**Integrated Developmental Reading and Writing**

*4 day instructional focus/1 day digital component*

**Course Description**

This course is offered for students in their senior year of high school whom have not been successful on the English Language Arts/Reading sections of the Texas Success Initiative (TSI) Assessment or other college readiness measures. These measures include but are not limited to standardized assessment measures, such as the SAT or ACT, which determines college level placement; behavioral measures such as organization, time management, and study skills; and academic measures, such as college-level performance for both reading and language skills and knowledge. Students who enroll in this course will follow the Student Learning Outcomes for Lamar Institute of Technology’s (LIT) Integrated Developmental Reading and Writing (INRW 0473). Students will successfully write three essays: expository, persuasive, and critical analysis. Successfully passing the final exam with a score of at least 70 waives the TSI reading and writing assessment requirement.

This course is a combined 3 hour lecture/ 2 hour lab (1 hour technology lab and 1 hour writing lab), performance-based course designed to develop students’ critical reading and academic writing skills.

**Prerequisites**

Satisfactory performance in English I, II, and III as well as meeting standard on the English I EOC and English II EOC. Students who have not demonstrated college readiness as defined by House Bill 5 are eligible for the course. High priority students for this course are those who did not score at least a 1070 composite score or at least a 500 on the Critical reading portion of the SAT; score at least a composite score of 23 or at least a 19 on the English section of the ACT; or above a 363 on the TSI.

**Course Goal**

The goal of INRW is to prepare students for college-level courses such as Freshman Composition, History, Government, Psychology, and other freshman college courses. 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 complementary reading and writing assignments with special emphasis given to reasoning and responding to issues arising from class readings. This course is designed to prepare students for college level reading and writing intensive courses including freshman level English 1301. Students will learn to write effective, logical essays utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize and make value judgments using critical thinking.

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**Student Learning Outcomes**

Upon 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.

**Suggested Instructional Textbook and Materials**

1. Hoeffner, Lisa and Hoeffner, Kent, 2015. *Common Places:* *Integrated Reading and Writing, with Connect IRW Access Card,*  McGraw Hill, ISBN 13: 9781259669200
2. Texas College and Career Readiness Support Center, 2015. *CRAfT: College Readiness Assignments for Texas*. http:craftx.org. Web. 30 April 2015.

**Final Exam & Grading Policy for Integrated Reading and Writing for High School Students:**

* Students must pass the INRW Final Exam with a score of at least 70 to demonstrate TSI compliance and receive LIT developmental credit.
* Students must write and receive a score of at least a 3 on each of the three assigned essays.
* Final exam cannot be exempted.

**Student Assignments**

Assignments have been developed that will enhance your learning. You will be required to successfully complete the following assignments and acts:

Complete in-class reading & writing assignments and activities

Write and revise essays

Complete weekly online lab activities

Complete weekly reading assignments

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**Student Assessments**

Knowledge checks will occur in the format of:

Three essays and revisions
A semester exam

A final exam

**Grading Scale**

* 90-100% is an A
* 80-89% is a B
* 75-79% is a C
* 70-74% is a D
* 0-69% is a F

**Class Outline**

*See following pages*

**Semester One: Foundations of College Reading and Writing - Expository**

**First Six Weeks**

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| --- | --- |
| **Concepts/Specificity** | **Resources** |
| Introduction to Course* Syllabus and class overview
* Textbook and lab orientation

The Reading and Writing Processes* Introduction to reading and prewriting, drafting, revising and editing as a process
* Identifying main idea, thesis, and support
* Types of paragraphs
* Writing effective paragraphs
* Using mentor texts
* Transitioning between ideas

Vocabulary and Grammar* Latin/Greek word parts
* Inferring vocabulary through context
* Parallel structure
* Clarity and agreement
* Punctuation, spelling, and usage focusing on nouns, verbs, phrases, and clauses

Effective Study Habits* Effective annotation and Cornell note-taking

Rhetorical Devices* Types of appeals
* Cause and effect
* Contradiction
* Comparison and contrast
* Author’s purpose
 | PowerPoint NotesCollege level text with computer componentOptional Lesson:*Words, Words, Words: Learning and Using New Vocabulary*(<http://craftx.org/words-words-words-learning-and-using-new-vocabulary>)*Effective Study Habits Quiz* (<http://www.studygs.net/attmot4.htm>)Optional Lesson:*Exploring a College Textbook*(<http://craftx.org/exploring-college-textbook>) |
| **Assignments** | **Resources** |
| Assigned Readings* To be determined by teacher

