

INRW 0300

Spring 2021

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Reese Center Office: 307C ~ Lubbock Center Office: 125K ~ Levelland Office: 332

Monday (Reese)	Tuesday (Levelland)	Wednesday (Reese)	Thursday (Lubbock)	Friday By Appointment
11am-12:30pm	11am-12:30pm	11am-12:30pm	~	9am-11am
~	1:30pm-3:30pm	~	3pm-5:30pm	2pm-4pm

Departmental 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.

Scope/Purpose: 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 Objectives: 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 the 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 the 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 Texts and Supplies:

The Life We Bury by Allen Eskins (Need by February 5th)

Access to a computer with Internet access

An active SPC email account

Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage

Course Requirements:

- Students will read short stories, poems, and essays from all areas of the humanities, will participate in class discussions of the readings, and will be tested over their understanding of the readings through quizzes, examinations, and/or written assignments.
- Individual instructors may require additional writing assignments including, but not limited to, resumes, business letters, homework or reaction papers, and journal entries.
- Individual instructors may also require quizzes or examinations covering, but not limited to, grammar, reading assignments, logic, and rhetorical modes.

Grading of Course work:

Participation/Daily Writing Exercises 10%

Journal/Discussion Boards 15%

Grammar Exercises 15%

Midterm Exam 20% (week 8)

Final Exam 40% (week 16)

Grading Scale:

A- 100-90 %

B- 89-80 %

C- 79-70 %

D- 69-60 %

F – 59-0 %

Format of Assignments: As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers.

- All assignments need to conform to MLA standards.
- All assignments should be typed or computer generated papers with all text in Times New Roman, 12 point font.

- All assignments should have 1" margins on the sides, top, and bottom.
- Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages.
- Drafts should be clearly labeled as to 1st or final.
- Assignments with multiple pages must be stapled.
- Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment.
- Remember also that all electronically-submitted assignments may be processed through Turnitin.Com to verify originality.

Methods of Evaluation: Students' work is evaluated by means of A, B, C, D, F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only.

All assignments must be completed and turned in on the date due before a student will receive credit for the assignment.

Essays and writing assignments will be evaluated according to the following criteria:

1. Use of the conventions of standard grammar;
2. Use of the appropriate method of development for the assignment;
3. Use of the principles of unity and coherence; and
4. Use of logical, factual arguments to advance the thesis of the assignment.

Superior Essays (A) These essays meet all the conventions listed for Good Essays, but the work is more original, more inspired, and more maturely presented. To receive an "A", an essay cannot contain more than one major grammatical error.

Good Essays (B) Central Idea: presents a significant and interesting central idea, clearly defined and supported with substantial, concrete, and consistently relevant detail. Organization/Development: handled so that the essay conveys a sense of controlling purpose and orderly progression; the thought moves—clearly, coherently, and with compelling logic toward a conclusion; paragraphs are developed with sufficient support and suitable proportion and emphasis; transitions between paragraphs are explicit and graceful. Sentence Structure: skillfully constructed and displaying fluency, economy, and effective variety; together with diction, sentence structure is the best evidence of style, the distinctive, natural display of a good mind at work. Diction: everywhere appropriate to the writer's subject, purpose, audience, and occasion; distinctive in precision, economy, and the idiomatic use of General English. Mechanics: notable for the consistent use of conventional General English grammar, punctuation, and spelling; any errors are minor and do not detract significantly from the generally high quality of the essay as a whole. If the content and development are particularly good, an essay may receive a "B" with two major grammatical errors.

Average Essays (C) Central Idea: is apparent but may be trite, general, or self-evident; the idea is supported with some concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy. Organization/Development: plan and method of the essay apparent but not consistently fulfilled; developed with occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, and usually effective in development; transitions between paragraphs clear but sometimes abrupt, mechanical, or monotonous. Sentence Structure: most sentences correctly structured but lacking in variety, economy, or forcefulness. Diction: appropriate to the subject, purpose, audience, and occasion; generally clear and idiomatic but not distinctive; some misuse of words may occur. Mechanics: clarity and effectiveness of expression are weakened by occasional lapses from conventional General English grammar, punctuation, and spelling. An essay cannot get above a “C” if it contains three major grammatical errors.

Poor Essays (D) Central Idea: is vague or confused or too large or general; unsupported by specific, concrete, relevant detail. Organization/Development: plan and purpose of the essay are not apparent; either the generalizations are left undeveloped, or they are developed by detail that is irrelevant, or inconsistent; paragraphs lack unity, coherence, or support; if there are any transitions between paragraphs, they may be unclear, misleading, or ineffective; thought and planning may display illogic or insufficient effort. Sentence Structure: sentences lacking in unity or coherence; run-ons, comma splices, or fragments may exist; expression is generally marked by serious and/or frequent awkwardness, incompleteness, ambiguity, redundancy, or immaturity; coordination may be excessive with a subsequent lack of appropriate subordination. Diction: inappropriate expression in being vague, imprecise, unidiomatic, immature, too colloquial, or substandard. Mechanics: clarity of meaning is obscured by frequent or serious departures from conventional General English grammar, punctuation, and spelling. Under no circumstances will a paper with more than four major grammatical errors receive more than a “D”.

