

CENTRAL TEXAS COLLEGE

DIRW 0403

Developmental Integrated Reading and Writing I

Instructor(s): _____

Contact Information: _____

Office Hours: _____

Course Description

Developmental Integrated Reading and Writing I is designed to help students develop reading and writing skills necessary to read academic texts and write essays. This course supports students in developing skills, strategies, and reasoning needed to succeed in English classes, including appropriate use of technology. Topics include the study of word attack skills, vocabulary development, comprehension, fluency, sentence, paragraph, and essay development, grammar and usage problems as they occur in the essays, and study and test-taking skills.

This course is designed specifically for students assessed at BASE levels 3-4 in the TSIA and must be part of a student's co-enrollment (co-requisite) in DIRW 0200 BASE NCBO Developmental Reading and Writing.

This course will assist the student in developing the critical reading and academic writing skills necessary for college level English courses.

Learning Outcomes

Upon successful completion of this course, you will be able to

(Key: K=Knowledge; C= Critical Thinking; Ap= Application; A= Analysis; S= Synthesis; E= Evaluation)
Critical Thinking/Higher Order Thinking Skills = Ap, A, S, E

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths. (F1, F7, F9, F12)
 - a. Recognize, locate, demonstrate, and distinguish basic reading comprehension skills to include topic, main idea, supporting details, transitions, and authors' patterns of organization with reading selections of varied subjects and lengths. (SCANS—C3-4; C5-8; C9-10; C12-14; C16-17; F1-2; F5-6; F12; F13-17)
 - b. Demonstrate and increased level of reading comprehension by answering interpretive questions over reading selections of varied subjects and lengths. [Ap]
 - c. Distinguish between logical and illogical inferences [A]
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing. (F2, F6, F11)
 - a. Develop, select, and use various strategies to include the dictionary, structural

- analysis, and context clues for building and expanding vocabulary. (SCANS—C 5-8; C9-10; F1-2; F 5-6; F7-12)
- b. Identify, recognize, and apply common prefixes, suffixes, and roots. [K] [C] [Ap]
 - c. Differentiate among and effectively use commonly confused words, look- and sound-alikes, commonly misspelled words, and contractions [C] [Ap]
3. Identify and analyze the audience, purpose, and message across a variety of texts. (F5, F8, F10)
 - a. Demonstrate critical thinking through analysis and evaluation of student’s own and others’ paragraphs (SCANS—C 9-10; C12-14; F 1-2; F 5-6; F10, F12-15)
 4. Describe and apply insights gained from reading and writing across a variety of texts. (F1, F2, F5, F6, F7, F8, F9, F10, F11, F12)
 - a. Show through written and oral discussion an increased level of reading comprehension [Ap]
 5. 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. (F1, F2, F5, F6, F7, F8, F9, F10, F11, F12)
 - a. Develop post-reading strategies such as paraphrasing and summarizing [S]
 - b. Identify and construct well-supported and developed paragraphs. [C] [S]
 - c. Organize well-written sentences into paragraphs that adequately support a central idea (SCANS—C5-7; F 1-2; F 5-6; F8; F10)
 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations. (F1, F2, F5, F6, F7, F8, F9, F10, F11, F12)
 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. (F1, F2, F5, F6, F7, F8, F9, F10, F11, F12)
 8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim. (F1, F2, F5, F6, F7, F8, F9, F10, F11, F12)
 - a. Identify, differentiate between, and effectively use general and specific support details [K] [C] [S]
 - b. Use, interpret, analyze, and evaluate graphic representations (charts, maps, and diagrams) to obtain specific information [Ap] [A] [E]
 - c. Differentiate between facts and opinions [A]
 9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments. (F1, F2, F5, F6, F7, F8, F9, F10, F11, F12)
 - a. Identify and construct an effective topic sentence [C] [S]
 - b. Analyze and evaluate one’s own, peer, and model paragraphs. [A] [E]
 10. Recognize and apply the conventions of Standard English in reading and writing. (F1, F2, F5, F6, F7, F8, F9, F10, F11, F12)
 - a. Recognize and construct complete, effective sentences using standard English [C] [A] [S]
 - b. Write well-constructed sentences that adequately communicate their thoughts. (SCANS—F2; F5-8; F 11-12)

Instructional Materials

Check for required, recommended, and optional materials at <http://www.ctcd.edu/books>. Note that some courses do not require the purchase of a book although a print option may be available for purchase. Don't forget to check technical requirements.