Major Grades* Independent annotations
* Close readings with attached writing
* Writing with mentor texts
* Multiple-choice assessments
* Online grammar quizzes
 | Online diagnostic reading and writing testOnline grammar program (from textbook) |

**Second Six Weeks**

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| --- | --- |
| **Concepts/Specificity** | **Resources** |
| The Reading and Writing Processes* Analyzing and composing an expository essay
* Inferring and summarizing within writing
* Planning essay structure using outlines
* Implied vs. explicit main ideas and thesis statements
* Revising and editing techniques

Visual Literacy* Interpreting, recognizing, associating, and understanding information presented through visuals
* Text features

Vocabulary and Grammar* Applying knowledge of roots and affixes to infer meaning of new words
* Inferring vocabulary through context
* Parallel structure
* Clarity and agreement
* Punctuation, spelling, and usage focusing on sentence structure, fragments, and run-ons

Rhetorical Devices* Identifying audience, purpose, and content
* Using effective modes and appeals
* Recognizing and analyzing appeals in mentor texts

Self-Advocacy at the Collegiate Level* Skill development
 | PowerPoint NotesCollege level text with computer component*Common Core in Action: 10 Visual Literacy Strategies*(<http://www.edutopia.org/blog/ccia-10-visual-literacy-strategies-todd-finley>)*Text Features*(<http://www.azed.gov/english-language-learners/files/2014/03/examples-of-text-features.pdf>)*Self-Advocacy for College Students*(<http://www.ldonline.org/article/6142/>)Optional Lesson:*Reader’s Analysis: Author, Purpose, Audience, and Meaning*(<http://craftx.org/cra-list?field_subjects_tid=3>) |
| **Assignments** | **Resources** |
| Assigned Readings* To be determined by teacher

Major Grades* Submission #1 – Expository Essay
* Resubmission of Expository Essay for students not scoring 75% or higher
* Visual interpretation
* Online grammar quizzes
 | Online grammar program (from textbook)Collegiate essay rubric |

**Third Six Weeks**

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| **Concepts/Specificity** | **Resources** |
| The Reading and Writing Processes* Active reading using a variety of texts from American, European, and world literatures
* Identifying major vs. minor supporting details
* Drawing and supporting complex inferences from text
* Evaluating figurative language as used to shape readers perceptions
* Applying reading strategies such as SQ3R

Visual Literacy* Interpreting, recognizing, associating, and understanding information presented through visuals
* Text features

Speaking and Listening* Group discussions
* Presentation styles including delivery, vocabulary, and length

Vocabulary and Grammar* Latin/Greek word parts
* Inferring vocabulary through context
* Clarity and agreement
* Punctuation, spelling, and usage focusing on tense, subject/verb agreement, pronoun/antecedent agreement, pronoun reference, and point of view

Rhetorical Devices* Imagery
* Theme
* Mood
* Voice
* Imagery
 | PowerPoint NotesCollege level text with computer component*What is Visual Literacy?*(<https://www.youtube.com/watch?v=O39niAzuapc>)Optional Lessons:*Speaking to the Occasion*(<http://craftx.org/speaking-occasion>)*Interrogating the Text: Reading Closely, Reading Critically*(<http://craftx.org/interrogating-text-reading-closely-reading-critically>)Political Cartoons: What’s the Message?(<http://craftx.org/political-cartoons-whats-message>) |
| **Assignments** | **Resources** |
| Assigned Readings* To be determined by teacher

Major Grades* Close readings with attached writings
* Multiple-choice assessments
* Online grammar quizzes
 | Online grammar program (from textbook) |

**Semester Two: Foundations of College Reading and Writing – Analysis and Persuasion**

**Fourth Six Weeks**

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| **Concepts/Specificity** | **Resources** |
| The Reading and Writing Processes* Reading non-fiction rhetoric
* Structuring analytical essays
* Evaluating and using appropriate sources
* Analyzing and creating appeal according to subject, audience, and purpose
* Reading and evaluating secondary sources
* Effectively structuring a critical analysis essay
* MLA formatting of quotations and citations

