

# NORTH CENTRAL TEXAS COLLEGE

## COURSE SYLLABUS

Course Title: Integrated Reading and Writing		
Course Prefix & Number: INRW 0405	Section Numbers: 400 & 401	Term Code: 141s
Semester Credit Hours: 4	Lecture Hours: 3	Lab Hours: 1
Course Description (NCTC Catalog): This is a combined lecture/lab, performance-based course designed to develop students' critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates preparation in basic academic reading skills with basic skills in writing a variety of academic essays. The course fulfills TSI requirements for reading and writing. This class does not count toward graduation at NCTC.		
Course Prerequisite(s): Pass READ/ENGL 0300 with a "C" or better or earn satisfactory TSI Assessment placement score or earn satisfactory placement score on another approved assessment		
Course Type:		
<input checked="" type="checkbox"/> - Academic General Education Course (from Academic Course Guide Manual but not in NCTC Core) <input type="checkbox"/> - Academic NCTC Core Curriculum Course <input type="checkbox"/> - WECM Course		

Name of Instructor:	Jennifer Boling
Campus/Office Location:	Corinth Campus – 307 ; Flower Mound Campus – 107
Office Hours:	M W F: 9:30 – 10:00 a.m. (FM)  M W: 2:00 – 3:15 p.m. (COR)  F: 11:00 a.m. – 1:00 p.m. (FM)  T R: 10:00 – 11:00 a.m. (COR) 2:20 – 3:20 p.m. (COR)
Telephone Number:	940-498-6252
Email Address:	Primary: use Canvas (conversation) Secondary: jboling@nctc.edu

Name of Chair/Coordinator:	Linda Fuqua
Office Location:	Gainesville Campus – MSS 823 ; Corinth Campus - 324
Telephone Number:	Gainesville 940-668-4221 ; Corinth 940-498-6208
Email Address:	lfuqua@nctc.edu (lowercase Q, not G)

**REQUIRED OR RECOMMENDED COURSE MATERIALS**

Biays & Wershoven, Along These Lines: Writing Paragraphs and Essays, Pearson, 6<sup>th</sup> edition, 2012.  
(book bundle includes MyLabsPlus access code)

**GRADING CRITERIA**

# of Graded Course Elements	Graded Course Elements	Point Values
15	MySkillsLab Assignments (10 points each)	150
1	MySkillsLab Lexile Improvement (100 points)	100
4	Essay Analyses (25 points each)	100
3	Essays (100 points each)	300
1	Summary (50 points)	50
3	Tests (100 points each – drop lowest 1)	200
1	Final Exam (100 points)	100
	Total	1000

Grade Scale: 900 – 1000 points = A; 800 – 899 points = B; 700 – 799 points = C; Below 700 points = F

**LATE WORK AND MAKE-UP WORK POLICY AND CLASS RULES**

Students who successfully develop reading and writing skills do each assignment conscientiously and turn their work in **on time**. If you are absent, you are responsible for finding out what assignment(s) you missed. All assignments and handouts will be posted on Canvas.

Late essays and the summary will be accepted only up to 5 days after the due date, and all late papers will receive a lower grade (5 points off per calendar day, *including* Saturdays and Sundays).

MySkillsLab assignments and essay analyses **cannot** be made up or submitted late for any reason.

Tests cannot be made up without prior arrangements or a doctor's note. Make-up tests must be taken within 5 days of the original test date, and all make-up tests will receive a lower grade (5 points off per calendar day, *excluding* Saturdays and Sundays).

No late work *of any kind* will be accepted the last week of classes (the week before final exams).

**Silence and put away all electronic devices** (e.g., in your pocket, backpack, or purse) prior to entering class. You are **not** allowed to have any electronic devices on your desk or in view.

**STUDENT LEARNING OUTCOMES**

	Student Learning Outcome
	At the successful completion of this course, the student will be able to:
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.

### TSI COMPLIANCE

At North Central Texas College, students who test but do not meet the passing scores in ALL sections of the TSI Assessment or any other THECB approved testing measurements are required by state law to obtain TSI advising and continuously enroll in a formal college preparatory studies (developmental) program every semester until all TSI requirements are satisfied. TSI program attendance is MANDATORY. Non-compliance with the rules of attendance will result in a student being WITHDRAWN from the college preparatory course and possibly from North Central Texas College. Withdrawals are subject to college policies as set forth in the college catalog.

