

INRW 0230 MASTER SYLLABUS

Integrated College Reading and Writing Strategies

Name: Your name (obviously). You may also choose to include your title or how you would like to be addressed. Example: Prof. Rey Riverbat (Prof. R)

Office Locations: Full-time faculty can list their office number. Adjunct faculty can list the on-site locations they use for office hours or indicate that office hours are all online.

Office Hours: List the times that you have designated for office hours. Bear in mind that you are required to set aside one hour of office hours per course section. You may have hours that are open for students from any course to attend, but you still need a total number of hours that accounts for one hour per section. Office hours may be held online and noted as such on the syllabus.

Office Phone Number: Full-time faculty should provide their office phone number. If you do not have an office phone number, ignore this.

ACC Email Address: All faculty should provide their ACC email address.

Best Way to Contact: Indicate the best way for students to reach you, including any time limitations or expectations you would like for them to know. (Contact by email, response within 24 hours, longer response times outside of working hours, etc.)

Course Name/Number: The four-letter and four-digit combination and official title that is listed for your course on the ACC Course Schedule (example: ENGL1301: Composition I)

Section Number/Synonym: Both of these are sets of numbers found on the ACC Course Schedule that are unique to your section. The section number is a three-digit number listed to the left of the campus location. The synonym is a five-digit code listed after the brackets [Enrolled/Total Seats/Wait] #####.

Campus/Room:

- For face-to-face, hybrid, and hyflex sections, this is the physical location of your class. If you are teaching on a campus that does not tell you your room number ahead of time, list the campus name.
- For fully online sections, list the online platform you will be using (Blackboard, Zoom, etc.)

Course Days/Times:

- For synchronous courses (both online and face to face), list the meeting times that are designated on the ACC Course Schedule for your course.
- For asynchronous courses, reiterate that the course is asynchronous (just in case students missed it at registration.)

Modality/Section Type: This designation is given both as three-letter codes and as section dividers in the ACC Course Schedule. The options are Face to Face, Hybrid, Hyflex (FLX), Online Synchronous (DLS), Online Asynchronous (ONL), and Online Hybrid (HYD).

Additional Course Designation: This refers to LAG, Honors, and Dual Credit. These designations are not covered by the Course Number (ENGL, INRW) or the various modality codes.

Course Description: INRW 0420: Integrated College Reading and Writing Strategies

Required Texts:

- For courses with a physical textbook, indicate the assigned textbook(s) by at least title and author. ISBN numbers or full citations may be helpful. It can also help students if you indicate whether old editions are acceptable.
- For courses that are designated as ZTC or that use OER, state this clearly and indicate how students can access required texts. (For example: All required readings will be provided as Blackboard links.)
- Any Extra Materials: If you require specific items like folders or composition books, indicate this here.

Instructional Methodology/Course Overview: This is your chance to share what you most want students to know about you, how you operate your course, and what they can expect. It is not a fully blown statement of teaching philosophy, nor is it a vague catalog description, but it may contain information such as:

- The types of instructional approaches you use (lectures, group work, writing workshops, etc.)
- The types of assigned readings (arguments, essays, short fiction, etc.)
- Key concepts that guide or organize the course (such as course themes or LAG principles)
- Community standards you expect in your course

Note: The list above is a set of ideas to get you started, not a formal checklist.

Assignment Information: Provide students with an overview of the major assignments they will be required to complete during the semester. This may include information such as:

- Assignment types (papers, journals, exams), including lengths for papers
- Assignment descriptions (rhetorical analysis, research paper, reflection essay, etc.)
- The number of major assignments
- How assignments are turned in
- How assignments are graded (letter grade, number grade, revise/accept, etc.)
- Whether drafts, peer-review, or post-grade rewrites are included or allowed

Note: The list above is a set of ideas to get you started, not a formal checklist.

Grading System: At minimum, let students know how their final grade will be calculated. Usually, this means providing a grade breakdown of how much each assignment is worth as a

number of points or as a percentage. You may also choose to include information about how you grade (holistically, rubric, etc.) and, if you have not done so already, what form grades take (letters, numbers, pass/fail, etc.).

