Associate Professor:  Janice Gottshall Whipple, M.Ed
Office Location:  SAA 137  
Office Phone:  481-8300 ext. 3303  
Office Hours:  M/W 3:45pm – 5:15pm, T/TH 2:45 – 3:45pm and by appointment

E-Mail Address:  jwhipple@howardcollege.edu (use for a quick response – I check several times a day.  You may also email me through BLACKBOARD, but I do not access it as often.)

Meeting Times:

<table>
<thead>
<tr>
<th>Days</th>
<th>Class/Section</th>
<th>Room</th>
<th>Times w/Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTH</td>
<td>0315.400 IRW I</td>
<td>SAA147</td>
<td>9:30 – 11:10</td>
</tr>
<tr>
<td>TTH</td>
<td>0315.401 IRW I</td>
<td>SAA 147</td>
<td>12:30 – 2:15</td>
</tr>
</tbody>
</table>

I. Course Catalog Description:
3 semester hours  
3 hours lecture, 1 hour lab  
Integration of critical reading and academic writing skills.  Note: For institutions offering one or more levels, this course may be used for lower levels(s).

Prerequisite:
Reading score:  310-341 + ABE diagnostic of 1-4 and/or Writing score:  349 or less + ABE diagnostic of 1-4.  Students at ABE levels 1-4 must take NCBI 0115B concurrently with Engl 0315.  OR Reading score:  310 - 344 + ABE diagnostic of 5 or 6 and/or Writing score:  349 or less + ABE diagnostic of 5 or 6.

II. Instructional Materials:  Each class day  bring pen, textbook, notebook paper, and 3-ring binder for handouts.  You will also need a flat folder with brads.  Purchase scantrons (in the Howard College bookstore) and pencils for tests. Index cards are useful study aids.

Required Text:  The Reading-Writing Connection  

III. Course Requirements
You will need your own book!  Please do not share a book during class.
A tentative schedule will be distributed.  You are required to keep up with the schedule and make note of changes announced by the instructor.  The class format (includes Lab): Lectures, practice activities, group work, writing assignments, tests, vocabulary lists, and projects.  Four tests will be given; the lowest test grade will be dropped, and one essay will be assigned for an Essay Day in class. (Essay Day counts as a test grades, 10% and will NOT be dropped.) Each of the remaining three tests and the one essay will count as 10% of your overall grade – for a total of 50%.  You will be required to take a Final.  The Final will count as 10% of your overall grade.  No make-up tests or make-up essay day!
*See chart on page _5_.
**Each student is also required to learn how to log-in to Howard College computers and use BLACKBOARD, Campus Connect, and activate a Howard College Student email account.
**HOMEWORK PROJECTS:** I will give you handouts that explain the HOMEWORK projects in detail. *Specific assignment guidelines will be distributed and discussed during the first few weeks of class.*

#1. **Written (and Oral) Book Review:** You will be required to read one book of your choice. You will be given a list of 20 questions to answer about your book. The questions will prompt you to act as a book ‘critic.’ You will also be required to present a brief oral review of the book to a small group. The Written (and Oral) Book Review will count as 20% of your overall grade.

#2. **Personal Vocabulary List.** You will be required to keep a word list. Detailed instructions will be distributed. The Vocabulary List will count as 10% of your grade.

#3. **Project Read Aloud:** You will choose a child as a read-aloud partner and spend a few short sessions reading to him/her. You will document the project in a notebook and turn it in near the end of the semester. I will show you examples of notebooks from previous semesters.

### IV. Program Outcomes

**Students participating in the developmental studies program will:**
- Develop skills and learn necessary academic information that will transfer to college-level course work.
- Develop critical thinking and sound reasoning skills.
- Develop a high level of independence in their learning and seek assistance and guidance when needed.
- Develop abilities to engage in the active process of thinking, learning and participating with course content.
- Develop and strengthen abilities to work collaboratively
- Develop skills in technology for use in subsequent courses and careers

**Content Area Goals:**

**Students participating in a Developmental Studies Integrated Reading and Writing course will:**
- Strengthen vocabulary and reading abilities.
- Strengthen critical thinking and linguistic abilities
- Develop skills and use of standard conventions of written English for success in college level English or entry into the work environment
- Develop an understanding of the writing process particularly generating ideas, gathering sources, drafting and revising
- Develop critical thinking skills by evaluating written sources and developing own voice