### ATTENDANCE POLICY

Regular and punctual attendance is expected of all students in all College Prep classes for which they have registered. **There are NO excused absences.** The Department of College Preparatory Studies will notify students of absences reported by instructors, and one courtesy warning email notification (Lion Pride email) will be sent to the student's current NCTC student email address (Lion Pride) when the student accrues 3 hours of absence in a course. Failure to read and/or receive NCTC email (Lion Pride) is no excuse for not complying with the Attendance Policy. It is the student's responsibility to maintain correct and current e-mail and local and permanent addresses with the college. After a student has been absent from class **6 hours**, the student may be **dropped**. If the student is dropped from the only College Prep class in which he/she is enrolled and is TSI liable, the student will be **DROPPED** from all remaining courses for that semester. Inform the instructor in writing during the first week of class of any religious holidays observed this semester. Documentation must be given to the instructor at the class following the holiday. Also, since punctuality has become a problem in recent semesters, **three tardies** will be considered **one absence**. Coming in late disrupts the class. Occasions do occur that you will need to be tardy, but not on a consistent basis.

**CORE CURRICULUM FOUNDATIONAL COMPONENT AREA**

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|--|---|
| <input type="checkbox"/> Communication                   | <input type="checkbox"/> American History               |
| <input type="checkbox"/> Mathematics                     | <input type="checkbox"/> Government/Political Science   |
| <input type="checkbox"/> Life and Physical Science       | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Component Area Option          |
| <input type="checkbox"/> Creative Arts                   |   |

**REQUIRED CORE OBJECTIVES**

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|---|--|
| <input type="checkbox"/> Critical Thinking          | <input type="checkbox"/> Teamwork                |
| <input type="checkbox"/> Communication              | <input type="checkbox"/> Personal Responsibility |
| <input type="checkbox"/> Empirical and Quantitative | <input type="checkbox"/> Social Responsibility   |

**Last day to Withdraw** The last day to withdraw from a course with a "W" is November 6, 2014.

**GENERAL DESCRIPTION AND TENTATIVE SCHEDULE****GENERAL DESCRIPTION OF SUBJECT MATTER FOR EACH LECTURE/DISCUSSION**

Topic	General Description of Subject Matter
Writing Process	Utilize the writing process to produce multiple drafts of an essay. (SLO 5, 6, 7, 8, 9)
Reading and Writing Narrative Texts	Identify and analyze elements of narrative text. Compose and revise narrative essays. (SLO 1-4, 5, 6, 9, 10)
Academic Content Reading and Summary Writing	Apply the active reading strategy, SQ3R, to academic readings. Identify patterns of organization and construct concept maps. Annotate and outline content text and compose summaries for review. (SLO 1-3, 5, 6, 7, 9, 10)
Reading and Writing Informative Texts	Identify and analyze elements of informative text. Distinguish between fact and opinion. Identify an author's purpose and tone. Compose and revise informative essays using cited research. (SLO 1-7, 9, 10)
Reading and Writing Persuasive Texts	Identify and analyze elements of persuasive text. Analyze arguments for flaws. Identify excessive bias. Compose and revise persuasive essays using cited research. (SLO 1-10)
Grammar Study	Identify and edit common grammatical errors, including sentence fragments, run-ons and comma splices, pronoun agreement issues, subject-verb agreement issues, and misplaced modifiers. (SLO 10)
Vocabulary Study	Expand vocabulary through word study. (SLO 2)
Reading Level	Increase reading level through repeated weekly practice readings in My Skills Lab. (SLO 1-4)

**Student Rights & Responsibilities**

NCTC Board policy *FLB (Local) Student Rights and Responsibilities* states that each student shall be charged with notice and knowledge of the contents and provisions of the rules and regulations concerning student conduct. These rules and regulations are published in the Student Handbook published in conjunction with the College Catalog.

### **Scholastic Integrity**

Scholastic dishonesty shall constitute a violation of college rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion. See the Student Handbook for more information.

## **STUDENT SUPPORT SERVICES**

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### **Disability Services (OSD)**

The Office for Students with Disabilities (OSD) provides accommodations for students who have a documented disability. On the Corinth Campus, go to room 170 or call 940-498-6207. On the Gainesville Campus, go to room 110 or call 940-668-4209. Students on the Bowie, Graham, Flower Mound, and online campuses should call 940-668-4209. North Central Texas College is on record as being committed to both the spirit and letter of federal equal opportunity legislation, including the Americans with Disabilities Act (ADA) of 1990, ADA Amendments Act of 2009, and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112).

