; you will also be subject to judicial, academic, or other penalties. I have full discretion over what is considered unacceptable or inappropriate behavior, but a simple rule of thumb is to use common sense about language, attire, and showing respect and courtesy to others. At the very least, turn off cell phones and other electronic devices during the scheduled class time. If you repeatedly use your cell phone or other electronic devices improperly during class time, I will take the device until after the class. For further reference, see the Student Code of Conduct, policy 10.4.

Students wearing earbuds during class will be counted absent.
Grammar and Mechanics: This is a college English course, and your work must evidence college-level work. Though assignments in this course are not graded specifically for grammar and mechanics, they will be in the co-requisite course, ENGL 1301. We will work on grammar and mechanics in this course, and it is imperative for you to read the ENGL 1301 policy on Grammar and Mechanics, where I will give only half-credit for work where I discover five (5) or more simple, unique, sentence-level grammatical and/or mechanical errors on a single page of any formal written assignment. I will draw a line across the paper and stop grading for such errors, and I will give the assignment a 50%. I will continue to read the assignment so that I can offer comments on content, organization, or basic structure, and I will return it to you with the opportunity to revise the work for an averaged grade.

The Code of Student Conduct and Academic Integrity (Policy 10.4) 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.

[Documented proof of cheating or plagiarism will be reported, according to policy.]

Deadlines: Students are highly encouraged to complete all work on time, especially the reading assignments. This course is progressive in nature; do not fall behind early.

Difficulties: If you are having severe difficulty keeping up with the reading schedule, please contact me as soon as possible. I will provide individual tutoring (for this course) during my office hours to any student who asks for assistance. I am very understanding (and more considerate than most people assume), but you must make your individual concerns known to me.
Grade Determination:
You must complete at least 70% of the assigned work, and you must not be absent from more than eight class periods—you will NOT receive a passing grade if you miss nine class periods.

Withheld Grades: The following information on Withheld Grades is taken from the University Policy and Procedures Manual (online), Section 5.5:
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 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. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Statement Regarding 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, 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/.

SFASU values students’ 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 and 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](http://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)
- johCrisis Text Line: Text HELLO to 741-741

### Schedule:
This is a tentative reading schedule and is subject to change. Readings will be posted on d2l. Basically, there will be one reading assignment per week, and there will be various activities related to each of the readings. In order to facilitate activities and classroom discussion, reading assignments are to be done prior to the class date indicated, unless they are identified as in-class readings.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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| 1    | 08-29| Introduction to course; Review of syllabus  
In-class reading exercise, Raymond Carver “Louise”  
Raymond Carver “Fires” |
| 2    | 09-05| Corrine E. Hinton “So You’ve Got a Writing Assignment. Now What?” |
| 3    | 09-12| Paul Lynch “The Sixth Paragraph: A Re-Vision of the Essay” |
| 4    | 09-19| Jimmy Santiago Baca “Coming into Language” |
| 5    | 09-26| Allan Bloom “Books” |
| 6    | 10-03| Kate McKinney Maddalena “I need you to say ‘I’: Why First Person Is Important in College Writing” |
| 7    | 10-10| Mike Bunn “How to Read Like a Writer” |
| 8    | 10-17| The Police “Synchronicity II”  
Craig Hulst “Grammar, Rhetoric, and Style” |
<p>| 9    | 10-24| Janice R. Walker “Everything Changes, or Why MLA Isn’t (Always) Right” |
| 10   | 10-31| In-class Conferences |
| 11   | 11-07| TBA |
| 12   | 11-14| Karen Rosenberg “Reading Games: Strategies for Reading Scholarly Sources” |
| 13   | 11-21| No class: Thanksgiving |</p>
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<tr>
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<td>11-28</td>
<td>TBA</td>
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<tr>
<td>15</td>
<td>11-28</td>
<td>Wrap-up</td>
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