

**“SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT’S LIFE”**

**Course Syllabus for Co-Requisites: Integrated Reading & Writing (INRW 0300) and  
English Composition (COMP 1301)**

**SUMMER I 2020**

**Instructor:** Mrs. Raylene Nuffer, M.A.

**Email:** [rnuffer@southplainscollege.edu](mailto:rnuffer@southplainscollege.edu) (Please, DO NOT email me; Text me through Remind)

**Phone:** 806-716-2239, Please leave me a message if I am not available to answer your call.

I DO get all messages through email if I am not in my office.

**Office Location:** ONLINE; Text me on Remind for a face-to-face Zoom meeting

**Remind Text:** *Best way to reach me.*

1. Download the Remind app on your smart phone.
2. Input your name and phone number.
3. Join the class using the code @rnuf

**Office Hours:**

You may text me *any day* of the week from *9:00am – 7:00pm*.

Please do not wait until 11:30pm to text me about an assignment that is due at midnight. I will not help you. Time management is key in an online course. DO NOT WAIT UNTIL THE LAST MINUTE.

*Office hours are subject to change; however, you will be notified if changes occur.*

**Mrs. Nuffer’s INRW 0300 and ENGL 1301 Course Offerings for SUMMER I 2020:**

ENGL1301.C151+INRW0300.C151 meets ONLINE

## ENGL 1301: Composition 1 – Course Information

### Departments

English and Philosophy

### Course Description

This course is an intensive study and practice of the composition process from invention and researching to drafting, revising, and editing, both individually and collaboratively. The curriculum includes the teaching of effective rhetorical modes as well as audience, purpose, arrangement, style, and collateral readings. The instructional focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

**This course partially satisfies a Core Curriculum Requirement:** Communications Foundational Component Area (010)

### Core Curriculum Objectives Addressed:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

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

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Write essays that exhibit logic, unity, development, and coherence.
3. Develop ideas with appropriate support and attribution.
4. Write in a style appropriate to audience and purpose.
5. Read, reflect, and respond critically to a variety of texts.
6. Use American English, with an emphasis on correct grammar, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

## INRW 0300: Integrated Reading and Writing – Course Information

### Departments

The Teaching and Learning Center

### Course Description

INRW 0300 serves as a paired support course for students enrolled in ENGL 1301 who are not yet TSI-complete in reading and/or writing. The focus is on teaching students critical reading and academic writing skills to equip them for success in Composition I. Successful completion of this course fulfills TSI requirements for reading and/or writing.

**Student 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.

## Required Materials

*The Power of Determination* edited by: John Langan; ISBN 978-1-59194-503-1

*Steps to Writing Well with Additional Readings* by: Jean Wyrick, ISBN 978-1-305-39421-6 (optional)

Required materials for class:

- Pens/pencils
- Paper/spiral notebook
- Highlighters, colored pens/pencils (assorted colors for marking text)
- Folder/binder
- Calendar/agenda\*

\*The last day to buy books and supplies at the bookstore using financial aid is June 3<sup>rd</sup>.

***The textbook and materials are due on the second day of class, June 2, 2020.***

## Student Assessment

A pre- and post-test in reading and writing will be used to determine the extent of improvement that the students have gained during the semester.

## Course Details

Student writing Portfolio for EACH of the TWO major essays:

Active Reading

Reader response essays

Online discussion boards

Daily Grammar lessons/quizzes

Final (essay)

Grades are determined by the following scale:

90-100 = A                      60-69 = D  
80-89 = B                      0-59 = F  
70-79 = C

Your grade will be based on the following percentages:

Writing Portfolio (2 500-word essays + revisions + rewrites)	45%
Class Writing Assignments (Reader Responses)	20%
Active Reading Skills and reading discussions	20%
Grammar Mini-Lessons: NoRedInk	5%
Final: essay	10%

*\*Academic progress posted in each student's grade book on Blackboard.*

**\*\*Students need a "C" or 70% or higher to pass these courses and move on to other reading-intensive courses.\*\***

### Grading Policy

1. All work is due as stated by the instructor and/or the syllabus
2. All work is due on time. LATE WORK WILL NOT BE ACCEPTED.
3. Grades are usually updated and entered in Blackboard within a week after the assignment is due.  
\*\*\*\*It is the *students' responsibility* to track their grades in Gradebook in Blackboard.

### Attendance Policy

In these co-requisite courses (INRW0420 + COMP1301), students need to login to Blackboard daily. If a student does not login for more than two days, then that is considered an absence. *I may drop the student from both courses with an "X" if a student has more than two absences.*

Students are expected to login to Blackboard every day in order to be successful in a college course.

**A student cannot remain in one course, while dropped from the other course- the student will be dropped from both courses as these are co-requisite courses.**

### Helpful Websites

- Grammarly.com (use the free version to upload essays for spelling, grammar, and punctuation mistakes).
- Tutor.com (use the link in our Blackboard classroom in the navigational bar)

## Writing Portfolio Essays

There will be TWO major essays in this course.

Students are required to complete a writing portfolio for each major essay.