<http://www.nctc.edu/StudentServices/SupportServices/Disabilityservices.aspx>

### **Student Success Center**

The Student Success Center is designed to help all students at NCTC develop tools to achieve their academic goals. The center links students to FREE tutoring, including a Writing Center, a Math Lab, and free online tutoring in the evening. The program helps students acclimate to college by providing students free interactive workshops. For more information, please visit your nearest Student Success Center.

### **Tobacco-Free Campus**

NCTC restricts the use of all tobacco products, including cigarettes, cigars, pipes, and smokeless tobacco, on campus property.

## Integrated Reading and Writing 0405 Course Calendar

Unit 1	The Writing Process & Narration		
Date	Topic	Readings	Graded Assignments
<p><b>Week 1:</b> 1/13-1/20</p> <p><b>Module 1: Getting Started</b></p>	<p>Course Introduction Begin Writing Process</p> <p><b>Grammar Point:</b> Coordination- Avoiding Run-ons and Comma Splices</p>	<p>Course Syllabus and Calendar</p> <p><i>Along These Lines</i>- Chapter 11</p> <p><i>Along These Lines</i>-Chapter 16 and 17</p>	<ul style="list-style-type: none"> <li>➤ Read syllabus and calendar</li> <li>➤ Set up My Skills Lab account</li> <li>➤ Pretests in My Skills Lab                             <ul style="list-style-type: none"> <li>• Lexile</li> <li>• Sentence Skills</li> </ul> </li> <li>➤ Journal 1-2</li> </ul> <p><b>Lexile Readings- Semester long assignment! Improve by 100 pts by 4/30!</b></p>
<p><b>Week 2:</b> 1/20-1/27</p> <p><b>Module 2: Reading Narratives</b></p>	<p>Reading Narratives</p> <ul style="list-style-type: none"> <li>• Elements of Narration</li> </ul> <p><b>Grammar Point:</b> Coordination- Avoiding Run-ons and Comma Splices (continued)</p>	<p>Selected Readings (posted in Angel)</p> <p><i>Along These Lines</i>-Chapter 16 and 17</p>	<ul style="list-style-type: none"> <li>➤ Journal 3-4</li> <li>➤ <b>MSL#1:</b> Run-Ons (MSL= My Skills Lab)</li> </ul>
<p><b>Week 3:</b> 1/27-2/3</p> <p><b>Module 3: Drafting Narratives</b></p>	<p>Drafting Narratives</p> <p><b>Grammar Point:</b> Sentence Fragments Quotations</p>	<p><i>Along These Lines</i>- Chapter 12, pg. 297-302</p> <p><i>Along These Lines</i>- Chapter 19</p>	<ul style="list-style-type: none"> <li>➤ Journal 5-6</li> <li>➤ <b>Narrative Draft #1</b></li> <li>➤ <b>MSL #2:</b> Sentence Fragments</li> </ul>
<p><b>Week 4:</b> 2/3-2/10</p> <p><b>Module 4: Revising Narratives</b></p>	<p>Revising Narratives</p> <p><b>Grammar Point:</b> Sentence Fragments Quotations</p>	<p><i>Along These Lines</i>- Chapter 12, pg. 297-302</p> <p><i>Along These Lines</i>- Chapter 19</p>	<ul style="list-style-type: none"> <li>➤ Journal 7-8</li> <li>➤ <b>Narrative Final Draft</b></li> <li>➤ <b>Quiz 1:</b> Writing Process, Narration, Sentence Fragments and Run-ons</li> </ul>

