



IRW 0320.149 H2: Monday/Wednesday 11:00-12:20 pm, LRC 247, Building #8
Integrated Reading and Writing (IRW) (Co-Requisite for Composition 1301)
Semester: Fall 2024 | 10/14/2024 – 12/5/2024, 8-week semester

Professor Dalel Serda, MFA
Campus Email: dserda@com.edu
Office Phone: (409) 933-8497

Student Hours/Conference/Office Hours: LRC Suite B Rm. #241 Humanities Department

Monday: 12:30 pm – 1:00 pm

Tuesday: 9:00 am - 12:30 pm

Wednesday: 12:30 pm – 1:00 pm

Thursday: 9:00 am - 12:30 pm

These are f2f and online Teams hours. I can also make myself available to you via Teams or f2f outside these hours pending our arrangements.

NOTE: Regarding Microsoft Teams, access it through the COM homepage. Access it through the “Office 365 & Email” button next to the “D2L” button. “Teams” is one of the apps available through Office 365. There is no cost as a result. It is my preferred mode of communication because of its ease and speed.

Textbooks: THERE ARE NO BOOKS REQUIRED FOR THIS CLASS. The following are suggestions for optional resources:

Notebook for journal writing
Online access at home
Access to a laptop or computer on and off campus

General Course Description:

IRW 0320: This course is a co-requisite class for English Composition 1301. 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 Composition and Rhetoric: English 1301. This course carries institutional credit and may not be used to meet degree requirements. Placement: (1) TSI Essay—score 2 or 3 with TSI Writing multiple choice score of 340-349 **or** (2) TSI Reading-score of 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. **This course does not transfer.**

Format for All Papers:

All written work (including rough drafts, D2L posts, and projects) should be typed, double-spaced, use a standard 12-point Times New Roman font, have 1-inch margins, and have page numbers with your last name preceding it on the top right corner, etc. Use Modern Language Association (MLA) style guidelines (available inside *A Pocket Style Manual* and on The OWL at Purdue Web site

[<https://owl.english.purdue.edu/owl/>]). Put the word count below the date. The word count is for me and is not a part of MLA requirements. Also, include a Works Cited when I ask for it.

Note: It might be necessary for you to use these keyboard keystroke combinations when copying/pasting from Word to the D2L text boxes: Control A to highlight your work, Control C to Copy what you've highlighted, and once you're on D2L, Control V to paste from MS Word to the text box on the D2L Discussion Forum thread you created.

Course Requirements/Grading Formula:

Participation and Attendance	25%
Journal participation and completion: 10 + pages	25%
Friday writing: (see below for more details)	50%

TOTAL	100%

Course Grade Determination: This course's grades will be made up of in class participation and low-stakes assignments. The idea is to complement the work you do for English 1301 while affording many opportunities to practice reading, writing, thinking strategies, and processes.

Friday writing projects will include drafts and polished versions and reflections of the following:

1. A professional cover letter or email
2. A resume
3. Three scholarship application essays
4. A final reflective and analytical essay

Grading Scale:

- A 90-100%** = Excellent work; superior in both style and content.
- B 80-89%** = Good work; solid content
- C 70-79%** = Average work; **meets the minimum requirements**
- D 60-69%** = Below average work; does not meet the requirements
- F 50-59%** = Failing work; deficient in mechanics, style, and content; all late work will lose half credit

Make-Up /Late Work Submission Policy:

If you submit anything late but within twenty-four hours after the assignment is due, you will automatically lose *some* credit but only *up to* a letter grade. If you submit your work past twenty-four hours, I will accept it for half credit in most cases, though if the work is strong, I might credit the work up to 75%. What this means is to always aim for high-quality writing even if the work is late. The last day I will accept any work will be Monday night (11:59 pm) of the last week of class. I will likely not provide feedback or only provide little feedback for any work submitted late after the first deadline or for work that fails to meet minimum requirements though I will assign a grade.

Attendance, Participation, & Drop by Instructor Policy: Participation contributes to your **Daily Grade average**. This is a **participation-heavy** course. The success of the course depends on the community we build; thus, your presence on D2L and in class is vital. I *reserve* the right to drop you after four **consecutive** missed assignments and/or four missed classes without notice from you. In sum, your active engagement is key.

IT'S BEST TO COMMUNICATE WITH ME IF YOU KNOW YOU'LL BE UNABLE TO FINISH ASSIGNMENTS or if you are going to be absent.

Communication Policy: Email me at dserda@com.edu using your COM email, please. I do not check D2L messages with daily frequency. I only use that function to send your major project comments. You may of course also call me during office hours and/or leave me a voicemail. Lastly, I highly recommend you message me via COM’s Office 365 Microsoft TEAMS as it is convenient, and we can often dialogue quickly through it. I recommend you download the TEAMS app.