Vocabulary and Grammar* Latin/Greek word parts
* Inferring vocabulary through context
* Clarity and agreement
* Punctuation, spelling, and usage focusing on misplaced and dangling modifiers, combining sentences, redundancy and wordiness, and parallelism

Rhetorical Devices* Logic
* Counterarguments
* Figurative language
* Analysis vs. summarization
* Satire
 | PowerPoint NotesCollege level text with computer component*Online Writing Lab*(<https://owl.english.purdue.edu/owl/resource/747/01/>)*PAWS Packet*(<http://www.nederland.k12.tx.us/NHS/Department/9-NHS-Library>)Optional Lesson:*Rhetorical Analysis I: Understanding Speeches*(<http://craftx.org/rhetorical-analysis-i-understanding-speeches>) |
| **Assignments** | **Resources** |
| Assigned Readings* Rhetorical readings to be determined by teacher

Major Grades* Independent annotations of a rhetorical reading
* Close readings with attached writing
* Critical analysis paragraphs using an effective thesis and supporting details
* Multiple-choice assessments
* Online grammar quizzes
 | Online grammar program (from textbook) |

**Fifth Six Weeks**

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| **Concepts/Specificity** | **Resources** |
| The Reading and Writing Processes* Current issues
* Critical thinking skills through analysis and evaluation of texts
* Student-selected reading for critical analysis essay
* Using structure, organization, cohesion, and peer review to write critical analysis essay
* Sentence outlining
* Essay refinement

Vocabulary and Grammar* Latin/Greek word parts
* Inferring vocabulary through context
* Parallel structure
* Clarity and agreement

Rhetorical Devices* Ethos
* Logos
* Pathos
* Propaganda
 | PowerPoint NotesCollege level text with computer component*Helping Your Students Develop Critical Thinking Skills*(<http://ideaedu.org/wp-content/uploads/2014/11/IDEA_Paper_37.pdf>)Optional Lesson:*Rhetorical Analysis II: Understanding Editorials*(<http://craftx.org/rhetorical-analysis-ii-understanding-editorials>) |
| **Assignments** | **Resources** |
| Assigned Readings* To be determined by teacher

Major Grades* Submission #2 – Critical Analysis Essay
* Resubmission of critical analysis essay for students not scoring 75% or higher
* Multiple-choice assessments
* Online grammar quizzes
 | Online grammar program (from textbook)Collegiate essay rubric |

**Sixth Six Weeks**

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| **Concepts/Specificity** | **Resources** |
| The Reading and Writing Processes* Reading and writing persuasive arguments
* Using persuasive readings as models for writing persuasive text
* Using organizational patterns
* Adapting for intended audience
* Addressing both sides of an argument
* Drafting a persuasive essay

Research* Evaluating credible sources
* Topic selection
* Taking notes
* Outlining
* Parenthetical citations
* Works Cited

Vocabulary and Grammar* Latin/Greek word parts
* Inferring vocabulary through context
* Parallel structure
* Clarity and agreement

Rhetorical Devices* Ethos
* Logos
* Pathos
* Connotation/denotation
 | PowerPoint NotesCollege level text with computer component*Ethos, Pathos, Logos: Writing Persuasively* (<http://www.cpalms.org/Public/PreviewResource/Preview/49102>)Optional Lessons:*The Climate of College: Planning for Your Future*(<http://craftx.org/climate-college-planning-your-future-0>)*Choosing the Best Websites to Support Your Argument*(<http://craftx.org/cra-list?field_subjects_tid=3>)*Debate: The Art of Persuasion*(<http://craftx.org/debate-art-persuasion-0>) |
| **Assignments** | **Resources** |
| Assigned Readings* To be determined by teacher

Major Grades* Independent annotations of persuasive text
* Submission #3 – Persuasive Essay
* Resubmission of Persuasive Essay for students not scoring 75% or higher
* Annotated bibliography
* Multiple-choice assessments
* Online grammar quizzes
 | Online grammar program (from textbook)Collegiate essay rubric |