## Integrated Reading and Writing 0405 Course Calendar

Unit 2	Academic Reading and Summary Writing		
Date	Topic	Readings	Graded Assignments
<p><b>Week 5 :</b> 2/10-2/17</p> <p><b>Module 5:</b> <b>Active Reading Strategies</b></p>	<p>Active Reading -SQ3R Main Ideas and Supporting Details Writing Patterns</p> <p><b>Grammar Point:</b> Subject-Verb Agreement</p>	<p>Selected Readings in Angel</p> <p><i>Along These Lines</i>, Chapter 24</p>	<ul style="list-style-type: none"> <li>➤ Journal 9-10</li> <li>➤ <b>MSL#3:</b> Outline and Map-Practice 1 and 3</li> <li>➤ <b>MSL #4:</b> Reading the Multi-Pattern Essay- highest of all practices</li> <li>➤ <b>MSL #5:</b> Annotate and Highlight- Overview, Model and Animation</li> </ul>
<p><b>Week 6:</b> 2/17-2/24</p> <p><b>Module 6:</b> <b>Active Reading: Summarizing</b></p>	<p>Active Reading (Continued) Annotating Outlining Writing a Summary</p> <p><b>Grammar Point:</b> Subject-Verb Agreement</p>	<p>Selected Readings in Angel</p> <p><i>Along These Lines</i>, Chapter 24</p>	<ul style="list-style-type: none"> <li>➤ Journal 11-12</li> <li>➤ <b>MSL #6:</b> Summarize and Paraphrase</li> <li>➤ <b>MSL #7:</b> Subject-Verb Agreement</li> </ul>
<p><b>Week 7:</b> 2/24-3/3</p> <p><b>Module 7:</b> <b>Active Reading: Studying a Textbook</b></p>	<p>Using SQ3R to Study a Textbook Chapter</p>	<p>Selected Readings in Angel</p>	<ul style="list-style-type: none"> <li>➤ Journal 13-14</li> <li>➤ <b>Summary Draft #1</b> (Journal 14)</li> <li>➤ <b>Quiz 2:</b> Active Reading, Outlining and Summarizing, Subject-Verb Agreement</li> </ul>



## Integrated Reading and Writing 0405 Course Calendar

Unit 3	Reading and Writing Informative Texts		
Date	Topic	Readings	Assignments
<p><b>Week 8:</b> 3/3-3/10</p> <p><b>Module 8: Critical Reading Skills for Informative and Persuasive Texts</b></p>	<p>Fact and Opinion Purpose and Tone Elements of an Informative Text</p> <p><b>Grammar Point:</b> Pronoun-Antecedent Agreement</p>	<p>Selected Readings in Angel</p> <p><i>Along These Lines</i>, Chapter 25</p>	<ul style="list-style-type: none"> <li>➤ <b>Summary Final Draft</b></li> <li>➤ Journal 15-16</li> <li>➤ <b>MSL #8:</b> Purpose, Tone and Bias (highest score of all practices)</li> <li>➤ <b>MSL #9:</b> Pronoun – Antecedent Agreement</li> </ul>
<p><b>Week 9:</b> 3/17-3/24</p> <p><b>Module 9: Reading Informative Essays</b></p>	<p>Reading Informative Essays</p> <p><b>Grammar Point:</b> Pronoun-Reference</p>	<p>Selected Readings in Angel</p> <p><i>Along These Lines</i>, Chapter 25</p>	<ul style="list-style-type: none"> <li>➤ Journal 17-18</li> <li>➤ <b>MSL #10:</b> Pronoun Reference</li> </ul>
<p><b>Week 10:</b> 3/24-3/31</p> <p><b>Module 10: Researching and Drafting Informative Essays</b></p>	<p>Drafting Informative Essays</p> <p><b>Grammar Point:</b> Pronoun Case</p>	<p><i>Along These Lines</i>, Chapter 12-14</p> <p><i>Along These Lines</i>, Chapter 25</p>	<ul style="list-style-type: none"> <li>➤ Journal 19-20</li> <li>➤ <b>Informative Essay Draft #1</b></li> <li>➤ <b>MSL #11:</b> Pronoun Case</li> </ul>
<p><b>Week 11:</b> 3/31-4/7</p> <p><b>Module 11: Revising Informative Essays</b></p>	<p>Revising Informative Essays</p> <p><b>Grammar Point:</b> Review Pronouns</p>	<p>Selected Readings in Angel</p> <p><i>Along These Lines</i>, Chapter 12-13</p> <p><i>Along These Lines</i>, Chapter 26</p>	<ul style="list-style-type: none"> <li>➤ Journal 21-22</li> <li>➤ <b>Informative Essay Final Draft</b></li> <li>➤ <b>Quiz 3:</b> Fact and Opinion, Informative vs. Persuasive Writing, Pronoun agreement, reference and case</li> </ul>