### V. Student Learning Outcomes

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 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.
VI. Attendance Policy/Make-up Work:

See page 5

XIV. Late Work and Make-up Policies

As stated in the student handbook and college catalog, “Regular and punctual class attendance is important to the attainment of the educational objectives of the college... Regular and punctual attendance in class and labs is expected of all students.” Missing several classes and labs could result in a final failing grade and require repetition of the class until THEA requirements are compl

*Important*

Attendance Grade: You will begin with a grade of “100” with “three free” absences from Week #3 to Week #13. Each absence thereafter will constitute a deduction of 12 points. This grade is based on “time spent working” in class. You will receive ½ an absence (a deduction of 6 points) if you arrive 10 minutes late or leave any time before class is dismissed. Your attendance grade will count as 10% of your total class grade.

VII. Class Assessment/Grading Evaluation **

| 1. 4 Chapter Tests and 1 Essay Day - lowest test grade dropped- 4 grades @ 10% each | 40% |
| 2. Attendance Grade | 10% |
| 3. Portfolio Folder of Returned Class Work | 10% |
| 4. Written Book Review Questions and Oral Presentation | 20% |
| 5. (3 Vocabulary Lists- Grade) and (Project Read-Aloud Notebook Grade) | 10% |
| 6. Final Test | 10% |

**Your grades will be posted on BLACKBOARD – you are required to check those regularly **

Grading Scale: 90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
Below 70 = F

Students must have a 70 to pass this course

VIII. COURSE CONTENT AND RIGOR

“College courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.”

IX. Confidentiality in Courses: Any personal information shared by students in college-level courses, either written or verbal, face-to-face or online, is not considered confidential nor does it fall under FERPA guidelines. Students should refrain from sharing information they do not wish to make public knowledge. The instructor reserves the right to report pertinent information to the appropriate administration if s/he feels that the student may be a danger to him/herself or others.

X. ADA Statement:

Any student who requires special accommodations due to a documented disability under the provisions of the American with Disabilities Act should contact the District Coordinator the first week of class.
# XI. COURSE CALENDAR – Tues. Thurs. Classes (Some Due Dates TBA)

**SUBJECT TO CHANGE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week of:</th>
<th>CLASS CONTENT: Tues.</th>
<th>CLASS CONTENT: Thurs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Dates for Class</td>
<td>Each class day* includes: practice, in-class assignments, writing activities</td>
<td>Each class day* includes: practice, in-class assignments, writing activities</td>
</tr>
<tr>
<td>1</td>
<td>TTH – Aug. 25, 27</td>
<td>Course Orientation</td>
<td>Continued: Course Orientation, Syllabus Activity</td>
</tr>
<tr>
<td>3</td>
<td>TTH – Sept. 8, 10</td>
<td>Ch. 1 – Vocabulary Development  - Log-in Computers  - Register for Townsendpress.com</td>
<td>Ch. 2 – Main Ideas In Reading  - Log-in Computers  - Register for Townsendpress.com</td>
</tr>
<tr>
<td>4</td>
<td>TTH – Sept. 15, 17</td>
<td>Group Activities and Review for Test #1</td>
<td>Test #1 – Ch. 1 and Ch. 2 Voc. List #1 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show Book/Turn in Book Form</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>TTH – Sept. 22, 24</td>
<td>Begin Ch. 3 – Supporting Details</td>
<td>Begin Ch. 3 – Supporting Details in Reading, Focus on Outlining and Mapping</td>
</tr>
<tr>
<td>6</td>
<td>TTH – Sept. 29, Oct. 1</td>
<td>Ch. 4 continued Ch. 4 Main Ideas and Supporting Details In Writing</td>
<td>Ch. 5 Understanding the Writing Process In-class Writing Activities</td>
</tr>
<tr>
<td>7</td>
<td>TTH – Oct. 6, 8</td>
<td>Writing Activities in Class Group Activities and Review for Test #2</td>
<td>Test #2 Ch. 3 &amp; 4 Supporting Details Voc. List #2 Due</td>
</tr>
<tr>
<td>8</td>
<td>TTH Oct. 13, 15</td>
<td>Ch. 6 Relationships in Reading Ch. 7 Relationships in Writing, Transition Words and Organization of Details</td>
<td>Continued: Ch. 6 Relationships in Reading Ch. 7 Relationships in Writing, Transition Words and Organization of Details</td>
</tr>
<tr>
<td>9</td>
<td>TTH Oct. 20, 22</td>
<td>Ch. 8 More Relationships in Reading Ch. 9 More Relationships in Writing</td>
<td>Continued: Ch. 8 More Relationships in Reading Ch. 9 More Relationships in Writing</td>
</tr>
<tr>
<td>10</td>
<td>TTH Oct. 27, 29</td>
<td>In-class Writing Activities Group Activities/Review for Test</td>
<td>Test #3 Relationships Voc. List #3 Due</td>
</tr>
<tr>
<td>11</td>
<td>TTH Nov. 3, 5</td>
<td>Ch. 10 Inferences in Reading and Writing Practice Essay In Groups</td>
<td>Continued: Group Activities for Review Finish Practice Essay in Groups Peer Evaluations</td>
</tr>
<tr>
<td>12</td>
<td>TTH Nov. 10, 12</td>
<td>ESSAY DAY in Class for Grade Due: Written Book Review Questions</td>
<td>Test #4 – Inferences Revise Essay for Points</td>
</tr>
<tr>
<td>13</td>
<td>TTH Nov. 17, 19</td>
<td>Fact and Opinion Understanding Bias</td>
<td>In-class Reading/Writing Activities for Bonus Points Folder of Returned Work - Due</td>
</tr>
<tr>
<td>14</td>
<td>TTH Nov. 24, 26</td>
<td>Oral Book Presentation (Last day for outside Bonus Points)</td>
<td>Happy Thanksgiving</td>
</tr>
<tr>
<td>15</td>
<td>TTH Dec. 1, 3</td>
<td>Bonus Point Activities to prepare for Final Test</td>
<td>Review for Final Test</td>
</tr>
<tr>
<td>16</td>
<td>Week of Dec. 7 - 10</td>
<td>FINALS WEEK Day and Time of Final Test - TBA</td>
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</tr>
</tbody>
</table>