Course Outline/Calendar: At minimum, provide students a list of when major assignments are due. Some instructors also provide lists of different course units, weekly tables of assigned readings and work, or daily calendars.

Instructor Policies

The Departmental Syllabus states that individual faculty will have their own policies on all of the following categories. Do not simply repeat what is in the Departmental Syllabus itself.

- Attendance/Participation: Let students know whether you take attendance and how (or whether) it impacts their grade or enrollment. Specify if there is a number of absences that leads to a specific consequence like grade reduction or withdrawal. If you have a participation portion of your grade, make this clear, and explain how participation is assessed.
- Withdrawals: Spell out when and on what grounds you withdraw students from your course. If you follow a specific process (email warnings, required meetings, etc.), you can state that here. Also: specify the withdrawal deadline for the term in which you are teaching. You may refer students to the Departmental Syllabus or Master Syllabus for more information on how withdrawal affects future courses or financial aid.

Note: CLS encourages faculty to use the Inspire alert system before withdrawing students for poor course performance. Inspire does not need to be used for withdrawing students who lack prerequisites.

- Late & Missing Work: Clearly state whether late work is allowed, when, and what consequences (if any) come with it. If late work is only allowed under certain circumstances (such as a health situation, for example), it may help to spell out those circumstances here or state that it is determined on a case-by-case basis.
- Incompletes: Tell students whether or not you allow final grades of incomplete. You may refer them to the Master Syllabus for more detailed information on how the Incomplete process works.
- Plagiarism/Academic Misconduct: Tell students how you handle instances of suspected or confirmed academic dishonesty. You may refer them to the Departmental Syllabus for a definition of plagiarism and links to the college's disciplinary process.
- Use of AI: Let students know whether you allow any use of AI technology and, if you do, specify what kinds of tools may be used (generative and instructional), in what ways, and for what purpose. Also: the Departmental Syllabus requires that any use of AI must be documented, so if you allow it, clarify how you want it documented. (For example, you might require a paragraph explaining how it was used.)

The Department requires that instructors make the privacy, bias, accuracy, and academic honesty risks of plagiarism clear to students so that they can make an informed choice about using it, even when it is allowed. For more information about these risks, see the Department's Statement on AI.

- Statement about Departmental Syllabus: At some point in your syllabus (preferably a prominent point), you need to tell your students about the Departmental Syllabus and where to find it. For example: “The Departmental Syllabus for [put name of course here] is posted on Blackboard and supplements this Section Syllabus by explaining learning objectives, requirements, and policies that apply to all sections of [name of course] across Austin Community College.” (You may choose to list the Departmental Syllabus’s contents in more detail, too.)

Below is information specific to INRW that you can put on your syllabi.

Course Description:

Integration of critical reading and academic writing skills. This course is not for college-level credit. Repeatable up to six-credit hours. INRW 0230 is a co-requisite course that will be paired with a college level course. Prerequisites: as listed in chart below.

TSIA 1.0			TSIA 2.0			INRW Course Placement Options	Notes
Placement Before Spring '21			Placement Effective Spring' 21				
Reading Scores	Writing Scores		ELAR Score				
	Objective	Essay	CRC	Diagnostic	Essay		
			910-944	1-2	Any essay	Adult Education ESOL or Continuing Education	
344 or above	340 or above	3 or above	945-990	N/A	1-4	INRW 0340 + linked co-requisite section paired with specific sections of one of these courses: • ENGL 1301 • HUMA 1301 (Great Questions Sem. • SOCI 1301 • SPCH 1315 or 1311	
			910-944	5-6	1-4		
			910-944	4	3-8		
			910-944	3	6-8		
[or C or better in INRW 0420]	[or C or better in INRW 0420]	[or C or better in INRW 0420]	[or C or better in INRW 0420]	[or C or better in INRW 0420]	[or C or better in INRW 0420]	EXIT LEVEL Course Students must be enrolled in both linked sections	
						INRW 0230 + linked co-requisite section • Paired with specific sections of ENGL 1301 • Reserved for students in the Ascender or BRASS programs ALL Corequisites have Managed Enrollment	

Course Rationale

INRW 0230 is an exit course designed to prepare students to deal successfully with college-level reading and writing. Students who have not passed the reading and writing portion of the Texas Success Initiative (TSI) must enroll and participate in a developmental reading and writing course until they satisfy the TSI reading and writing requirement.