## Integrated Reading and Writing 0405 Course Calendar

Unit 4	Reading and Writing Arguments		
Date	Topic	Readings	Assignments
<b>Week 12:</b> 4/7-4/14  <b>Module 12:</b> <b>Reading Arguments</b>	Reading Arguments Elements of Argumentation Point and Support Counterarguments Flawed Argument  Grammar Point: Parallelism	Selected Readings in Angel   <i>Along These Lines</i> , Chapter 20	<ul style="list-style-type: none"> <li>➤ Journal 23-24</li> <li>➤ <b>MSL#12:</b> Critical Thinking (highest score of all practices)</li> <li>➤ <b>MSL#13:</b> Parallelism</li> </ul>
<b>Week 13:</b> 4/14-4/21  <b>Module 13:</b> <b>Drafting Arguments</b>	Drafting Arguments   Grammar Point: Misplaced Modifiers	<i>Along These Lines</i> , Chapter 13, pg. 338-357   <i>Along These Lines</i> , Chapter 22	<ul style="list-style-type: none"> <li>➤ Journal 25</li> <li>➤ <b>Persuasive Essay Draft 1</b></li> <li>➤ <b>MSL#14:</b> Modifiers</li> </ul>
<b>Week 14:</b> 4/21-4/28 <b>Module 14:</b> <b>Revising Arguments</b>	Revising Arguments  Grammar Point: Editing Practice		<ul style="list-style-type: none"> <li>➤ <b>MSL#15:</b> Editing the Essay</li> <li>➤ <b>Quiz 4:</b> Argument, Parallelism and Misplaced Modifiers</li> </ul>
<b>Week 15-16:</b> 4/28-5/5 <b>Module 14:</b> <b>Revising Arguments (cont.)</b>	Revising Arguments (Continued)  <b>Final Review</b>		<ul style="list-style-type: none"> <li>➤ <b>Persuasive Essay Final Draft</b></li> </ul>

# Course Calendar

INRW 0405 – TR

## Week 1

- T Aug. 26 Course introduction  
HW: Read Chapter 16 (pp. 401-414)
- R Aug. 28 Chapter 16 – Beyond the Simple Sentence: Coordination  
HW: Read Chapter 11 (pp. 248-284)  
Read Chapter 17 (pp. 415-422)
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## Week 2

- T Sept. 2 Chapter 11 – Writing an Essay  
Chapter 17 – Avoiding Run-on Sentences and Comma Splices  
HW: MSL #1 (Run-ons)  
Read Chapter 18 (pp. 423-435)
- R Sept. 4 **MSL #1 (Run-ons) due by *beginning* of class**  
Chapter 11 – Writing an Essay (cont'd)  
Chapter 18 – Beyond the Simple Sentence: Subordination  
HW: Read Chapter 19 (pp. 436-444)
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## Week 3

- T Sept. 9 Chapter 11 – Writing an Essay (cont'd)  
Chapter 19 – Avoiding Sentence Fragments  
HW: MSL #2 (Fragments)  
Test #1 Review
- R Sept. 11 **MSL #2 (Fragments) due by *beginning* of class**  
Chapter 11 – Writing an Essay (cont'd)  
Review for Test #1
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# Course Calendar

INRW 0405 – TR

## Week 4

- T Sept. 16      **Test #1**  
Chapter 11 – Writing an Essay (cont'd)
- HW: Essay Analysis #1  
Read Chapter 13 – Cause and Effect *only* (pp. 331-337)
- R Sept. 18      **Essay Analysis #1 due**  
Chapter 13 – Different Essay Patterns: Cause and Effect
- HW: MSL #3 (Outline and Map)  
Essay Analysis #2  
Cause or Effect essay (due Tuesday, Sept. 30)  
Reading Module #1
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## Week 5

- T Sept. 23      **MSL #3 (Outline and Map) due by *beginning* of class**  
**Essay Analysis #2 due**  
Active Reading (SQ3R, Main Ideas and Supporting Details)
- HW: Reading Module #2
- R Sept. 25      Active Reading (Writing Patterns)
- HW: MSL #4 (Reading Multi-Pattern Essays)  
Read Chapter 24 (pp. 500-514)  
Reading Module #3
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## Week 6

- T Sept. 30      **Cause or Effect essay due**  
**MSL #4 (Reading Multi-Pattern Essays) due by *beginning* of class**  
Chapter 24 – Making Subjects and Verbs Agree  
Active Reading (Annotating and Summarizing)
- HW: MSL #5 (Annotate and Highlight)  
Reading Module #4
- R Oct. 2      **MSL #5 (Annotate and Highlight) due by *beginning* of class**  
Active Reading (Outlining and Summarizing Longer Readings)  
Chapter 24 – Making Subjects and Verbs Agree (cont'd)
- HW: MSL #6 (Summarize and Paraphrase)  
MSL #7 (Subject-Verb Agreement)  
Read Chapter 25 (pp. 515-525)