Student writing Portfolio *for EACH of the TWO major essays:*

- Pre-writing
- Outline
- 500-word essay drafts
- Teacher and peer reviews
- Final Copy (revised and polished copy)

### Personal Narrative

When you write a narrative essay, you are telling a story. Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point and that point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph.

Since a narrative relies on personal experiences, it often is in the form of a story. When the writer uses this technique, he or she must be sure to include all the conventions of storytelling: plot, character, setting, climax, and ending. It is usually filled with details that are carefully selected to explain, support, or embellish the story. All of the details relate to the main point the writer is attempting to make.

### Compare and Contrast

To write a comparison or contrast essay that is easy to follow, first decide what the similarities or differences are by writing lists on scrap paper. Which are more significant, the similarities or the differences? Plan to discuss the less significant first, followed by the more significant. It is much easier to discuss ONLY the similarities or ONLY the differences, but you can also do both.

### Reader Response / Double Entry Journal

A reader response or double entry journal is a two paragraph essay gives a brief summary of the reading/text in the first paragraph, and the student's impressions, thoughts, or ideas about the reading/text in the second paragraph. Students will write several reader responses in the course of this semester.

## Institutional and Academic Policies

### Plagiarism and Cheating

Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations; or
5. Turning in a paper that was written for another class without further work (eg; added research, extensive text, or a reformatted essay); or
6. Using a translator (online or otherwise) to translate from the student's native language to English. The use of translators are not allowed in any writing assignment for these courses

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Copying another's work during an examination or on a homework assignment;
7. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
8. Taking pictures of a test, test answers, or someone else's paper.

## Student Code of Conduct Policy

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

## Disability Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611 OR email [lyoung@southplainscollege.edu](mailto:lyoung@southplainscollege.edu) (Levelland Campus).

## Nondiscrimination Policy

The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

## Diversity Policy

In this class, the instructor will endeavor to establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all participants to learn about others, about the larger world, and about themselves.

## Technical Help

Technical help with email, internet access, MySPC, or any other SPC tech support issues please-

Email: [helpdesk@southplainscollege.edu](mailto:helpdesk@southplainscollege.edu) OR Call: 806-716-2600

For technical help in Blackboard click the blue "Help" tab in the black column on the left-hand side of any Blackboard screen OR use the technical support email/phone number listed above.

**Note:** The instructor reserves the right to modify the course syllabus and policies.

Students will be notified of any changes that may be made to the syllabus.

## Technical Course Information/Requirements

### **Blackboard**

Blackboard serves as our course website, and will include real-time access to your grades, as well as weekly modules with PowerPoint and class notes, assignments due, handouts, and your chapter quizzes. To access Blackboard, please go to MySPC and click on Blackboard, then click the course link for this class.

### **Student Email**

Your student email account can be accessed through MySPC. Please note: you will need your log-in information (username and password) to log into Blackboard. We will use the computer labs throughout the semester where you will need this information to log on to lab computers.

Once logged in to MySPC you will click on Student Email and your username & password is the same as your MySPC username & password.

### **MYSPC Technical Assistance**

For technical assistance, please email [askspc@southplainscollege.edu](mailto:askspc@southplainscollege.edu) or 806-894-9611 ext. 3300.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Reading Department at South Plains College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for South Plains College are expected to facilitate learning pursuant to the course objectives. However, instructors also are encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

## Tentative Course Schedule - INRW0300 & COMP1301 CO-REQ, SPRING 2020

Week	Topic
1 - June 1-7	<p>Class Syllabus (Quiz)</p> <p>Reading and writing pre-tests</p> <p>Introduction to:</p> <ul style="list-style-type: none"><li>• Active reading</li><li>• Reader response discussion boards</li><li>• Grammar Mini Lessons (<b>NoRedInk</b>)</li></ul> <p>Begin <i>The Power of Determination</i> (TPoD) Introduction, Maria, and Paul</p> <p>AR: "Will She Make It"</p> <p><b>Personal Narrative Essay</b>: pre-writing</p>
2 - June 8-14	<p><b>NoRedInk</b>: Unit work &amp; reading and revisions</p> <p><b>TPoD</b>: Erika, Jeroboam, Tay Thi, and Indonesian and Erika</p> <p><b>Personal Narrative Essay</b>: outline and rough draft</p>
3 - June 15-21	<p><b>NoRedInk</b>: Unit work &amp; reading and revisions</p> <p><b>TPoD</b>: Erika, Jeroboam, Tay Thi, and Indonesian and Erika</p> <p><b>Personal Narrative Essay</b>: revisions, and final copy</p>
4 - June 22-28	<p><b>NoRedInk</b>: Unit work &amp; reading and revisions</p> <p><b>TPoD</b>: Erika, Jeroboam, Tay Thi, and Indonesian and Erika</p> <p><b>Compare and Contrast Essay</b>: pre-writing, outline, and rough draft</p>
5 - June 29-July 6	<p><b>NoRedInk</b>: Unit work &amp; reading and revisions</p> <p><b>TPoD</b>: Erika, Jeroboam, Tay Thi, and Indonesian and Erika</p> <p><b>Compare and Contrast Essay</b>: revisions, and final copy</p> <p>Reading and Writing post-texts</p> <p>Final: essay</p>