



**IRW-0320-241H6**  
**Adv Integrated Reading & Writing**  
**Summer 2025**  
**Tuesday, Thursday 7:30-8:50pm, LRC 247**

**Instructor Information:** Giselle Hewitt, [ghewitt@com.edu](mailto:ghewitt@com.edu), 409-933-8234 (office)

**Student hours and location:** Tue & Thur 8:50pm – 9:20pm in assigned classroom LRC 247.  
COM Office Location: Administration Building, Business Office Conference Room

**Course Communication:** *The best way to contact me is via COM e-mail. Response time typically within an hour during the week.*

**Required Textbook/Materials:** No required textbook. All course content is available in D2L (found on COM website). While this is not an internet course, it will be helpful to have access to internet in order to complete research, assignments, and review course lectures.

**Course Description:** This course integrates preparation in academic reading skills and skills with writing a variety of academic assignments. Topics include critical reading and writing skills. Students will be expected to write compositions similar to those assigned in ENGL 1301. Placement: (1) TSI Essay - score of 2 or 3 with TSI Writing multiple choice of 340-49 or (2) TSI Reading - score 342-350 or (3) Successful completion ("C" or better) of READ 0340 or ENGL 0330 prior to 8/31/2014 or (4) Successful completion ("C" or better) of IRW 0300.

**Course requirements:** This course is a prerequisite for ENGL 1301. It is designed to support your work in Composition I and to provide additional instructional support in reading and writing. In this course, we will discuss concepts about research and writing. You will be required to write and evaluate different types of works as well as participate in weekly discussions about the writing process with your peers. There will be weekly writing and reading assignments for this course ranging from short responses to longer detailed responses.

You will also be given additional writing time and tutorial support in IRW 320 for your ENGL 1301 assignments. If you ever need assistance on your ENGL 1301 assignments, you may e-mail a copy of your drafts to your professor for review.

**Determination of Course Grade**

**Participation Credit:** Participation credit will consist of eight writing journals given throughout the semester that will allow us to discuss various writing / reading concepts, explore ideas for writing, and share your thoughts and feelings. Each writing journal will be worth 20 Points or 160 Points total for the course.

Each writing journal will require you to respond to the writing prompt with an original response of at least 100-200 words or 5-6 sentences in length.

**Reading Comprehension/Short Writing Units:** Students will be given three different text comprehension/short writing units throughout the semester that will require you to read an assigned literary selection and respond. Each unit will consist of a vocabulary assignment and a short one-page personal reflection response to the reading. Each reflection response assignment will include a list of possible topics/themes found in the reading to assist us in thinking about our responses.

### **Reading Unit 1: Poetry**

Students will be given a poem to read, and two assignments related to the poem to respond to (150 Points Total). Detailed instructions and examples will be given for each assignment prior to the assignment due date.

Vocabulary Assignment: 50 Points  
Reading Response Assignment: 100 Points

### **Reading Unit 2: Short Story**

Students will be given a short story to read, and two assignments related to the short story to respond to (150 Points Total). Detailed instructions and examples will be given for each assignment prior to the assignment due date.

Vocabulary Assignment: 50 Points  
Reading Response Assignment: 100 Points

### **Reading Unit 3: Novel (Chapter selection)**

Students will be given a link to a chapter from a novel to read, and two assignments related to the novel's chapter to respond to (150 Points Total). Detailed instructions and examples will be given for each assignment prior to the assignment due date.

Vocabulary Assignment: 50 Points  
Reading Response Assignment: 100 Points

**Author Response Assignment:** Throughout the semester we will watch three videos of authors discussing topics that are important to us as writers: understanding the importance and power of our words, importance of the freedom of expression in writing, and the importance of experiencing diverse voices in reading/writing.

Each Author Response Assignment will require us to watch a short video clip of the author's discussions and write a short one-paragraph (100-200 word or 5-6 sentence minimum) response to the topic. Each Author Response Assignment will be worth 50 Points (150 Points Total). Detailed instructions will be given for each assignment prior to the assignment due date.

**Additional Short Writing Assignments:** There will be two additional writing assignments this semester that will focus on email etiquette and a mini research project. These assignments will be 50 Points each and comprise 100 Points in your course total. Detailed instructions and examples will be given for each assignment prior to the assignment due date.

**Quizzes:** Throughout the semester we will have four quizzes over various writing or reading element discussions. Quizzes will vary in weight and will comprise 100 Points of your final grade.

**FINAL Credit-Creative Writing Response:** The final week of our semester we will discuss the role of creative writing in Academia and there will be a three paragraph Creative Writing Assignment that will function as our Final (40 Points)

Detailed instructions will be given for the assignment prior to the assignment due date.

**Detailed Grading Formula: Detailed Grading Formula:** A cumulative point system for grading is used in this course. The points listed are the maximum value a student can earn in the different assignments.

Participation (Writing Journal, 8; 20 Points each)	160 Points
Reading Unit 1 (Vocab/Reading Response)	150 Points
Reading Unit 2 (Vocab/Reading Response)	150 Points
Reading Unit 3 (Vocab/Reading Response)	150 Points
Author Response (3; 50 Points each)	150 Points
Additional Short Writing (2 assignments)	100 Points
Quizzes (4 quizzes)	100 Points
Final: Creative Writing Response	40 Points

**Total: 1000 Points**

Extra Credit Points available: 15 Points

**Grades are based on the following:**

A (900+ Points)

B (800-899 Points)

C (700-799 Points)

D (600-699 Points)

F (0-599 Points)

**Late Work, Make-Up, and Extra-Credit Policy:** Each student is responsible for weekly assigned work. Late work is typically not accepted without an extension from the instructor. It is the student's responsibility to contact me regarding any missed assignments. Please reach out if you need any assistance with assignments including additional time.