Course Requirements

A. Required or recommended readings

While much of the reading for this course will be completed as homework, daily class activities may require students to practice new reading skills and techniques during class time. On these days, students are expected to read the assigned texts and engage in any associated activities (such as annotation, summarization, or paraphrasing) assigned by the instructor.

The instructor will assign a novel for students to read throughout the term for the term paper and presentation.

B. Major Assignments

1. Essays:

Essay writings in this class will be graded holistically. The table below indicates the general criteria instructors will use to assign a grade:

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Clear	The essay does not maintain a consistent topic, jumps from one idea to the next with no transition, and/or does not present ideas in a logical order.	The essay maintains a consistent topic but has a very choppy flow and/or does not consistently present ideas in a logical order.	The essay maintains a consistent topic, uses transitions so ideas flow smoothly from one to the next, and presents ideas in a logical order.
Concise	The essay contains numerous details that are off topic or otherwise not clearly connected to the topic. Essay may contain frequent repetition and/or numerous "empty" words and phrases.	The essay does not contain off topic details, but some details are not clearly connected to the topic, leaving readers to infer the connection. Essay may contain some repetition and/or "empty" words and phrases.	All details are clearly relevant and connected to the topic. Readers do not need to figure out the connection of any detail to the topic. Language is direct, contains little repetition, and few to no "empty" words and phrases.
Credible	The essay contains few concrete, specific examples to support the topic sentence and major supporting ideas. Most sentences intended for	The essay contains some concrete, specific examples to support the topic sentence and major supporting ideas. While some specific examples	The essay contains sufficient concrete, specific examples to support the topic sentence and major supporting ideas. While some abstract examples

	support are vague, abstract, and/or rhetorical questions. If research is used, sources are not appropriate and/or are used to substitute for the writer's original ideas. Quoted, paraphrased, and summarized material may comprise a majority of the total length of the essay.	may be present, other sentences intended for support are abstract rather than concrete. If research is used, most sources are appropriate and enhance the writer's point instead of substituting for original ideas. Quoted, paraphrased, and summarized material comprises less than 25% of the total length of the essay.	may be present, these abstractions are supported with more specific, concrete examples. If research is used, appropriate sources enhance the writer's point instead of substituting for original ideas. Quoted, paraphrased, and summarized material comprises less than 25% of the total length of the essay.
Correct	Numerous major and minor errors in grammar, punctuation, and spelling.	Some major errors in grammar, punctuation, and spelling, as well as a number of minor errors.	No or few major errors in grammar, punctuation, and spelling. Few to some minor errors may be present.

Note: A submission containing more than three (3) fragments, run-ons, or comma splices will receive at most a grade of 65 since such a submission indicates the student does not have full control over sentence structure. Essays that contain fewer than three (3) paragraphs will receive at most a grade of 65. Off-topic essays will receive a score of 50.

2. Term Paper

- a. The term paper, written on a topic related to the assigned novel, will use the same rubric as the other essays for the course.
- b. No more than 25% of the total length of the term paper may be comprised of quotations, paraphrases, and summaries. Students should present their own ideas and interpretations informed by research.
- c. The term paper's total length should be 3-5 pages (750-1000 words), not including the outline or works cited page.

3. Term Paper Presentation

Students will be expected to create a PowerPoint presentation that includes a minimum of twenty (20) slides. The presentation should include a brief biography of the author and his or her major life achievements, a plot summary and description of major characters, a discussion of some of the major themes in the novel, and a review of the book (1-5 star rating with a discussion of why the book earns that rating).

