Texas A&M University – Texarkana  
INRW 0398: Integrated Reading and Writing I  
INRW 0399: Integrated Reading and Writing II  
Course Syllabus  
Summer 2017

Instructor: Dr. Joseph Burzynski  
Meeting Days/Time: M, T, W, R, 1-2:15pm  
Location: UC 247  
Instructor Office: UC 330E (Inside the Student Success Center)  
Office Phone: ext. 3038  
Email: jburzynski@tamut.edu

COURSE DESCRIPTION:  
A combined lecture/lab performance-based course designed to develop students' critical reading and academic writing skills by building intermediate reading skills through an increase in comprehension, vocabulary, study skills, and speed; providing an intense overview/review of the intermediate elements of modern English usage; and honing writing experience with attention to the intermediate mechanical and structural elements of the writing process. Students who do not score satisfactorily in Reading and/or Writing on the TSI will be required to take INRW I and/or II.

REQUIRED TEXTS:  

EMAIL ACCOUNT  
Use your TAMUT.edu address for all correspondence. You are responsible for information sent and received via the university email account, and I expect you to check your TAMUT.edu email account on a frequent and consistent basis.

NECESSARY MATERIALS and TECHNOLOGY ACCESS  
Textbook, paper, folder, a blue or black pen, pencil with an eraser, and regular computer and internet access for word processing and communication.

COURSE OUTLINE  
This integrated writing and reading course provides a review of the foundations of good writing skills (beginning with the basic parts of speech, sentence structure, capitalization and punctuation and concluding with successful paragraph and short essay development) and good reading skills (including active reading, summarizing, and analyzing ideas through exposure to increasingly complex texts). Further, the course prepares the student for English 1301 or satisfactory mastery of the TSI requirement for English 1301. For a full semester outline, see the course calendar attached to this syllabus.
STUDENT LEARNER OUTCOMES FOR INTEGRATED READING AND WRITING**: 
Upon the successful completion of this course, students will:

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.

**Set by the Texas Higher Education Coordinating Board (THECB)**

STUDENT LEARNING OUTCOMES for INRW 0398 
Upon successful completion of this course, the student will be competent in the following outcomes:

1) Demonstrate an understanding of the basic components of sentence structure through an objective assessment and a writing sample;
2) Use punctuation and capitalization correctly, as evidenced by an objective assessment and an in-class writing sample;
3) Join sentences together effectively, as evidenced by writing samples produced both in class and out of class;
4) Utilize techniques for peer-editing, and employ them in the classroom in group activities;
5) Compose effective sentences, as evidenced by satisfactory completion of in-class writing prompts; and
6) Write paragraphs and in-class timed writing assignments.
7) Identify the thesis and/or main ideas of short and lengthy passages;
8) Recognize supporting details and transitions as well as their importance;
9) Use effective reading strategies to determine a written work’s purpose and intended audience*;
10) Draw and support complex inferences from text to summarize, formulate conclusions, and distinguish facts from simple assertions and opinions*;
11) Identify the tone of the passage;
12) Organize information from a text in the form of an outline or summary;
13) Improve reading rate as determined by pre-tests and post-tests; and
14) Read across disciplines in provided chapters.

(*Denotes alignment with Texas College Readiness Standards)
COURSE DELIVERY METHOD
Face-to-face

COURSE REQUIREMENTS
Students in this class will be expected to complete the following requirements:
   a. Regular attendance at all class meetings; and
   b. Completion of all assignments, homework, papers, presentations, projects, and in-class activities.

You must earn a C or better in this course to advance to English 1301: Composition I.

METHODS OF EVALUATION
The instructor will evaluate students through the following: in-class and/or online reading and writing quizzes and activities, in-class writing, examinations, and writing assignments (in and out of class).

GRADING SCALE
Students will earn their grade through the following means:

<table>
<thead>
<tr>
<th>Assignments and Assessments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Reading Notes (roughly 16 total)</td>
<td>40%</td>
</tr>
<tr>
<td>Weekly Writing (roughly eight total)</td>
<td>40%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE PERCENT: 100%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
</tbody>
</table>

Reminder! You must earn a C or better in this course to advance to English 1301: Composition I.

ASSIGNMENTS & ACTIVITIES

Homework Reading Notes (Each 5%, eight total)
Starting the first class day, students will keep a folder containing their notes for the various readings assigned, in-class writing prompts, and progressive reflection on the course and on their writing and reading development. Do not discard or lose any of the work that you do for this class! For specific directions, see the course calendar.

Weekly Writing (Each 5%, eight total)
Weekly Writing will consist of a variety of writing prompts assigned by the instructor. You must be in class to submit your work. No late work is accepted.
Midterm and Final Exams (Each 10%)  
To demonstrate mastery of the course’s learning goals, students will take two in-class mastery exams.

PAPER/ESSAY-EVALUATION  
The instructor will use a rubric that assesses student learning outcomes for Integrated Reading and Writing, particularly purpose, focus, organization, structure, development, support, sentence variety and style, mechanical conventions, and critical thinking. Individual assignment prompts and/or rubrics will be made available.

COURSE POLICIES & STUDENT RESOURCES

STUDENT ATTENDANCE, PARTICIPATION, AND ETIQUETTE  
Participation means interaction with other students and the instructor, not just presence in class. Students are expected to deal with each other and the instructor in a professional, courteous manner. Attending class is to your advantage. I am not responsible for reminding you to attend class or for providing you with material if you miss class. If you miss more than three days during the semester, you seriously endanger your ability to master the course material, participate in important class activities, and possibly miss critical assignment due dates. If you know you will miss class for a legitimate reason (medical appointment, sick child, funeral, etc.), then speak with/email me ahead of time so we can make arrangements for you to submit work early for full credit.

