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## Syllabus: **Integrated Reading & Writing II: Intermediate**

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### Course Information

Course Prefix/Number: IRW 90  
 Semester: Fall 2016  
 Class Days/Times: Hybrid schedule

Credit Hours: 4  
 Course Title: Integrated Reading & Writing II:  
 Intermediate  
 Room: CDI Head Start Center

### Instructor Information:

Name: Christopher "Kit" McIlroy

Phone/Voice Mail: 520-235-8895  
 E-mail: [mcilroyc@gmail.com](mailto:mcilroyc@gmail.com)  
 Office hours : Online and phone by appointment.  
 CDI Head Start Center after class and by  
 appointment.

**Course Description:** This course promotes skills for college-level reading and writing toward readiness for academic and professional demands. Students will apply active reading strategies to reading materials of various forms, genres, and lengths. They will hone writing abilities through written responses to the readings, and through original paragraphs and an essay. They will study and apply principles of standard English conventions and usage. They will expand comprehension and communication through assignments and discussions on-site and online.

### Course Objectives:

**During this course students will .....**

- Apply intermediate writing skills and strategies to all reading materials to enhance reading comprehension.
- Expand vocabulary and word recognition skills.
- Summarize, evaluate, and apply reading materials through written reviews.
- Identify main ideas, thesis statements, topic sentences, and supporting details in readings and writings.
- Recognize and apply patterns of organization in reading and writing.
- Study and apply conventions and usage of standard written English.
- Proofread and revise written work
- Form a mutually supportive reading and writing community.

## **Student Learning Outcomes (SLOs) : (Three to Six)**

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

- Utilize active reading strategies for improved comprehension at the literal and interpretive level.
- Critically evaluate and discuss readings.
- Employ a consistent level of vocabulary suitable for academic and professional writing through focused vocabulary building and word analysis; become more confident and capable in oral and written language.
- Recognize and apply the conventions and usage of standard English in reading and writing.
- Develop a range of written compositions that are clear, well-organized, and meaningful.
- Enhance comprehension and application of reading and writing through participation in a community of readers and writers.

## **Course Structure:**

- Meet in five monthly on-site sessions for instruction, reading, writing, and discussion.
- Between on-site sessions, reinforce and engage with course content through Google Hangouts, online forum, email, and individual phone conversations.
- Gradually transition from ungraded assignments in reading, writing, and English conventions and usage to assignments that include a graded written paragraph and essay.

## **Texts and Materials:**

Packet prepared by instructor.

Pocket dictionary and thesaurus for each student.

Each student will need a ring binder and looseleaf paper, a 2-pocket folder for turning in assignments, and a flash drive.

Available as reference: In Concert: Reading and Writing, Kathleen T. McWhorter

## **Evaluation and Grading & Assignments**

### **Assessment Evidence**

Students' progress and achievement will be assessed regularly by:

- peer and instructor evaluation of written assignments
- oral presentations on reading assignments
- oral reading
- quizzes in reading content and English conventions and usage, as necessary
- exercises in English conventions and usage.

**Grading policies:**

A total of 100 points is possible during the semester (not including extra credit).

A 90-100 points

B 80-89 points

C 70-79 points

D 60-69 points

F less than 60 points

Your ungraded assignments are worth a possible 53 points.

Your graded assignments are worth a possible 25 points.

Your attendance is worth a possible 13 points.

Your journal and vocabulary log are worth a possible 9 points.

**Extra credit:**

Your in-class final exam is worth up to 5 points in extra credit. Other extra credit is available through participating in family writing workshops at CDI Head Start and through extra writing projects.

Ungraded assignments include written responses to assigned readings, drafts and some completed versions of assigned written paragraphs and essay, responses to peer writings, and exercises in conventions and usage.

Graded assignments include a paragraph of cause and effect (possible 5 points) an essay of comparison-contrast (possible 10 points), and 10 points of the final exam.

The final exam will consist of a possible 5 points in reading, a possible 5 points in writing, and a possible 5 points in conventions and usage, for a total of 15. Of these, 10 points apply to the graded assignments, with up to 5 points available for extra credit.

**Cultural Component:**

At the beginning of the course, Hualapai and other tribal members will arrive at classroom norms that are consistent with cultural traditions and beliefs, and that will guide the spirit and conduct of the class. Cultural traditions and considerations will be a vital element in discussions of readings. Several readings have been chosen specifically to stimulate such discussions.

With the guidance of tribal members in the class, the instructor will do his best to honor cultural appropriateness in all aspects of the course.

**Policies and expectations-**

**Absences:** You will lose a point for unexcused absence during classroom meetings and/or Google Hangout sessions.

**Lateness or early departure:** If unexcused, each incidence costs ½ point.

**Late assignments,** if unexcused, receive only ½ credit for ungraded work. Late graded work loses one full grade level, for instance from A to B.

**Classroom breaches:** Each unauthorized use of a cell phone or other electronic device, or verbal or other classroom disruption, costs 1 point.

**Music:** Listening to music in class is allowed only during individual reading or writing time, and must utilize earbuds or headphones so that no one else is distracted.

**Classroom community:** Reading and writing engage the whole person. They benefit greatly from

group support. All students must commit to building success for every other student as well as for themselves. That is the only goal of a writing community, and it must be honored.

**Assignment format:** Final copies are submitted in a two-pocket folder and include all prewriting, drafts, and annotated copies of readings when applicable. Assignments submitted without these written materials and the folder will be considered late and graded accordingly. Typing of written assignments is preferred but not required.

**Academic honesty:** In all assignments to be submitted as individual work you are expected to do your own writing. You may, on your own time, comment constructively on each other's drafts in process before they are turned in. Please submit any written comments from fellow classmates along with your final assignment.

Using others' ideas and phrasing without attribution is *plagiarism*, the most serious academic violation. This includes use of online materials as well as any other media sources.

It's possible that students may commit plagiarism unintentionally. If you have any doubt about use of sources, please confer with me.

**Class cancellation:** In addition to having a cancellation notice posted on the classroom door, I will email a notification to students.

**Americans with Disabilities Act (ADA) Compliance:** Tohono O'odham Community College and CDI Head Start are committed to providing reasonable accommodations for students with special needs. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

**Cultural and Religious Observances:** The college recognizes the importance of the religious and cultural observances and practices of its students. *At least two weeks before a religious or cultural observance that affects attendance or assigned work, students must submit to the instructor a written statement that contains the date of the observance.* Absences and late assignments due to religious and cultural observance and practices will not count against the student's record.

**Course Outline:**

- I. Active reading and academic writing
- II. Reading and writing narrative and descriptive writing
- III. Sentence usage and punctuation
- IV. Expository organization, topic sentence, minor supports, development
- V. Organizational patterns for paragraphs and essays
- VI. Punctuation, verb tenses, grammatical agreement, and other conventions issues
- VII. Summary, paraphrase, and attribution of sources
- VIII. Study skills applicable to cross-departmental coursework
- IX. Finalizing graded assignments, including a paragraph and an essay.

**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.