The following rubric is used to grade the term paper presentations:

	Levels of Achievement		
Criteria	Novice	Competent	Proficient
Content	Project shows little evidence of reading the novel. Information is not summarized. Slides often contain long sentences and paragraphs or information that does not relate to the focus of the assignment.	Project shows clear evidence of reading the novel. Information is summarized but may contain unnecessary information. Each slide contains major points but may have some long sentences and paragraphs.	Project shows clear evidence of reading the novel. Information is effectively summarized. Each slide contains only major points as opposed to long sentences and paragraphs.
Design	Slides are visually confusing. Fonts, colors, backgrounds, animations, transitions, etc. distract from rather than enhance the presentation.	Slides display some elements of effective design but may contain some visually confusing elements. Fonts, colors, backgrounds, animations, transitions, etc. sometimes distract from rather than enhance the presentation.	Slides display elements of effective design. Fonts, colors, backgrounds, animations, transitions, etc. are effectively used to enhance the presentation.
Mechanics	Presentation includes numerous severe grammatical and spelling errors.	Presentation includes few severe and a moderate number of minor grammatical and spelling errors.	Presentation includes no major and few minor grammatical and spelling errors.
Public Speaking	Presenter's demeanor is generally unprofessional or engaging. Presenter often reads the slides to the audience and/or reads directly from note cards or a draft of the term paper.	Presenter's demeanor is generally professional and engaging. Presenter sometimes reads the slides to the audience and may frequently read from note cards	Presenter's demeanor is professional and engaging. Presenter does not read the slides to the audience and seldom uses note cards.

C. Examinations

1. This course includes five (5) quizzes administered via the Blackboard learning platform. These quizzes are intended to allow students to determine what topics they may need to devote additional time to studying before the major examinations.
2. The course has only two major examinations: the midterm and the final examination. These examinations will be timed.
3. Each examination has two parts: an objective examination and an essay examination.
4. Students must bring a Scantron form on the dates of the objective examinations.
5. The essay portions of the major examinations will be scored using the same rubric as the regular essay assignments.

D. Grade computation

Grade Components:

Daily Course Participation:	50 pt
Term Paper Preliminary Activities:	50 pt
Journal:	50 pt
Discussion Boards:	50 pt
Quizzes:	100 pt
Writings:	100 pt
Term Paper Presentations:	100 pt
Term Paper Final Draft:	200 pt
Written Final Exam:	200 pt
Objective Final Exam:	100 pt
Total:	1000 pt

Course Grades will be calculated based on the following point values:

Grade:	F	D	C	B	A
Total Points:	0-599	600-699	700-799	800-899	900-1000

Grades will be posted in the Blackboard gradebook. After this course ends and your instructor has submitted grades, you will be able to view your course grade in WebAdvisor. Grades will not be posted in a publicly accessible location.

E. Other

1. This is an English-language course. Students are expected to draft their documents in English without the aid of a translation dictionary, electronic translator, or translator application (including Google Translate).
2. All assignments are due on time. Late work will not be accepted. Make-up will only be given in case of emergency and only if the student notifies the instructor as soon as possible AND provides appropriate supporting documentation for the absence. Otherwise, the student will receive a zero for the missed assignments.

3. In-class group activities and in-class participation cannot be made up regardless of the reason for the absence.
4. Daily course participation points require that the student be present, be able to produce the homework at the beginning of class, and actively work on the appropriate activity of the class. Excessive tardiness, instances of leaving class early, sleeping in class, or doing non-course-related activities may result in a lowered participation grade at the instructor's discretion.
5. Regular and punctual attendance is required. Students are responsible for all material covered during an absence.
6. Students will need to purchase Scantron answer sheets (Scantron form #19641) for this course.
7. Final examinations are given ONLY during the scheduled times, and students may not take a final examination early. If a student misses a portion of the final exam, he/she will earn a grade of zero for that portion.
8. Office Hours: Full-time instructors post their office hours outside their office doors. Adjunct instructors are generally available for conference only by appointment. Please see your instructor should you find yourself having difficulty with this course.

