

Integrated College Reading and Writing Strategies - INRW 0430-XXX

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.

Class Expectations: Instructor, these are suggested expectation. Please add or delete as you need to.

1. **Turn off cell phones and put them away** during class. If your phone makes noise during class, turn it off immediately. If you continually disrupt class, you may be asked to leave, and you may receive a zero for the day's assignments and tests. Cell phones must be put away during tests or you will receive a zero on that test.
2. **Keep food and drinks outside of the classroom.** Drinks in containers which can be securely closed are okay.
3. **Attend every class.** Be on time. Stay until the end of class. Focus on class work while you are here.
4. **Bring your textbook to every class.** Buy your textbook before the second class meeting. Failure to obtain a textbook can be grounds for withdrawal.
5. **All absences are counted**, including doctor's visits, court dates, transportation problems, and lack of child care.
6. **If you are absent, be prepared for class when you return.** Contact your instructor or another student by phone or email *before* the next class period to find out what you missed.
7. **Turn assignments in on time.** *Late assignments may receive half credit* if they are more than one class meeting late.
8. **Do your own work.** *Do not copy* other student's work or let yours be copied. If this happens both students will receive a zero on the assignment. *Do not cheat* during a quiz or test, or you will receive an F in this class.
9. **Keep your class work and handouts organized** in a binder. File all graded and returned assignments.

Course Description:

INTEGRATED COLLEGE READING AND WRITING STRATEGIES (4-4-1). Integration of critical reading and academic writing skills. This course is not for college-level credit. Repeatable up to six-credit hours.

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		
			910-944	1-2	Any essay	Adult Education ESOL or Continuing Education

TSIA 2.0			INRW Course Placement Options	Notes
Placement Effective Spring' 21				
ELAR Score				
CRC	Diagnostic	Essay		
910-944	1-2	Any essay	Adult Education ESOL or Continuing Education	
910-944	3	1-5	INRW 0420 (with 1 hr. lab)	ENTRY LEVEL Intermediate course for students needing reading and writing at the lower level.
			910-944	4

Course Rationale

INRW is a course that continuously integrates reading and writing. Doing so helps develop you as a reader **and** a writer. You will find this course is relevant to other courses as you apply strategies taught in INRW to your other coursework. Success in INRW fosters success in any coursework demanding you to read, write, or think. In this course, you will have the opportunity to become a better reading through writing and become a better writer through reading. We will read a variety of texts including articles, essays, websites, videos, and visuals. You and your development as a reader/writer will be taken seriously. To that end, we will use your work and the work of your classmates to examine progress, strategies, and content. To reach our goals in this course you will get to know each other in order to create a

classroom community, for we all learn more by working in good spirit than by working in a hostile environment. I promise to respect where you are as a learner and a thinker, and I also promise to push you to examine yourself and the world around you. I will explain the reasons behind what we are doing in class and ask you to reflect on that progress. Overall, this course will help you become a stronger reader, clearer writer, and more critical thinker so that you may reach your goals in college and beyond.

DISTANCE EDUCATION (for online or hybrid courses only) **This is mandatory if your class is an online or hybrid course**

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 individual’s right to hold differing opinions and values;
- Appreciate critical reading and writing as a means of maintaining a free society and will 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 the society and the world at large;
- Exercise their critical reading and writing skills to enhance their quality of life and to support their life-long learning.

Outcomes

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 advance the writer’s purpose.
- Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
- 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.
- 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 English in reading and writing.
- Consider arguments and conclusions of self and others
- Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions
- Gather evidence to support arguments, findings or lines of reasoning
- Support or 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 and revise drafts
- Understand which topics or questions are to be investigated
- Explore a research topic
- Refine 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

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.

Instructors, You may want to consider a list like this for your students to keep handy. This is supplemental and is not mandatory.

<p>Important Dates:</p> <p>First Day of Class</p> <p>Spring Break Holiday</p> <p>Last Day to Withdraw from Class</p> <p>Last Day of Class</p> <p>First Day of Summer Semester</p> <p>Highland Campus Phone Numbers:</p> <p>Learning Lab 223-7369</p> <p>Testing Center 223-7400</p> <p>Library 223-7380</p>	<p>My suggestions for being a successful student:</p> <ol style="list-style-type: none"> 1. Attend every class from start to finish. Don't miss any important activities or information. 2. Meet your fellow students and study in groups. You'll learn best from teaching and learning from each other. 3. Plan to give class all your energy for the entire period. Don't be distracted by your phone or anything outside of class. 4. Ask questions, especially during your first few semesters in college. You are not expected to know anything. 5. Have an opinion. Learn how to support your opinions with logic and evidence. 6. Turn in all homework on time and completed. This will ensure you pass the class and help you avoid the anxiety of getting behind in your work. 7. Organize your schoolwork so you know what you need to do and can find handouts and reading material easily.
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Assessment & Advising	223-7391	<p>8. Plan when and where to study. Choose a place without distractions, where you are comfortable, and have all the supplies you need.</p> <p>9. Once you've made your plan, just do it. Don't rethink your plan. Don't procrastinate.</p> <p>10. Take care of yourself physically and mentally. Eat healthy food. Get enough sleep and exercise. Spend time with people who support you and want you to succeed.</p> <p>11. Dress in layers so you won't be cold or hot. Sometimes the classroom is warmer or colder than you would expect it to be.</p>
Campus Police	223-7999	
Financial Aid	223-4243	
Bookstore	371-8921	