



IRW 0320-135H2
Integrated Reading and Writing
Fall 2025
MW 2-3:20 pm LRC 247

Instructor Information:

Name: Thomas Parker

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Office Phone: (281) 756-3713

Office hours and location:

Before or after class and by appointment

Required Textbook/Materials *The Rough Writer's Guide: A Handbook for Writing Well*, by Dr. Karen Palmer and Dr. Sandi Van Lieu (free textbook, Open Educational Resources). All reading materials, including supplemental readings, will be provided without additional cost to students. (<https://pressbooks.pub/roughwritersguide/>). Text and readings made available through Brightspace.

Handbook: Purdue Online Writing Lab (<https://owl.purdue.edu/>, Open Resource). Links for both resources can be found in the online course.

Access to MS Word, (provided free with your Microsoft Suite) the internet, cloud storage (or another storage device), paper, pens/pencils, highlighters (for face-to-face instruction on Monday Wednesday) are also required for this hybrid course.

Course Description:

Integration of critical reading and academic writing skills. Successful completion of this intervention if taught at the upper (exit) level fulfills TSI requirements for reading and/or writing. This section is for students who have not met the prerequisite for ENGL- 1301. Students requiring the prerequisite for ENGL-1301 will be co-enrolled in ENGL-1301 and IRW-0320. ENGL-1301-12H2 is the co-requisite section for IRW-0320-1352H. Students new to online learning at COM can register for the Online Learner Workshop on Demand module. Learn how to access the training at <http://edtech.com.edu/olw/>.

Course Requirements: All assignments must be completed and submitted according to the Course Schedule due dates. There will be no exceptions to this requirement to pass this course.

Determination of Course Grade/Detailed Grading Formula: Professionalism grades will rely heavily on ATTENDANCE and PARTICIPATION. Homework is minimal as this is a course designed specifically to ensure your success in English 1301.

Professionalism Points: • Reflections/Weekly Discussion Board Post • Participation: Sharing your drafts from English 1301, offering positive and constructive critiques of your classmates' works, etc.	40%
THREE Required Tutoring Sessions at COM Tutoring Center • Tutoring Session 1: Click here for tutorial on scheduling • Tutoring Session 2: Click here for "DE Support Request" form • Tutoring Session 3: Sessions must be at least 30 min. long	30%
Short Academic Responses: • Short Academic Response 1: Same one from ENGL1301 • Short Academic Response 2: Same one from ENGL1301 • Short Academic Response 3: Same one from ENGL1301	30%

Late Work, Make-Up, and Extra-Credit Policy: **Minor assignments** must be submitted on time and cannot be made up for any reason. If a student misses a draft submission, it may be emailed in late for feedback, but the assignment will not receive a grade. **Major assignments** will be charged 10 points per day that they are submitted late. Major assignments that are late should be submitted via email.

Following Directions: Students are expected to follow assignment directions in order to earn credit for the assignment. Like many other course policies, this mirrors real-world expectations. While employers often value innovation and creativity, they also assume that an employee will follow directions carefully whenever specific directions are given. In this course, following

directions includes adhering to specified essay length, document format, topic restrictions, submission instructions, and so on. In short, students should do what the instructor directs them to do. Submitted assignments that fail to follow directions may receive a grade of zero.

Attendance Policy: Students are required to attend classes. If an absence is unavoidable, the student is responsible for completing all work missed during the absence. Students unable to attend should contact their faculty as soon as possible concerning the absence.

Student Conduct: It is the right of each student to participate in his or her learning, and it is the responsibility of each student to not interfere with the learning of other students. I ask that you always treat everyone in class with respect. Failure to do so will result in your being asked to leave and repeated disruptive behavior will warrant removal from the course.

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. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

Student Learner 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.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Locate explicit textual information, draw complex inferences, and describe,	Critical Thinking (CT)	Academic Reading Selections

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.	Communication Skills (CS)	Academic Reading Selections
3. Identify and analyze the audience, purpose, and message across a variety of texts.	Critical Thinking (CT)	Academic Writing Activities
4. Describe and apply insights gained from reading and writing a variety of texts.	Critical Thinking (CT)	Paragraph Framework
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.	Communication Skills (CS)	ENGL 1301 Rough Drafts - Feedback
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	Critical Thinking (CT)	Academic Reading and Writing Activities
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.	Teamwork (TW)	Academic Reading and Writing Activities
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.	Critical Thinking (CT)	MLA Format Activities and Paragraph framework
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.	Personal Responsibility (PR)	Revising, Editing, and Proofreading

10. Recognize and apply the conventions of standard English in reading and writing.	Personal Responsibility (PR)	Writing Better Sentences Activities
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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 Dean of Students for the appropriate discipline action.

Humanities Department Policy Statement on Plagiarism: Plagiarism is a form of academic dishonesty. To plagiarize is to steal the words or ideas of another and pass them off as one's own. Two forms of plagiarism are common. In the first form, the writer incorporates published or otherwise recorded material without properly acknowledging its sources. In the second form, the writer submits work actually done by someone else. The student who allows his/her work to be used by others is also guilty.

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 the appropriate discipline action. Ignorance will not be an acceptable defense: all students are responsible for familiarizing themselves with the rules of documentation.

*****Usage of Artificial Intelligence (AI) ***** In this course, you may not use AI for any assignment in any way, shape, or form without the consent and guidance of the professor. The use of AI will be treated as plagiarism/academic dishonesty.

Avoiding Plagiarism: Research material must be cited both in the document and on a Work Cited Page. (MLA documentation style applies to all College of the Mainland English, humanities, philosophy, or speech classes). Remember to document when:

- ✓ Evidence is quoted directly from a source.
- ✓ Ideas from another source are paraphrased or summarized.
- ✓ Facts (i.e. statistics) or visual material from other sources must be documented.