Unacceptable Essays (F) An essay fails when it lacks a central idea, when it is clear that the writer has no subject, purpose, or reason for writing, or if the writer has clearly not put forth an effort to complete the assignment to the best of her or his ability. An essay may also fail when it exhibits a total inability to develop its central idea or when it demonstrates incompetence in the use of conventional General English. Under no circumstances will an essay receive higher than an “F” if it contains five or more major grammatical errors, and an essay may receive an “F” with three major errors if the content and development are not particularly strong.

No Essays (0) Any essay, or other assignment, not written and turned in receives a Zero and is averaged.

Late Work: Except in special circumstances, late work will not be accepted, so the assignment must be turned in on time. Like in the world of work, the job must be done right the first time, and completed on time, or no credit is given.

Attendance: Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due.

Absence Policy: Any student who misses more than four class sessions shall be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F”. In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must immediately notify the instructor of the attendance difficulty and submit proof of those extenuating circumstances, especially if the student already has surpassed the four allowed absences. "Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student should be withdrawn from the course" (SPC General Catalog, p. 20). Students should consult the General Catalog on pp. 20-22 for the college's detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

Academic Integrity—Plagiarism and Cheating: “It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension” (SPC General Catalog, p. 23). "Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers" (SPC General Catalog, p. 23). Students should consult the General Catalog on p. 23 for the college's detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Cell Phones, Ipods, Blackberries, Laptops, etc.: Please silence all electronics prior to entering the classroom and remember the following 2 guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

Students with Disabilities: 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 through the Guidance and Counseling Centers at Reese Center (Building 8) 716-4606, or Levelland (Student Services Building) 716-2577.

Statement of Nondiscrimination: It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

Statement of Diversity: In this class, the instructor will 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 of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Face Covering: It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

Class Schedule

All assignments are to be completed before the day they are listed. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

Week 1:

January 19th-21st

Course Introduction, Syllabus, MLA Formatting

Week 2:

January 25th-28th

Critical Reading, Annotation; No Red Ink; Nouns & Pronouns

Homework: No Red Ink (Nouns & Pronouns); Rough draft Narrative/Descriptive Essay Due Sunday, January 31st

Week 3:

February 1st-4th

Editing & Revising, Verbs, *The Life We Bury* Chapters 1-5;

Homework: No Red Ink (Verbs); Reading Notes part 1; Final Draft Narrative/Descriptive Due Sunday, February 7th

Week 4:

February 8th-11th

Inferencing, Adjectives & Adverbs, *The Life We Bury* Chapters 6-10

Homework: No Red Ink (Adjectives & Adverbs); Reading Notes part 2

Week 5:

February 15th-18th

Context Clues; Prepositions; *The Life We Bury* Chapters 11-15

Homework: No Red Ink (Prepositions, Conjunctions, and Interjections); Reading Notes part 3; Rough Draft Process Essay

Week 6:

February 22nd-25th

SOAPSTone; Conjunctions, and Interjections; *The Life We Bury* Chapters 16-20

Homework: No Red Ink (Colons & Semi-Colons); Reading Notes part 4; Final Draft Process Essay Due Sunday, February 28th

Week 7:

March 1st-4th

Commas, Colon & Semi-Colons; Midterm Review; *The Life We Bury* Chapters 21-25

Homework: Reading Notes part 5

Week 8:

March 8th-11th

Reading and Grammar Midterm Exam

SPRING BREAK (March 15th-19th)

Week 9:

March 22nd-25th

Subjects & Predicates; *The Life We Bury* Chapters 26-30

Homework: No Red Ink (Subjects & Predicates); Reading Notes part 6; Rough Draft Cause/Effect Essay

Week 10:

March 29th-April 1st

Phrases & Clauses; *The Life We Bury* Chapters 31-35

Homework: No Red Ink (Phrases & Clauses); Reading Notes part 7; Final draft Cause/Effect Essay due Sunday, April 4th

Week 11:

April 5th-8th

Parallelism, *The Life We Bury* Chapters 36-end

Homework: No Red Ink (Parallelism); Reading Notes part 8; Rough Draft Compare/Contrast Essay

Week 12:

April 12th-15th

Types of Sentences; Book Reviews

Homework: No Red Ink (Types of Sentences); Final Draft Compare/Contrast Essay Due Sunday, April 18th

Week 13:

April 19th-22nd

Building an Argument

Week 14:

April 26th-29th

Final Exam Review

Week 15:

May 3rd-6th

Final Exam Review

Homework: Final Draft Argument Essay Due Monday, May 10th

Week 16:

May 10th - 13th

Finals Week