Communicating with your instructor: ALL electronic communication with course instructors must be through your COM email and COM’s Microsoft Office 365 TEAMS. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Student Learning Outcomes for COM’s English department:

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.

SLO #		Type of Measurement
1.	Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.	In class and Friday writing assignments
2.	Comprehend and use vocabulary effectively in oral communication, reading, and writing	In class and Friday writing assignments
3.	Identify and analyze the audience, purpose, and message across a variety of texts.	In class and Friday writing assignments
4.	Describe and apply insights gained from reading and writing a variety of texts.	In class and Friday writing 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.	In class and Friday writing assignments

6.	Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	In class and Friday writing assignments
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.	In class and Friday writing assignments
8.	Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.	In class and Friday writing assignments
9.	Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.	In class and Friday writing assignments
10.	Recognize and apply the conventions of standard English in reading and writing.	In class and Friday writing assignments

General Education Core Objectives:

- 1. Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
- 2. Communication Skills:** Students will develop, interpret, and express ideas through written, oral, and visual communication.
- 3. Teamwork:** Students will consider different points of view and work effectively with others to support a shared purpose or goal.
- 4. Social/Personal Responsibility:** Students will evaluate choices and actions of others or one's own and relate consequences to ethical decision-making.

Academic Dishonesty:

Any incident of academic policy will be dealt with per college policy and the Student Handbook. Academic dishonesty is an extremely serious offense and will result in a **grade of zero** on that exam, assignment, or project, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. **Using artificial intelligence (AI) technology to produce parts or all of your college work qualifies as academic dishonesty if your instructor didn't explicitly ask you to use it.** Please avoid using AI unless your professor says otherwise. When in doubt about whether you can use any technology to help you with your work, ask your professor.

Plagiarism:

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without proper citation and attribution, copying directly from a website, and pasting it into your paper, and/or using someone else's words without quotation marks. Any assignment containing *any* plagiarized material will receive a grade of zero, and the student will be referred to the Office of Student Conduct for appropriate disciplinary action.

Links on Avoiding Plagiarism: https://owl.purdue.edu/owl/avoiding_plagiarism/index.html

Student Concerns/Questions Statement

If you have any questions or concerns about any aspect of this course, please contact me using the contact information provided at the top of the first page of this syllabus. If, after discussing your concern with me,

you continue to have questions, please contact the Humanities Department Chair, Dr. Brian Anderson at 409.933.8186 or banderson@com.edu.

Course Outline/Calendar
IRW O320 | Fall 2024 | 8-Week Calendar
10/14/2024 – 12/5/2024
(Tentative/Subject to change with notice)

NOTE: Everything we will do in this class will help support your work in your English 1301 class and other course assignments requiring writing, reading, and research. Work through these assignments deliberately, and you will gain much from them.

All work will be due on Fridays at noon unless noted differently in the calendar below.

Week 1:

We will aim to work on the following list of tasks each week.

journal
whole-class reflections
close reading
mechanics, grammar, formatting, and/or style
working on 1301-related projects
Support Services: TRiO and Tutoring Center

The above plus prepping for Friday's IRW assignment: resume draft

Week 2:

journal
whole-class reflections
close reading
mechanics, grammar, formatting, and/or style
working on 1301-related projects

The above plus prepping for Friday's IRW assignment: resume revision/final and cover letter draft

Week 3:

journal
whole-class reflections
close reading
mechanics, grammar, formatting, and/or style
working on 1301-related projects

The above plus prepping for Friday's IRW assignment: cover letter final

Week 4:

journal
whole-class reflections
close reading
mechanics, grammar, formatting, and/or style
working on 1301-related projects

The above plus prepping for Friday's IRW assignment: Scholarship Essay #1 draft

Week 5:

journal
whole-class reflections
close reading
mechanics, grammar, formatting, and/or style
working on 1301-related projects

The above plus prepping for Friday's IRW assignment: Scholarship Essay #2 draft

Week 6:

journal
whole-class reflections
close reading
mechanics, grammar, formatting, and/or style
working on 1301-related projects

The above plus prepping for Friday's IRW assignment: Scholarship Essay #3 draft

Week 7:

journal
whole-class reflections
close reading
mechanics, grammar, formatting, and/or style
working on 1301-related projects

The above plus prepping for Friday's IRW assignment: Scholarship Essays – Revise, edit, and submit

Week 8:

End of term conferences.

We will work on the final Reflective Essay this week.

* Grades will be available on WebAdvisor after Friday. THANK YOU for your hard work.
Enjoy your break!

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. *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

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 1st 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

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 or 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.