Integrated Reading/ Writing ENGL 0113P05  
Fall 2016  
Academic Enhancement College of University College

Instructor: Dr. Vonda Oliver  
Section # and CRN: 0113 P05  
Office Location: Delco 156  
Office Phone: 936. 261. 3684  
Email Address vdoliver@pvamu.edu  
Office Hours:  
MWF: 9:30 a.m.-11:45 a.m.  
T/TH: 9:30 a.m. -10:40 a.m. & 1:40 p.m.-3:00 p.m.  
Virtual: T: 6:00 p.m. - 7:00 p.m.  

Mode of Instruction: Face to Face  

Course Location: SR Collins 224  
Class Days & Times: MWF 11:00 p.m.-12:20 p.m.

Catalog Description: This course integrates the critical reading and writing skills necessary for effective interaction with college-level text. Topics include main ideas, topic sentences, vocabulary development, and the writing process. We will emphasize tone, purpose, agreement, and correct sentence structure. Students will produce original essays while applying conventions of standard written English.

Prerequisites: TSIA diagnostic scores  
ABE English Diagnostic (Level 5 or 6) OR  
Reading: Main Idea & Supporting Details (1-3) and Author's Use of Language (1-3)  
Writing: Sentence Structure (1-4) and Agreement (1-4) OR Grade of C or higher in RDNG 0100 and ENGL 0100

Co-requisites:  


Recommended Texts:  

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
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<tr>
<td>Upon successful completion of this course, students will be able to:</td>
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<tr>
<td>1 Comprehend and use vocabulary effectively in oral communication, reading, and writing.</td>
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<td>2 Identify and analyze the audience, purpose, and message across a variety of texts.</td>
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<td>3 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.</td>
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<td>4 Determine and use effective approaches and rhetorical strategies for given reading and writing situations.</td>
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Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
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<tbody>
<tr>
<td>1) Attendance/Participation</td>
<td>10</td>
<td></td>
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<tr>
<td>2) Homework/Classwork</td>
<td>15</td>
<td></td>
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<td>3) Tests/Quizzes</td>
<td>15</td>
<td></td>
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<td>4) Essays</td>
<td>30</td>
<td></td>
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<td>5) Mid-Term</td>
<td>15</td>
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<tr>
<td>6) Final Exam</td>
<td>15</td>
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Total:

Grading Criteria and Conversion:
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 0 – 59

Detailed Description of Major Assignments:
Assignment Title or Grade Requirement | Description
--------------------------------------|--------------------------------------------------
Exams                                  | written tests designed to measure knowledge of presented course material
Exercises/Essays                       | written assignments designed to supplement and reinforce course material along with on-line assignments.
Class Participation                    | daily attendance and participation in class discussions

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Course Exit Implications

Course exit relies on a grade of ‘C’ or better in ENGL 0133 or passing scores of Reading and Writing TSIA.

See chart below for passing TSIA scores:

<table>
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<tr>
<th>TSI ASSESSMENT</th>
<th>PASSING SCORE</th>
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<tbody>
<tr>
<td>Reading</td>
<td>351+</td>
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<tr>
<td>Writing</td>
<td>5 Essay OR 4 Essay with 363</td>
</tr>
<tr>
<td>Multiple choice</td>
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</tbody>
</table>
NOTE: A student who takes the Reading and Writing TSIA before the last class day, whose passing scores are received before the last day of finals and attended classes 50% of the time while enrolled in ENGL 0133 will receive a grade no lower than C. Grades of A or B will be awarded based on course performance. If there is a grade change, the instructor must give approval prior to the end of the course. The responsibility for providing official and approved documentation of making a passing test score to the appropriate instructor rests solely with the student.

Course Procedures

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Turnitin.com
All student work is subject to being reported on turnitin.com and/or the originality index on eCourses. This website will scan all work for possible plagiarism, and all work submitted to this website becomes property of said website. You agree to this submission and ownership of work by the website by remaining in this class and submitting work. This website includes many sources of “purchased” student papers as well as previous student papers from this college and other colleges and universities.