* In-class reading and writing activities will be assigned throughout the semester
XII. **Smoking and e-Cigarettes:** Smoking or other use of tobacco products and use of electronic cigarette devices is prohibited in all Howard County Junior College district facilities and vehicles.

XIII. **Policies and Procedures:**

3. No name on work (first and/or LAST) = no guarantee of grade. **Unstapled** assignments and notebook paper with “ripped” edges will not be accepted.

4. Please use only blue or black ink for assignments, not purple, green, etc. **Assignments in another color will not be accepted or graded. Use pencil on scantrons.**

5. **When you are absent**, please check with another student to find out what notes you missed! It is your responsibility to request handouts.

*The instructor reserves the right to ask students to change seats*

*Some policies are subject to change at the discretion of the instructor*

XIV. **Late Work & Make-up Policies**

| *Important* | LATE WORK and MAKE-UP POLICIES
When any outside assignments or projects are due, they will be collected at the **beginning** of class. Everything turned-in after assignments are collected will be considered late – with 20 points off. **These points will be deducted if you work on the assignment or project during class on the day it is due.** |
|---|---|
| Late Assigned Work | Work assigned for **outside** of class will be accepted **no later than the next class day after the due date**, with a reduction of 20 points. Projects will be accepted no later than **the next class day** past their due date, with a reduction of 20 points. **No exceptions. Use CRITICAL THINKING SKILLS to get them here on one of those two days – even if you are absent.**

No Project grades will be dropped. |
| Tests: | **NO MAKE-UP TESTS** – You will not be allowed to make up the tests or essay day you miss or to take a test early, except for reasons stated in the Howard College handbook.

**NO MAKE-UP ESSAY DAYS**

Your lowest test grade will be dropped, with the exception of the Final Test.

The Essay Day essay grade will not be dropped.

(You may choose to complete an outside assignment and essay for reduced points). |
| No make-ups | The Final Test may NOT be made-up.
The Final will NOT be one of the lowest grades dropped. |
| Final Test | PLEASE NOTE:

***If students drop or are dropped from their only Developmental Studies class, they will be dropped from all of their degree classes as well***

**Instructor Editions (Guides) with answers are not allowed and are considered cheating!**

All students are responsible for adhering to the rules and regulations set forth in the Howard College Student Handbook, particularly the Code of Student Conduct and Discipline.
XV. DISCIPLINE AND BEHAVIOR ISSUES – You are responsible for knowing what is in this document.

