

TOHONO O'ODHAM COMMUNITY COLLEGE



Syllabus: *Integrated Reading & Writing II: Intermediate*

Course Information

Course Prefix/Number: IRW 090 Section 1
Semester: Spring 2017
Class Days/Times: Tuesday - Thursday
9:00 am-11:45 am

Credit Hours: 4
Course Title: Reading Improvement II
Room: Central 502

Instructor Information:

Name: Dan Aiken

Phone/Voice Mail: 520-850-2586

E-mail: daiken@tocc.edu

Office hours: By appointment or Student Success Center

Course Description:

IRW 090 is a performance-based course that prepares students for college-level reading and writing by combining the two skill sets. Students will apply a variety of reading strategies for the purposes of organizing, analyzing and retaining material, and produce written work appropriate to the audience, purpose, situation and length of the assignments. The course offers students the opportunity to build upon the basic skills of grammar and mechanics and to develop further their organizational skills for building short essays.



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Course Objectives:

During this course students will

1. Apply intermediate reading skills and strategies to all reading materials to enhance reading comprehension.
2. Identify, evaluate and discuss important themes/issues based on the readings in groups.
3. Identify main ideas, supporting details, topics and topic sentences in writings.
4. Improve recognition and enhancement of vocabulary.
5. Write regularly in class and engage in peer review/editing of classmates' writing.
6. Engage in discussions based around reading assignments.
7. Recognize patterns of organization: example, cause and effect, comparison and contrast.
8. Proof-reading and revision of written work—individually and with peers.

Student Learning Outcomes (SLOs):

After completion of the course students will be able to.....

- 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.
- 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 assignments.
- Apply discussion language and strategies via participation in a community of readers.
- Apply a variety of study strategies to texts.
- Apply a strategic approach to the development of academic and personal vocabulary.

Course Structure:

- Students are expected to be active participants in the learning process. Students are also expected to assume responsibility for their own learning.
- In order to be prepared for each class students must do the assigned readings and any other work assigned to be able to contribute to class activities and discussions.
- This is a highly interactive course. Students should be prepared to work in teams, discuss the work and present their findings to the class.

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Texts and Materials:

The Little, Brown Handbook, 13th Editions, Fowler and Aaron, Pearson publisher; ISBN-13

978-0-13-458633-5 (This book is required for every student. It is relatively inexpensive and is available at the TOCC bookstore, Main Campus, Main Building

Frequent handouts on current topics with cultural, environmental, and regional relevances, plus appropriate handouts regarding academic topics.

Evaluation and Grading and Assignments:

Assessment evidence

Performance tasks

- Group work
- Mini-presentations on reading/writing assignments
- Peer edit/review classmates' writing
- Oral presentations on special topics
- Classroom interest and energy

Other evidence

- Written responses to reading materials and class activities
- Impromptu writing exercises to develop fluency
- Compilation of new vocabulary
- Class activities based on text and reading materials (study guides, handouts, tests/quizzes, book reviews)
- (Classroom Assessment Techniques (CATs): these do not contribute to your final grade, but offer insight into your learning)

Evaluation

A=1300 to 1100 points

B=1100 to 900 points

C=900 to 700 points

D=700 to 500 points

F=below 500 points

There will be approximately 40 class assignments at 10 points each totaling 400 points

Students will have group discussions and give presentations based on the required readings. There will also be many opportunities to write throughout the semester. Keep all written work in a portfolio; this includes the multiple drafts, peer/teacher feedback sheets and final draft. Extra credit will be given for special presentations on topics of interest.

There will be approximately 30 classroom sessions at 10 points for each attended class with active classroom participation required, totaling 300 points.

Participation helps to demonstrate your ability to apply what you have learned or express your ideas. If you do not attend or participate, there will be no way for your instructor to determine your progress.

There will be a final examination worth 300 points.

This exam will cover all important topics from the term's work.

There will be a completed informative essay worth a possible 150 points.

This will be five pages long and include five citations, with a works cited page.

There will be a mid-term exam with an opportunity for a revision, worth a possible 150 points.

Himdag Cultural Component:

- The choice of selected readings and assignments reflect and address the *Himdag*.
- Most topics to be read and written about and discussed are topically diverse and culturally, environmentally and regionally based.
- Students' deportment in class and interactions with all present should also convey the spirit of *T-So:son*.