Electronic Files
It is your responsibility to retain an electronic copy of all work until after the final semester grade has been turned in. If you are unable to produce the original electronic copy of your work upon request, your work may be considered not turned in. It is your responsibility to ensure that the files turned in are the correct file extension and are not corrupt. Corrupt files are not an excuse and any work that cannot be opened or is gibberish upon opening will be considered not turned in. Efforts to gain extra time to complete assignments, papers, etc. will be seen as an act of academic dishonesty.

Computer, Internet Access and Software
You will be expected to utilize PVAMU courses online tools including (but not exclusive to) email, assessments, drop boxes, discussion boards, chat; document and file download, and group/team collaboration. You must have a working knowledge of Microsoft Word and PowerPoint to type, save, and edit your work. You must have to have access to a working computer with reliable Internet connection. If you do not have a computer and Internet access at home, you should plan to be on campus to use college computers. You are expected to use e-mail and know e-mail etiquette to communicate with me. If during the semester I introduce a new computer tool or program, you should be willing to learn the tool and/or program.

Electronics Use Policy
The use of cell phones, tablets, computers and other electronics will be limited to educational purposes only. Phone calls, games, text messaging, and use of headphones and social networking are strictly prohibited during class time. Acceptable use of electronics is upon approval of the professor or indicated by accommodation records. Use of phones or any other electronic device (for non-educational use) may result in dismissal from the class (the student will be counted absent).

Communication with Instructor
Students are encouraged to seek assistance and address concerns to the professor via email, phone and/or in person (during office hours or by appointment). When leaving a phone message, please include your first and last name, the course you are enrolled in, and a contact number. Email communication is PVAMU accounts. The anticipated professor response time: Within 24 hours Monday – Friday. Weekend emails and phone messages received after 3 p.m. on Friday may not be returned until Monday.
Tentative Semester Calendar – Fall 2016

Week 1: Course Introduction
Syllabus Review, In-Class Writing Sample, Reading/Writing Basics, Goal Setting

Readings:
T Course Syllabus – Access from eCourses
R Reading/Writing Basics

Assignment (s):
T Read Course Syllabus – Access from eCourses
R In-class writing sample, Goal Setting

Week 2: An Overview of the Reading Process (with Writing)
Active Reading, Pre-Reading Strategies, Interactive Strategies During Reading, Post-Reading Strategies, Think Critically

Readings:
T Chapter 1: An Overview of the Reading Process (beginning on page 1)
R Continue reading Chapter 1
R "Liking and Loving: Interpersonal Attraction" Saundra K. Ciccarelli and J. Noland White (pgs. 6 -9).

Assignment (s):
T Introduce Essay #1
R "Liking and Loving: Interpersonal Attraction"
Pre-Reading Questions (pgs. 9-17)

Week 3: An Overview of the Writing Process (with Readings)
Writing Strategies, Compare Reading and Writing Processes, Using the Writing Process

Readings:
T Chapter 2: An Overview of the Writing Process (pg. 41)
T Student Essay: “The Space In-Between” by Santiago Garcia
R Continue Chapter 2

Assignment (s):
T Chapter 2: An Overview of the Writing Process (pg. 41)
R Discuss Student Essay: “The Space In-Between”
R Analyze Student Essay: “The Space In-Between”, Essay #1 Due

Week 4: Vocabulary Development Context Clues, Word Parts, Dictionary Skills, Use of Thesaurus

Readings:
T Chapter 3: Vocabulary: Working With Words (pgs. 73-102)
T “The Power of Words” Steven A. Beebe, Susan J. Beebe, and Mark V. Redmond
R Continue Chapter 3

Assignment (s):
T Introduce Essay #2
T “The Power of Words” Steven A. Beebe, Susan J. Beebe, and Mark V. Redmond
R “The Power of Words” Comprehension Questions – (pgs. 111 – 113)

Week 5: Vocabulary Development II
Denotative and Connotative Language, Creative Language, Learn Vocabulary in College Courses