Central Texas College's Policies, Procedures, and Student Services

As a CTC student, you should become familiar with the multitude of services that are available to you. These include academic advising and support as described at the CTC website at <http://www.ctcd.edu/students/current-ctc-students/academic-advising/>. Recognizing that CTC serves students around the world, CTC ensures that these services apply to all students regardless of location. Refer to the catalog and handbook for your location for additional information. Check with your local CTC office if you have questions.

Americans with Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at <http://www.ctcd.edu/disability-support> for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

You are responsible for upholding the Academic Policies and Guidelines presented in the CTC catalog, Student Handbook, and at the CTC website at <http://www.ctcd.edu/academics/catalog/catalog-texas/academic-policies/>. Note these important policies:

Absence/Participation Policy: The census date is the day that CTC legally certifies with the State of Texas the number of enrollments in each course. This chart depicts the census date based on course length:

Length of Class in Weeks	Census Date	Last date to Withdraw From a Class
3	2nd Class Day	2nd Week
5	4th Class Day	3 1/2 Week
8	6th Class Day	6th Week
10	7th Class Day	7th Week
12	9th Class Day	9th Week
16	12th Class Day	12th Week

Instructors are required to document attendance through the census date by requiring students to complete an academically related activity or to communicate extenuating circumstances to the instructor PRIOR to census. For all courses, including self-paced, lack of evidence of active student participation before census may result in the student being dropped from the course and having to pay tuition and fees. For blended or hybrid classes where the first class meeting is after census, completion of a graded activity is still required.

Faculty are not allowed to initiate a withdrawal after census. After the census date, withdrawals must be initiated by the student.

NOTE: For co-requisite classes a withdrawal/drop from one class will result in an automatic withdrawal/drop from the other co-requisite class.

Scholastic Honesty: All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all coursework and during examinations. The following are considered examples of scholastic dishonesty:

- **Plagiarism** - The taking of passages from the writing of others without giving proper credit to the sources.
- **Collusion** - Using another's work as one's own, or working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.
- **Cheating** - Giving or receiving information on examinations.

Students guilty of scholastic dishonesty may be administratively dropped from the course with a grade of "F" and subject to disciplinary action, which may include suspension and expulsion.

EagleMail: All official electronic communication from CTC and from your instructors will be sent to your student email account. It is essential that you set up your account and check it at least three times a week. For instructions on using this account, go to <https://www.ctcd.edu/students/current-ctc-students/student-email/>.

Tutors: Tutoring services are available through the Academic Studio and other resources.

- **Academic Studio** at <https://www.ctcd.edu/locations/central-campus/student-support/student-success-persistence/academic-studio-student-success-center/>.

- **Advanced Math Lab** at <https://www.ctcd.edu/academics/instructional-departments/mathematics/advanced-math-lab/>
- **Online Writing Lab and Math Tutors** in Blackboard.
- **Eligible service members and dependents** at <https://military.tutor.com/home>
- **CTC Library Services for Students** at <http://www.ctcd.edu/academics/library/> .

Contact the **CTC IT Department** for help with WebAdvisor, Etrieve, and EagleMail. See this URL for Points of Contact: <http://www.ctcd.edu/students/student-it-services/> .

Contact **DEET technical support** as described at http://online.ctcd.edu/on_demand_blackboard.cfm for help with Blackboard and BioSig-ID.

Please direct questions to your local site representative or student advisors at **Eagles on Call** if you are not at a CTC location. Go to this webpage for contact information: <http://www.ctcd.edu/students/current-ctc-students/academic-advising/distance-education-students/> .

Refer to the CTC website at <https://www.ctcd.edu/> and the Distance Education and Educational Technology (DEET) website at <http://online.ctcd.edu> for further updated information. Check the Quick Links at the DEET website for Blackboard Help and Student Resources.