DISTANCE EDUCATION *(for online or hybrid courses only)* **mandatory for online or hybrid courses** Advise students, many of whom may be new to online learning, about the differences between online and traditional face-to-face learning. In particular, advise students of the time management and study skills required to be a successful online student. Encourage students new to distance education to review the ACC Distance Education General Information available at <https://online.austincc.edu/faq/> Likewise, use of the college approved learning management system should be clearly stated for hybrid and online courses. Some suggested wording might be:

“Students will use the Blackboard learning management system for assignment instructions, submitting assignments, and collaboration.”

Statement of Academic Beliefs, Attitudes, and Values

After completing this course, students will:

- Value reading and writing as a way to learn and study.
- Respect independent thinking, diversity, and the right of others to hold differing opinions and values.
- Appreciate critical reading and writing as a means of maintaining a free society and use reading and writing as a tool for guarding their democratic rights.
- Use their reading and writing skills to participate in academic debate on issues of importance to society and the world at large.
- Exercise their critical reading and writing skills to enhance their quality of life and to support their lifelong learning.

Course Objectives

After completing this course, students will:

- Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
- Comprehend and use vocabulary effectively in oral communication, reading, and writing.
- Identify and analyze the audience, purpose, and message across a variety of texts.
- Describe and apply insights gained from reading and writing a variety of texts.
- Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advances the writer’s purpose.
- Determine and use effective rhetorical strategies for reading and writing.
- Generate ideas and gather information relevant to the topic and purpose, and incorporate the ideas and words of other writers by using informal documentation and/or established formal documentation strategies, such as Modern Language Association (MLA) or American Psychological Association (APA).
- Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
- Recognize and apply the conventions of standard written English.
- Consider arguments and conclusions of self and others

- Construct well-reasoned arguments to explain phenomena, validate conjectures, and support positions
- Gather evidence to support arguments, findings, and lines of reasoning
- Support and modify claims based on the results of an inquiry
- Use effective pre-reading strategies
- Use a variety of strategies to understand the meanings of new words
- Identify the intended purpose and audience of the text
- Identify the key information and supporting details
- Analyze textual information critically
- Annotate, summarize, paraphrase, and outline texts when appropriate
- Adapt reading strategies according to structure of texts
- Connect reading to historical and current events and personal interest
- Write clearly and coherently using standard writing conventions
- Write in a variety of forms for various audiences and purposes
- Compose, revise, and edit drafts
- Understand which topics or questions are to be investigated
- Explore a research topic
- Refine a research topic based on preliminary research and devise a timeline for completing work
- Evaluate the validity and reliability of sources
- Synthesize and organize information effectively
- Design and present an effective product
- Integrate source material
- Present final product

Grading Policy: Instructor, please tailor this section to your course as it is weighted or not weighted, with points or percentages.

Grades will be earned as follows:

- A 100-90
- B 89-80
- C 79-70
- D 69-60 Student must repeat the course.
- F Student has an average below 60, so student must repeat the course.

Free Crisis Hotline Numbers:

- Austin / Travis County 24 hour Crisis & Suicide hotline: **512-472-HELP (4357)**
- The Williamson County 24 hour Crisis hotline: **1-800-841-1255**
- Bastrop County Family Crisis Center hotline: **1-888-311-7755**
- Hays County 24 Hour Crisis Hotline: **1-877-466-0660**
- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)**
- Crisis Text Line: **Text “home” to 741741**
 - Substance Abuse and Mental Health Services Administration (SAMHSA)
National Helpline: **1-800-662-HELP (4357)**
- National Alliance on Mental Illness (NAMI) Helpline: **1-800-950-NAMI (6264)**

Some faculty may consider adding a student sign-off page at the end of the syllabus to be removed and handed back to the instructor providing evidence that the student received a copy of the syllabus and had an opportunity to ask questions, but such a page is optional.