Helpful Resources to Avoid Plagiarism:

- ✓ Purdue Owl: <https://owl.english.purdue.edu/owl/>
- ✓ <https://www.com.edu/student-services/docs/student-conduct-brochure.pdf>
- ✓ The COM Tutoring Center

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 Brian Anderson, COM Humanities Department Chair, 409-933-8186.

RG refers to *The Roughwriter's Guide*. All assignments are due by 11:59 pm on the day listed. Minor assignments are in **RED** and **must be submitted by the deadline** to receive credit. All major assignments are in **BLUE** and **may be submitted late with a 10-point penalty per day. I cannot accept *any* assignments after Wednesday, December 3**

Week 1: October 13–19

Topics	Readings	Deadlines
Introductions	Introduction to Course Presentation	Sunday, October 19: Discussion Board Reflection 1 due
Review syllabus	About Your Instructor	
Email	A Word About Topics	
Blackboard Tour	Rules for Academic Writing	
MLA Set Up	Sentence Felonies	
	“How to Email Your Professor” “Politics and the English Language” by George Orwell. <i>RG</i> : Ch. 11 <i>The Writing Process</i> https://pressbooks.pub/roughwritersguide/chapter/writing-process-overview/	

Week 2: October 20–26

Topics	Readings	Deadlines
Academic writing	Week 2 Assignments Overview	Sunday, October 26: Dsicussion Board Reflection 2 Due
Sentence felonies	Short Academic Responses Guidelines and Rubric	
Summary	<i>RG</i> : Ch. 4: <i>Academic Writing</i> https://pressbooks.pub/roughwritersguide/chapter/chapter-1/	
Infographics	<i>RG</i> : Ch. 17 <i>Proper Formatting: Introduction to MLA and AP</i> https://pressbooks.pub/roughwritersguide/chapter/proper-formatting/	
SAR 1	<i>RG</i> : Ch. 18 <i>Formatting MLA Style</i> https://pressbooks.pub/roughwritersguide/chapter/proper-formatting/	

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Week 3: October 27-November 2

Topics	Readings	Deadlines
Introduction to reports	Week 3 Assignments Overview	Sunday, November 2: Discussion Board Reflection 3 due Tutoring Session #1 due
Topics	<i>RG: Ch. 6 Summary Vs. Analysis</i> https://pressbooks.pub/roughwritersguide/chapter/summary-vs-analysis/#chapter-33-section-1	
View Sample Essay	<i>RG: Ch. 7 Doing Research</i> https://pressbooks.pub/roughwritersguide/front-matter/introduction/	
View Essay Template		
Choosing/Evaluating Sources	<i>RG: Ch. 10 Evaluating Sources</i> https://pressbooks.pub/roughwritersguide/chapter/evaluating-a-source/	

Week 4: November 3–9

Topics	Readings	Deadlines
Writing Workshops: Introduction paragraphs	Week 4 Assignments Overview	Sunday, November 9: Discussion Board Reflection 4 due
Research	Informative Research Essay: Introduction and Thesis Statement <i>RG: Ch. 9 Annotated Bibliography</i> https://pressbooks.pub/roughwritersguide/chapter/annotate-bibliography/ <i>RG: Ch.25 MLA Works Cited</i> https://pressbooks.pub/roughwritersguide/chapter/list-of-sources-mla-style-works-cited/ <i>RG: Ch. 20 Introductions</i> https://pressbooks.pub/roughwritersguide/chapter/introductions-and-conclusions/ <i>RG: Ch. 14: Thesis Writing</i> https://pressbooks.pub/roughwritersguide/chapter/proper-formatting/	

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Week 5: November 10–16

Topics	Readings	Deadlines
Writing Workshops: Body paragraphs	Week 5 Assignments Overview Informative Research Essay: Body Paragraphs and the MEAL Plan	Sunday, November 16:
Annotated Works Cited	<i>RG: Ch. 21 Body Paragraph Basics</i> https://pressbooks.pub/roughwritersguide/chapter/paragraph-basics/ <i>RG: Ch. 22 Using Quotes, Paraphrases, and Summaries</i> https://pressbooks.pub/roughwritersguide/chapter/quotes-paraphrases-and-summaries/	Discussion Board Reflection 5 due Tutoring Session #2 due

Week 6: November 17–

Topics	Readings	Deadlines
Writing Workshops: SAR 2	Week 6 Assignments Overview <i>RG: Ch. 23: Avoiding Plagiarism</i> https://pressbooks.pub/roughwritersguide/chapter/paragraph-basics/	Sunday, November 23:
Conclusion Paragraphs	<i>RG: Ch. 35 Peer Reviews</i> https://pressbooks.pub/roughwritersguide/chapter/peer-review/	Discussion Board Reflection 6 due
Similarity Reports		

Week 7: November 24–30

Topics	Readings	Deadlines
Writing Workshops: Revising & Editing	Week 7 Assignments Overview Informative Research Essay: Conclusion and Works Cited	Sunday, November 30:
Peer review	<i>RG: Ch. 29 Revision Strategies</i> https://pressbooks.pub/roughwritersguide/chapter/introductions-and-conclusions/	Discussion Board Reflection 7 due

		Tutoring Session #3 due
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Week 8: December 01–7

Topics	Readings	Deadlines
Revising & Editing Reflections Course Evaluations	Week 8 Assignments Overview	Wednesday, December 3: Final Reflection Discussion Board due
		I cannot accept <i>any</i> assignments after Wednesday, December 3

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 [student-handbook-2025-2026.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

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 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

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.