

Administrative Master Syllabus

Course Information

Course Title	Integrated Reading and Writing
Course Prefix, Num. and Title	INRW 0300: Integrated Reading and Writing
Division	Communication and Fine Arts
Department	College Readiness
Course Type	Academic General Education Course (from ACGM, but not WCJC Core)
Course Catalog Description	Integration of critical reading and academic writing skills. Successful completion of this course if taught at the upper (exit) level fulfills TSI requirements for reading and/or writing.
Pre-Requisites	None
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:2:2
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	Enter Lab Hours Here.
Lab/Other Hours Breakdown: Clinical Hours	Enter Clinical Hours Here.
Lab/Other Hours Breakdown: Practicum Hours	Enter Practicum Hours Here.
Other Hours Breakdown	List Total Lab/Other Hours Here.

Approval Signatures

Title	Signature	Date
Department Head:		
Division Chair:		
VPI:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

- Overview of Active Reading and Writing Process
- Vocabulary in Context: Context clues, examples, synonyms, antonyms
- Topics, Main Ideas, and Topic Sentences
- Organized paragraph structure and supporting details
- Transitions and rhetorical patterns
- Drafting, revising, and summarizing: reading, planning, and organizing essays
- Critical thinking, reading, and writing: making inferences, analyzing author's message and tone, distinguishing fact and opinion, and evaluating author's techniques
- Conventions of standard English: sentence structure, sentence errors, effective sentences, mechanics, and word usage
- Lab component

Course Learning Outcomes:

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

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, 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.

Methods of Assessment:

1. Specific writing assignments related to reading assignments.
2. Successful completion of a timed writing assignment in response to a department-level prompt, course examination.
3. Writing summaries of reading assignments.
4. Successful demonstration in class discussion, classroom and lab exercises
5. Course examinations, lab assignments, final exam.

Required text(s), optional text(s) and/or materials to be supplied by the student:

1. John Langan, *The Reading-Writing Connection*, current edition
2. John Langan, *English Essentials*, current edition
3. Townsend Press

Suggested Course Maximum:

Enter Suggested Course Maximum Here.

List any specific or physical requirements beyond a typical classroom required to teach the course.

Computer Lab

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Instructors will utilize a grading system (point or percentage based) whereby assignments are weighed according to the following recommendations:

- Reading and Writing Assignments: 50-80%
- Oral assessment or embedded collaborative project: 5%
- Additional Assignments: 15-45%

Mandatory Assignments:

1. Reading and Writing Assignments and parts: 50-80%
 - a. Two individual assessments including multiple texts of varying length that:
 - i. Location of explicit textual information
 - ii. Drawing complex inferences
 - iii. Describe, analyze, and evaluate information
 - iv. Demonstrate a variety of texts that demonstrate a clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose.
 - v. Determine and use effective approaches and rhetorical strategies for given writing situations
 - vi. Evaluate relevance and quality of ideas and information to formulate and develop a claim.
 - vii. Revise and edit writing assignments using effective revision strategies.
 - viii. Use standard English conventions.
 - b. Collaborative assessment including multiple texts of varying length (Group assessment, see 2a) that:
 - i. Location of explicit textual information
 - ii. Drawing complex inferences
 - iii. Describe, analyze, and evaluate information
 - iv. Demonstrate a variety of texts that demonstrate a clear focus, the logical development of ideas, and the use of appropriate language that advances the writer's purpose.
 - v. Determine and use effective approaches and rhetorical strategies for given writing situations
 - vi. 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.
 - vii. Evaluate relevance and quality of ideas and information to formulate and develop a claim.
 - viii. Revise and edit writing assignments using effective revision strategies.
 - ix. Use standard English conventions.
2. Oral assessment or embedded collaborative project: 5%
 - a. Options include an individual oral project or a group oral project of the instructor's choice, or a group presentation on the collaborative assessment during the final exam period.
3. Additional assessments (may include but are not limited to the following): 15-45%
 - a. Quizzes
 - b. Discussion posts
 - c. Journals
 - d. Class work
 - e. Homework
 - f. Grammar exercises



Curriculum Checklist:

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course** – Attach the Core Curriculum Review Forms
 - Critical Thinking
 - Communication
 - Empirical & Quantitative Skills
 - Teamwork
 - Social Responsibility
 - Personal Responsibility
- WECM Course** – If needed, revise the Program SCANS Matrix and Competencies Checklist