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**Week 7**

- T Oct. 7      **MSL #6 (Summarize and Paraphrase) due by *beginning* of class**  
**MSL #7 (Subject-Verb Agreement) due by *beginning* of class**  
Studying a Textbook  
Chapter 25 – Using Pronouns Correctly: Agreement and Reference
- HW: Summary Prep
- R Oct. 9      Studying a Textbook (cont'd)  
Chapter 25 – Using Pronouns Correctly: Agreement and Reference  
(cont'd)
- HW: MSL #8 (Pronoun-Antecedent Agreement)  
Summary (due Thursday, Oct. 16)  
Read Chapter 12 – Comparison and Contrast *only* (pp. 309-316)
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**Week 8**

- T Oct. 14      **MSL #8 (Pronoun-Antecedent Agreement) due by *beginning* of class**  
Chapter 12 – Different Essay Patterns: Comparison and Contrast  
Chapter 25 – Using Pronouns Correctly: Agreement and Reference  
(cont'd)
- HW: MSL #9 (Pronoun Reference and Point of View)  
Read Chapter 26 (pp. 526-535)
- R Oct. 16      **Summary due**  
**MSL #9 (Pronoun Reference and Point of View) due by *beginning* of class**  
**class**  
Comparison and Contrast (cont'd)  
Chapter 26 – Using Pronouns Correctly: Consistency and Case
- HW: MSL #10 (Pronoun Case)  
Essay Analysis #3  
Comparison or Contrast Essay (due Thursday, Oct. 23)  
Reading Module #5
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# Course Calendar

INRW 0405 – TR

## Week 9

- T Oct. 21 **MSL #10 (Pronoun Case) due by *beginning* of class**  
**Essay Analysis #3 due**  
Critical Reading Skills (Fact and Opinion, Purpose and Tone)
- HW: Test #2 Review
- R Oct. 23 **Comparison or Contrast Essay due**  
Critical Reading Skills (cont'd)  
Review for Test #2
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## Week 10

- T Oct. 28 **Test #2** (*scantron required*)
- HW: Reading Module #6
- R Oct. 30 Reading Informative Writing
- HW: MSL #11 (Assess Purpose, Tone, and Bias)  
Read Chapter 20 (pp. 445-454)
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## Week 11

- T Nov. 4 **MSL #11 (Assess Purpose, Tone, and Bias) due by *beginning* of class**  
Chapter 20 – Using Parallelism in Sentences
- HW: Reading Module #7
- R Nov. 6 Chapter 20 – Using Parallelism in Sentences (cont'd)  
Reading Arguments
- HW: MSL #12 (Parallelism)  
Read Chapter 13 – Argument *only* (pp. 338-344)  
Read Chapter 22 (pp. 464-473)
- The last day  
to drop a
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## Week 12

- T Nov. 11 **MSL #12 (Parallelism) due by *beginning* of class**  
Chapter 13 – Different Essay Patterns: Argument  
Chapter 22 – Correcting Problems with Modifiers
- HW: MSL #13 (Read and Evaluate Arguments)  
Essay Analysis #4

# Course Calendar

INRW 0405 – TR

- R Nov. 13      **MSL #13 (Read and Evaluate Arguments) due by *beginning* of class**  
**Essay Analysis #4 due**  
Argument (cont'd)  
Chapter 22 – Correcting Problems with Modifiers (cont'd)
- HW:    Argument Essay      (rough draft due Thursday, Nov. 20)  
   (final draft due Tuesday, Nov. 25)

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## Week 13

- T Nov. 18      Argument Essay in-class work  
Chapter 22 – Correcting Problems with Modifiers (cont'd)
- HW:    MSL #14 (Misplaced or Dangling Modifiers)  
   Test #3 Review
- R Nov. 20      **MSL #14 (Misplaced or Dangling Modifiers) due by *beginning* of class**  
Review for Test #3  
Argument Essay Evaluations

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## Week 14

- T Nov. 25      **Test #3**  
**Argument Essay due**
- HW:    MSL #15 (Edit an Essay)  
   Final Exam Review
- R Nov. 27      Thanksgiving Break – no classes!

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## Week 15

- T Dec. 2      **MSL #15 (Edit an Essay) due by *beginning* of class**  
Review for final exam
- R Dec. 4      Review for final exam

**(The deadline for lexile improvement is 11:59 p.m. on Friday, Dec. 5.)**

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## Week 16

- R Dec. 11      **Final Exam**  
12:30 – 2:20 p.m.