Your instructor may have additional requirements or restrictions as presented below.

CTC is enriched by the varied backgrounds of our students, which enhances respect for the learning process despite divergent points of view. Students are expected to display appropriate classroom decorum at all times. Any behavior that distracts from the learning situation is inappropriate.

- Language, comments, and discussion will be in good taste, scholarly, and appropriate to the discussion at hand.
- Sleeping in class and private conversations are a distraction to others and will result in a deduction to the participation grade for the class.
- Attire appropriate to the academic environment is also expected. Clothing that may be offensive to others distracts from learning and should not be worn to class.
- Cellular phones, pagers, and other electronic devices must be silenced and put away except at the direction of the instructor.
- Do not wear headphones/ ear buds/ ear plugs during class.

You are expected to arrive before class begins. Should you need to enter the classroom after class has started or leave while class is in session, please do so quietly. You may be asked to leave the class if proper etiquette is not followed.

General Description of the Subject Matter of each Lecture or Discussion

Key to abbreviations:

Bb: Assignments to be completed in Blackboard

J: Journal entry in Blackboard

DB: Discussion Board

IC: Major activities to be completed in class

Week	General Subject of Lecture	Major Activities and Assignments
1	Syllabus and Course Introduction, Blackboard Overview	IC: Pre-Assessments BB: J1, DB1 available
2	Active Reading Strategies, Note-Taking Skills, Summarization, Vocabulary-building Skills and Word Parts	IC: Practice reading strategies Bb: J2, DB1
3	Writing Complete Sentences, Parts of Speech, Phrases and Clauses, Sentence Types, Fragments vs Sentences	IC: Practice writing techniques Bb: J3, DB 1 due
4	Run-ons and Comma Splices vs Complete Sentences, Annotating Text, Responding to Text	IC: Essay 1 Bb: Quiz 1, J4, DB 2 available
5	Patterns of Organization: Main Idea and Topic Sentence, Implied Main Idea, Effective Topic Sentences, Paragraph Breaks	IC: Practice identifying and evaluating main ideas and topic sentences, term paper topic selection Bb: J5, DB 2
6	Patterns of Organization: Writing Process and Outlining, Major and Minor Supporting Details, Effective Supporting Details and Credibility, Dangling and Misplaced Modifiers	IC: Preliminary term paper outline Bb: J6, DB 2 due
7	Patterns of Organization: Rhetorical Modes, Signal and Transition Words, Verb Tense Consistency	IC: Practice identifying and using rhetorical modes, signal and transition words, consistent verb tense Bb: J7, DB 3 available
8	Writing for Different Purposes and Audiences Term paper draft 1 due	IC: Essay 2 Bb: Quiz 2, J8, DB 3
9	Formal vs Informal Word Choices, Consistent Person	IC: Practice identifying and using word choices appropriate to different situations, maintaining consistent person in writing Bb: J9, DB 3 due
10	Capitalization Rules, Writing Numbers, Using Abbreviations Term paper draft 2 due	IC: Midterm Written and Objective Exams Bb: J10, DB 4 available
11	The Revision Process and Meaningful Revision, Subject-Verb Agreement	IC: Practice revision skills Bb: J11, DB 4
12	Peer Review Process: What's Appropriate as Peer Review, Pronoun Agreement and Reference	IC: Essay 3 Bb: Quiz 3, J12, DB 4 due
13	Summarizing and Paraphrasing vs Plagiarism Term paper draft 3 due	IC: Practice paraphrasing and summarizing texts Bb: J13, DB 5 available
14	Summarize-respond-reflect: Writing as a Study Technique	IC: Practice summarizing and responding to texts Bb: J 14, DB 5
15	Term Paper Presentations	IC: Written Final Exam

	Term Papers due	Bb: Quiz 5, J15, DB 5 due
16	Final Exams	Final Exam

Please note: This syllabus is subject to approved departmental changes at the discretion of the instructor.