**Attendance Policy:** Each student is expected to attend class. The student is responsible for notifying the Registrar's Office if he/she wishes to drop the class.

**Student Rights:** Students have the right to expect this course be taught within the parameters specified within this syllabus. While the instructor reserves the right to alter the course, no material or assignment will be added without proper notification or advanced warning.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

<b>Student Learner Outcome</b>	<b>Assessed via this Assignment</b>
1. Locate explicit textual information, draw complex inferences and describe, analyze and evaluate the information within and across multiple texts of varying lengths.	Course Discussion/Reading Unit Assignments/Quizzes
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.	Course Discussion/Vocabulary Assignments
3. Identify and analyze the audience, purpose, and message across a variety of texts.	Course Discussion/Various Short Writing Assignments
4. Describe and apply insights gained from reading and writing a variety of texts.	Course Discussion/Reading Unit Assignments
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.	Various Short Writing Assignments/Reading Unit Assignments
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	Course Discussion
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.	Course Discussion/Reading Units

8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.	Course Discussion/Reading Units
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.	Various Short Writing Assignments Reading Units
10. Recognize and apply the conventions of standard English in reading and writing.	Course Discussion/ Reading Units Quizzes

**Academic Dishonesty:** Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams is an extremely serious offense and will result in a grade of zero on that exam and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

**Plagiarism:** It is mandatory that you complete your own work in this course. Submitting anyone else's work as your own is fraudulent and negates the purpose of this course. If you submit a work containing any plagiarized material, the assignment will receive a grade of zero and it will be referred to the Office of Student Conduct for the appropriate discipline action.

**Link to resource about ways to avoid plagiarism:**

<http://en.writecheck.com/ways-to-avoid-plagiarism/9>

Violation of the Plagiarism Policy may result in a referral to the College of the Mainland Judicial Coordinator or further disciplinary actions as stated in the current Student Handbook

<http://www.com.edu/student-services/student-handbook.php>.

Note: All work submitted in College of the Mainland English, Humanities, Philosophy or Speech classes must conform to the documentation system established by the Modern Language Association (MLA). MLA documentation guidelines are distributed by your instructor, found in your textbook or on reserve in the library (<http://library.com.edu/>).

To document using MLA, you must provide an in-text citation and a corresponding entry on a Works Cited page. "Source" may refer to published works (including material available from electronic/computer networks or databases), electronically broadcast programs, films, recordings, interviews, speeches, or lectures.

1. You must document when you quote directly from another source.
2. You must document when you paraphrase words from another source.
3. You must document when you summarize ideas from another source.
4. You must document when you use facts (statistics in a chart or graph, for example) or visual material from another source.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Department Chair, Brian Anderson at 409-933-8186 or [banderson@com.edu](mailto:banderson@com.edu).

**Course outline:**

<b>Date</b>	<b>Assignments Due</b>	<b>Focus / Assignments</b>
Week One: June 3 (T)	Quiz #1: Syllabus	Syllabus Course Introductions
June 5 (Th)	Writing Journal #1	Academic Formatting
Online	Quiz #2: Reading Environment	Video on Reading Environment
Week Two: June 10 (T)	Emailing Article Reflection Assignment	Discuss Email Writing
June 12 (Th)	Writing Journal #3	Discuss Role of Author & Reader Begin Reading Unit 1: Poetry
Online	Writing Journal #2	Discuss Academic Reading & Annotating
Week Three: June 17 (T)	Author Response Assignment #1	Discuss Close Academic Reading Understanding the Power of Words
June 19 (Th)	College Closed	NO Class
Online	Vocabulary Unit #1	
Week Four: June 24 (T)	Reading Response Assignment #1	Complete Unit #1
June 26 (Th)	Author Response Assignment #2	Begin Unit #2: Short Story Censorship & Freedom of Expression in Writing
Online	Vocabulary Unit #2	
Week Five: July 1 (T)	Censorship Reading Assignment	Censorship
July 3 (Th)	Writing Journal #4	
Online		Discuss Academic Grammar
Week Six: July 8 (T)	Author Response #3	Discuss Diversity in Writing
July 10 (Th)	Writing Journal #5	Discuss Role of Critics
Online	Quiz #3	Discuss Commas

Week Seven:	July 15 (T)	Writing Journal #6: Pros & Cons of Technology	Refresher on Academic Writing
	July 17 (Th)	Reading Response Assignment #2	Complete Unit #2
	Online	Writing Journal #7	
Week Eight:	July 22 (T)		Begin Unit #3: Chapter-Novel
	July 24 (Th)	Figurative Language Exercise	Discuss Figurative Language
	Online	Vocab Unit #3	
Week Nine:	July 29 (T)	Reading Response #3	Complete Unit #3
	July 31 (Th)	Quiz #8: Editing	Revising, Editing, & Proofreading
	Online		Game of Research
Week Ten:	Aug. 5 (T)	<b>Final:</b> Creative Writing Assignment	

---

### Institutional Policies and Guidelines

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student\\_Handbook\\_2024-2025\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: COM Doyle Family Administration Building, Student Success Center

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 5-week session is June 30. The last date to withdraw from the 10-week session is July 29. The last date to withdraw for the 2<sup>nd</sup> 5-week session is August 1.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.