According to the Howard College Student Handbook page 274, “The college has a responsibility to maintain order within the college community and to discipline those who violate its rules and policies. Enrollment requires students to share this responsibility. Students agree to abide by the standards, rules and/or policies set forth in this handbook, the HC Catalog and other official college publications, as well as Texas Education Code.”

Plagiarism and cheating of any form are both unethical and against Howard College policy. According to the Council of Writing Program Administrators, plagiarism is defined as, “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.”

Any student who participates in plagiarism or cheating (including allowing another student to see your test or use your note cards during tests) will automatically receive a zero for the assignment/test and may face other consequences, including being reported to the campus disciplinary officer and possibly facing suspension from the class or from the college.

Please read this “Plagiarism site”

http://www.wadsworth.com/english_d/special_features/plagiarism/index.html

Attitude and Actions in Class

Common courtesy is something you will need to succeed in the business world, so begin by practicing it in your college classrooms. The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. To maintain common courtesy in the classroom and not disrupt the learning process, please:

- Classroom attendance is a necessary part of this course. Be here, and be prepared.
- Come to class on time, and refrain from packing up belongings before class ends.
- Electronic devices such as cell phones and pagers must be turned off during class.

Please inform the instructor ahead of time if you are expecting an emergency message, and set device on vibrate only. (Excuse yourself quietly if you receive that message).
- Be quiet, and give full respectful attention while either instructor or another student is speaking or while working independently on classroom assignments.
- When speaking, use courteous, respectful language. Classroom discussion should be relevant to the topic being discussed and tolerant of differences of opinion.
- **A student’s conduct which disrupts his or her learning process or that of others WILL NOT be tolerated and will lead to disciplinary action and/or removal from class. THIS IS YOUR ONLY WARNING.** If a disruption occurs, a student will be told to leave the classroom for the remainder of class, counted absent for the day (unexcused, minus 12 points off attendance grade) and receive a zero on any work or assignments for that day. When necessary the student will be reported to the Campus Discipline Officer. Any disrespectful or rude talking or action from the student will result in the student being sent out of class immediately, counted absent for the day (unexcused – with 12 points taken off your attendance grade), and receive a zero on any work or assignments for that day, and when necessary, a case will be filed with the Campus Discipline Officer.
Please refer to the student handbook for the college’s policies on student misconduct. http://www.howardcollege.edu/pdf/catalog_handbook

Computer Guidelines for this classroom.

- Do Not LOG-in to computers in this classroom until you are ASSIGNED TO DO SO or have permission.

Do NOT LOG-in to computers BEFORE CLASS, DURING BREAKS, OR AFTER CLASS.

When using these computers, DO NOT access anything other than what is assigned for class. (not Facebook, Personal Email, etc.)

DO not PRINT without permission!

DO NOT have food or drinks near the computer equipment. Drinks must have a lid and be placed on a table away from the computer desks.

If these guidelines are broken, the student will be told to leave the classroom for the remainder of class, counted absent for the day (unexcused- with 12 points taken off of attendance grade), and receive a zero on any work or assignments for that day, and when necessary, a case will be filed with the Campus Discipline Officer.

Reasons a student will be dismissed from class:

- Talking during lecture or instructions
- Talking while the class works on assignments
- Using computers when not assigned (includes before class)
- Assessing anything on computers other than assignment
- USING PHONE INTERNET instead of classroom computer without permission
- *Texting or using phone at any time – other than emergency discussed with teacher – receiving or reading texts, or LEAVING CLASSROOM TO TAKE A CALL.*
- Sharing textbooks for in-class assignments that will be graded– you must have your own textbook.
- Rude or disrespectful talking, comments or actions.
- Having food or drinks at computer desks or floor instead of stored elsewhere in room
- Phone access during tests
- When phone use is assigned – accessing anything on phone other than assignments.

Refunds: Please note that important add/drop/refund dates are found on the Howard College webpage at www.howardcollege.edu located under Current Students-San Angelo-Business Office.

Developmental Education Mission Statement
To assist students in achieving behaviors, skills and academic goals leading to success in college and beyond.