Integrated Reading and Writing
INRW 0399

Credit Hours - 3

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Class meeting time and place: T / R: 11:00 – 12:13 | FERG 376

Course Description
This corequisite lab is designed to provide support for student success in ENGL 1301: Rhetoric and Composition. Students will learn strategies for improving their reading and writing processes and receive personalized feedback to enhance their understanding and application of rhetorical techniques and compositional strategies central to ENGL 1301.

Course Contact Hours and Study Hours
INRW 0399 "Integrated Reading and Writing" is a fifteen-week, pass/fail course that satisfies the corequisite requirement for students identified by the Texas Success Initiative as needing instructional support in college-level reading and writing. As a corequisite course, the learning activities in INRW 0399 are designed to support students’ successful completion of ENGL 1301 assignments and learning outcomes. These learning activities include direct instruction in critical reading and writing strategies, self-directed learning, and workshop consultations with writing instructors. Lab meetings will start with a written reflection where students identify their needs. This will be followed by either self-selected or instructor-guided learning activities, amounting to three credit hours of work. Additional homework supports the completion of ENGL 1301 coursework.

Course Design Philosophy
The Integrated Reading and Writing (INRW) course, as a co-requisite to ENGL 1301, is designed to support students who are on the cusp of meeting college-readiness standards in English. Recognizing the diverse educational backgrounds and unique challenges our students face, this course is tailored to bridge gaps in reading and writing skills, thus ensuring a smoother transition to college-level coursework. We adopt a dynamic, student-centered approach, blending structured self-directed study with interactive, skill-focused mini-lessons and targeted instructional support. This methodology ensures that each student receives the right balance of independence and guidance, fostering autonomy while offering the necessary scaffolding to build confidence in their reading and writing abilities. At the core of this course’s philosophy is the belief that every student, regardless of their starting point, possesses the potential to succeed academically. We focus on nurturing this potential by providing a supportive and engaging learning environment. The course is structured to complement and reinforce the content of ENGL 1301, allowing students to apply the skills they learn in INRW directly to their primary English coursework.

A central pillar of our teaching strategy in INRW is to foster a collaborative and supportive learning environment, tailored to complement the core ENGL 1301 classes where students receive their primary letter grades. Acknowledging the critical role of their ENGL 1301 instructors of record, our aim in INRW is to function primarily as performance coaches and mentors, focusing not just on developing robust writing skills but also on nurturing the academic life skills essential for student success. This course is designed to be a haven of support, where we work hand-in-hand with embedded student tutors to offer a unique blend of professional guidance and peer insights.
Student Learning Outcomes
As a corequisite course and as per Texas Success Initiative guidelines, the student learning outcomes for this lab align with those of ENGL 1301.

Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Text and Materials
All students should bring something to write on (notebook, journal, paper) and with (pen, pencil). Beyond this, students are not required to purchase any additional texts or materials beyond what is mandated for the corequisite ENGL 1301 course. However, it’s imperative that students bring and have access to their ENGL 1301 course materials while in the lab, as lab activities and sessions are designed to closely align with and support the main course content. This ensures that the lab experiences are directly relevant and beneficial in complementing your learning in ENGL 1301.

Course Requirements
In this lab, you’ll participate in a set of core activities that complement your ENGL 1301 course. Some of these you’ll choose based on your own needs, and others will be structured sessions led by your lab instructor. The goal is to align these activities closely with your work in ENGL 1301. The choice of activities will be informed by your weekly reflections, feedback from the lab and ENGL 1301 instructors, and what the lab instructors observe during sessions.

Grading/Absence Policy
This course operates on a pass/fail grading system. Active participation in INRW 0399 lab is crucial as it is designed to support ENGL 1301. Students are expected to attend all scheduled lab hours and must bring the necessary materials to work on their current ENGL 1301 assignments. A failing grade will be given if a student accumulates more than six absences.

Please do not be late for class. One or two late arrivals are excusable; consistent tardiness is rude and may lead to being counted absent. Similarly, repeatedly being off task (talking, cellphones, social media, etc.) may result in you being asked to leave the class and counted absent for the day.

Being absent is not an excuse for missed information or assignments; you are responsible for getting notes from others in class and/or keeping up with the schedule. If you will be missing class for a university-excused activity, please contact me BEFORE the missed class date.

Cell Phone Policy
You are adults, managing multiple academic, professional, and social demands simultaneously—cell phones are an indispensable tool to this end. As a result, cell phones are permitted in class, with the expectation you conduct yourselves as professionals. If you need to use your devices to quickly address an issue, that’s fine—please step outside while you handle it. If you’re expecting a call or handling an issue, please notify me at the start of class.

Playing on cell phones (games, videos, social media, etc.) is distracting to everyone—me included. There will be breaks in class; occupying your time on your device during these lulls is fine. However, cell phone usage during lectures, group discussions, or individual work time won’t be tolerated. You will receive one warning, ever. Subsequent disruptions will be asked to leave the class; you will not be able to make up any missed in-class assignments.

AI Usage Policy
As we navigate this course, it’s important to acknowledge the growing role of Language Learning Models (LLMs) and other AI tools in academic and professional settings. While these tools offer unique advantages, they also raise questions about intellectual ownership and ethics. Therefore, our policy is clear and straightforward.
Core ENGL 1301 Class: This co-requisite INRW class is primarily intended to support studies in your core ENGL classes. Therefore, it is important that we first understand the AI usage policies from your core classes and follow them diligently. In cases where your core ENGL classes permit or encourage the use of AI tools, we will align our approach accordingly, ensuring that our use of AI complements the learning objectives of those courses. This means respecting any restrictions or guidelines set by your core ENGL instructors, and using AI as an aid to enhance your understanding and skills, rather than as a replacement for your own critical thinking and writing efforts. As we engage with AI in this supportive role, we will focus on developing a critical perspective towards AI-generated content, honing our ability to distinguish between AI assistance and original student work, and maintaining academic integrity in all aspects of our studies. It is your responsibility to ensure that any work you submit to your core ENGL 1301 class, even if it is work completed or developed here in INRW, is fully in compliance with the core course's policies.

INRW Instructor Use: On my end, I will not be employing AI tools to grade assignments in any of my classes. Grading is a human-centered process and will remain so in this course. However, as a professional in the field, I do use AI to explore content creation. There will be occasions where we collaboratively engage with AI to deepen our understanding and to explore educational opportunities.

Remember, the goal is not just to write well, but to think critically and ethically about how we write and the tools we use in the process.

Academic Integrity (4.1)

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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades (HOP policy 02-206)

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/docs/hops/02-206.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 sfasu.edu/disabilityservices.

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:

1) The Dean of Students Office (Rusk Building, 3rd floor lobby)
sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

2) SFA Human Services Counseling Clinic
Human Services, Room 202
sfasu.edu/humanservices/clinics-labs/counseling-clinic
936.468.1041

3) 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
   sfasu.edu/thehub
   936.468.4008
   thehub@sfasu.edu

4) 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