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Policies and expectations-

In addition to any other TOCC policies specified in the Student Handbook, the following policies apply in this course:

- You will receive an F (0) for late assignments or for projects if you do not attend class when they are scheduled to be picked up/presented. If you fail to attend a class when a test is administered, you will also receive an F (0) for that particular test.
- Be punctual for class and attend every class. You are part of a team and attending all classes (and completing all assigned work in preparation for class activities) will ensure a smooth flow of our class work and schedule. If (for some reason) you are absent, YOU are responsible for contacting me and explaining your situation as soon as possible. You are also responsible for finding out what work you miss, and for catching up with the rest of the class. Attending class is a priority! Merely attending classes while not participating and submitting work will affect your grade—your ACTIVE participation is requested.

Be prepared to explain attendance issues that you may have.

- Please be respectful and courteous to all members of this class. Inappropriate behavior will not be tolerated. Please be mindful of the *T-Soson* at all times.
- Plagiarism, in any form, is unacceptable and will result in an 'F' automatically. There is absolutely no excuse for plagiarism.
- Communication is key to your success in class. I will do my best to assist you in any way I can to help you get the best grade possible. You need to do your part to help me achieve this goal by not hesitating to approach me whenever you are experiencing difficulties/concerns of any kind, and by committing 100% to this class. I can only help you if I am aware!
- Put your all into your studies—be honest and committed, make an effort, act with integrity, use your initiative—and your dedication and hard work will pay off! What you give to life, you get back! Guaranteed! Your future is bright and full of possibilities, if you will it to be.
- Use of cell phones in class is not permitted. Cell phones may be used during class breaks as desired. Cell phones are not to be used below the desk or above the desk during class. Use of cell phones in class is not permitted. WHY IS THIS?

Course Outline:

- I. Reviewing the Basics
- II. Introduction to the Reading and Writing Process
- III. Reading, Writing, and Organizing Paragraphs
- IV. Reading and Writing Essays
- V. Critical Thinking, Reading, and Writing
- VI. Thematic Reading: Writing in Response to Reading

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

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Jan 17 Tuesday	First class – Diagnostic tests; personal inventory; class materials; getting good grades.
Jan 19 Thursday	Introduction to IRW 90 and class goals; review of syllabus.
Jan 24 Tuesday	Features of the textbook and summary of learning opportunities for class.
Jan 26 Thursday	Introduction to learning styles.
Jan 31 Tuesday	Learning styles – guest lecturer (to be announced).
Feb 2 Thursday	Identifying topics for short narrative essay; discussing thesis statements. Brief conferences.
Feb 7 Tuesday	Student based learning – guest speaker (to be announced).
Feb 9 Thursday	Four week evaluation due.
Feb 14 Tuesday	Identifying topics for short descriptive essay; hands-on sensory presentation.
Feb 16 Thursday	Finish up and submit short descriptive essay.
Feb 21 Tuesday	Class presentations of short narrative essay content.
Feb 23 Thursday	Library studies at Main campus (to be announced)
Feb 28 Tuesday	Review for mid-term examination; brief conferences.
Mar 2 Thursday	Mid-term examination.
Mar 7 Tuesday	Instructor returns mid-term examinations for revision.
Mar 9 Thursday	Revised mid-terms are re-submitted by students for final grade. Eight week evaluation due.
Mar 14 Tuesday	Spring Break – No class.
Mar 16 Thursday	Spring Break - No class.
Mar 21 Tuesday	Discussion of informative essay topics; outlining revisited
Mar 23 Thursday	Citing sources and plagiarism.
Mar 28 Tuesday	Brief conferences.
Mar 30 Thursday	Thesis statement and outline of informative essay due.
Apr 3 Monday	Withdrawal deadline.

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April 4 Tuesday	Informative essay help session.
April 6 Thursday	Review of sentence fragment issues.
April 11 Tuesday	First draft of informative essay due.
April 13 Thursday	Public speaking - guest speaker (to be announced).
April 18 Tuesday	Ten minute class presentations of informative essay content.
April 20 Thursday	Second draft of informative essay due with sources cited.
April 25 Tuesday	Thesis statement and outline of argumentative essay due.
April 27 Thursday	Argumentative essay help session.
May 2 Tuesday	Class presentations of argumentative essay ideas.
May 4 Thursday	Last class – review for final examination.
May 9 Tuesday	Final examination.
May 15 Mon	Final grades due.