Readings:
T Chapter 3 - Vocabulary: Working With Words (pg. 103) and Figurative Language
R Chapter 3 – Learn Vocabulary in College Courses
Assignment (s): T Defining Textbook Vocabulary in “The Power of Words” (pg. 109)
R Cont. T Defining Textbook Vocabulary in “The Power of Words” (pg. 109)

Week 6:
Main Ideas and Topic Sentences
Understand General vs. Specific Ideas, Identify and Select Topics, Read and Write Topic Sentences

Readings:
T Chapter 4: Main Ideas and Topic Sentences (pgs. 116-149)
T “What Is a Sustainable Food System?” Joan Salge Blake (pgs. 118-120)
R Continue reading Chapter 4

Assignment (s): T “What Is a Sustainable Food System?”
R Comprehension Questions (pgs. 146-148) Essay #2 Due

Week 7:
Details, Transitions, and Implied Main Ideas
R Identify Supporting Details, Select and Organize Details to Support Topic Sentence, Use Transitional Words, Identify Implied Main Ideas

Readings:
T Chapter 5: Details, Transitions, and Implied Main Ideas
“Wireless Interference: The Health Risks” Christopher Ketcham (pgs. 152-154)
R Continue Reading Chapter 5

Assignment (s): T Introduce Essay #3
R “Wireless Interference: The Health Risks” Comprehension Questions (pgs. 186-189)

Week 8:
Mid-Term Exam
Exam Review, Exam

Readings:
T Previous Textbook Chapters

Assignment (s): T Review: Reading and Writing
R Mid-Term Exam

Week 9:
Conference Week

Week 10:
Grammar Workshop
Parts of Speech, Writing Correct Sentences

Readings:
T Understanding the Parts of Speech (pgs. 473-494)
R Writing Correct Sentences (pgs. 509-526)

Assignment (s): T Textbook Exercises 1-5 (pgs. 477-491)
R Textbook Exercises 9-13 (pgs. 512-526)

Week 11:
Patterns of Organization I
Understanding Patterns of Organization, Chronological Order, Process, Narration, Description

Readings:
T Chapter 6: Patterns of Organization: Chronological Order (pg. 193)
R “Change Yourself, Change Your World” April Lynch, Barry Elmore, and Jerome Kotecki (pgs. 193-198)

Assignment (s): T Chapter 6: Patterns of Organization: Chronological Order (pg. 193)
R “Change Yourself, Change Your World” Comprehension Questions
Week 12:  Patterns of Organization II
          Example, Cause and Effect, Comparison and Contrast

Readings:  T Chapter 7: Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast (pg. 229)
           R “The Benefits of Listening to Music” Steven Cornelius and Mary Natvig (pg. 230)

Assignment (s): T Chapter 7: Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast (pg. 229)
                 R “The Benefits of Listening to Music” Comprehension Questions (pgs. 261-265)

Week 13:  Author’s Argument
          Claim, Evidence, Relevancy, Types of Evidence

Readings:  T Notes – Handout on eCourses
           R “Why I Dumped My iPhone – And Why I’m Not Going Back” – Article

Assignment (s): T Read and discuss “Why I Dumped My iPhone” - Article
                R “Why I Dumped My iPhone – And Why I’m Not Going Back” – Comprehension Questions/Writing Prompts

Week 14:  Reading and Thinking Critically About Text Purpose, Audience, Bias

Readings:  T Identify and Focus Purpose (pg. 309)
           T Analyze and Consider Audience (pg. 311)
           R Recognize and Acknowledge Bias (pg. 324)

Week 15:  Final Exam Review

Readings:  T/TR Previous Textbook Chapters

Assignment (s): T Final Assignment Submission
                T Review – Reading
                R Review – Writing

Week 16:  Final Exam
Student Support and Success

John B. Coleman Library
The library and its partners have as their mission "to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service" and to support the University's core values of "access and quality, diversity, leadership, relevance, and social responsibility" through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

Center for Academic Support
The Center for Academic Support (CAS) offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Tutoring Center is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library

COMPASS
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Location: Hilliard Hall 121

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.
Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to student's rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.
Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplishing by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.