You must attend the full class period to submit any assignments due that day. You may not send it with another student, email it to me in lieu of a hardcopy, or submit it at the beginning of class and then leave.

There will be no cell phone use during class time. If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then get up and leave the room to talk on your phone.

LATE WORK  
Generally, I do not accept work after the end of the class period for which that work is due nor do I permit students to make up late work. Work completed during class cannot be made up – no exceptions. If you cannot meet an assignment deadline, it is in your best interest to contact me prior to the deadline to discuss any options you may have.

CONTACTING ME  
I hold in-person office hours throughout the week, some of which are included in this syllabus and others which may be in addition to them. Visit my office (UC 330E) to check out the entire range of my posted office hours. If these hours are not amenable to you, please contact me via email to make an appointment. Many questions can be answered via email and I’m rather timely in my responses, so email is the best option for getting into contact with me right away.

ACADEMIC INTEGRITY:  
Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of
materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

**DISABILITY ACCOMMODATIONS**
Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

**DROP POLICY**
Students may not drop or be dropped from developmental education courses. Students who unsuccessfully attempt the same developmental education intervention for the third time will be allowed to enroll only in development education courses until TSI requirements are met.

For more information about the TSI and Developmental Education, please contact our Developmental Education office at 903.334.6656 or at DevEd@tamut.edu. You may also visit the program webpage at [http://tamut.edu/Academics/Student-Support/Developmental-Education/index.html](http://tamut.edu/Academics/Student-Support/Developmental-Education/index.html).

*Course calendar begins on next page.*
COURSE CALENDAR, SUMMER 2017
The instructor reserves the right to alter the course calendar in any way deemed appropriate based upon the needs of the course and its students. Students will be notified of any changes to this calendar.

WEEK 1, June 19-22:
Monday
- Course introduction: Do you have what you need to succeed?
- What access to laptops do you have?

Homework
Make sure that you have your books. Read Williams’ introduction to Sin Boldly! (Handout). You do not need to write anything, but you can consider the following for Tuesday: How would you describe yourself as a writer or reader? What past academic, professional, or personal writing experiences support your description? What does being a successful writer or reader mean to you? That is, what tangible difference would you see in yourself to say, “Yes, I’m a successful writer/reader.” Be honest! There’s no hiding here.

Tuesday
- In-class writing: Literacy Narrative. We will meet in class, but we will move to the library (or computer lab).

Homework
Read RfW (Rules for Writers), Sections 46 and 47 and complete the following task.
*Note: This is a recurring assignment for your Homework Reading Notes. For future assignments, refer back to this.

Each time we review RfW, we will look at several sections. You are to,
1. Read each of the assigned sections.
2. Type your Homework Reading Notes. Your notes must include
   a. definitions that you want to recall with at least one corresponding example,
   b. ideas or concepts that you now understand better,
   c. ideas or concepts that you still have questions about.

Remember, you will hand in your notes.

What is the point of these reading notes? In class, you and a partner will review your notes and share with each other what you learned and attempt to answer each other’s remaining questions. Further, I will assign in-class exercises that you each will share on the board to demonstrate mastery of the day’s readings.

How long? For better or worse, notes are idiosyncratic. However, my past experience as an instructor suggests that one full page of reasonably spaced, mostly full lined writing indicates complete work. So don’t double-space each line, but, perhaps, space between sections or concepts. Organize your ideas so that you can easily recall. Give yourself page number reference points.


**Wednesday**
- Review *RfW* and your notes.
- In-class exercises.

**Homework**
Revise your Literacy Narrative.

**Thursday**
- In-class writing: Literacy Narrative

**Homework**
- Finish your Literacy Narrative
- Read *UR (Understanding Rhetoric)*, Introduction and Issue 1

*N*ote: This is a recurring assignment for your Homework Reading Notes. For future assignments, refer back to this.

Each time we review *UR*, you are to,
1. Read each of the assigned sections.
2. Type your Homework Reading Notes. Your notes must include
   a. definitions that you want to recall with and any relevant examples,
   b. ideas or concepts that you now understand better,
   c. ideas or concepts that you still have questions about.

**Remember, you will hand in your notes.**

What is the point of these reading notes? In class, you and a partner will review your notes and share with each other what you learned and attempt to answer each other’s remaining questions. Further, we will engage in full-class discussions to ensure mastery.

How long? (Again!) For better or worse, notes are idiosyncratic. However, my past experience as an instructor suggests that one full page of reasonably spaced, mostly full lined writing indicates complete work. So don’t double-space each line, but, perhaps, space between sections or concepts. Organize your ideas so that you can easily recall. **Give yourself page number reference points.**

**WEEK 2, June 26-29:**

**Monday**
- Literacy Narrative due!
- We will review your notes on UR, Introduction and Issue 1.

**Homework**
Review your second weekly writing, the Rhetorical Narrative.

**Tuesday**
- In-class writing: Rhetorical Narrative.

**Homework**
Read *RfW (Rules for Writers)*, Sections 48-49 and 19-21 and complete your Homework Reading Notes (see first week for further details).
Wednesday
• Review RfW and your notes.
• In-class exercises.

Homework
Work on your Rhetorical Narrative.

Thursday
• In-class writing: Rhetorical Narrative.

Homework
Read UR, Issue 2 and complete your Homework Reading Notes (see first week for further details).

I will distribute the remaining calendar at the beginning of week three.