

TOHONO O'ODHAM COMMUNITY COLLEGE



Syllabus: *Integrated Reading & Writing II: Intermediate*

Course Information	
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Course Prefix/Number: IRW 090 Section 1 Semester: Spring 2018 Class Days/Times: Tuesday and Thursday 9:00 am-11:45 am	Credit Hours: 4 Course Title: Reading Improvement II Room: Central 303
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Instructor Information:	Phone/Voice Mail: 520-850-2586 E-mail: daiken@tocc.edu Office hours: By appointment or Student Success Center
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Course Description:

IRW 090 is a performance-based course that prepares students for college-level reading and writing by combining the two skill sets. Students will apply a variety of reading strategies for the purposes of organizing, analyzing and retaining material, and produce written work appropriate to the audience, purpose, situation and length of the assignments. The course offers students the opportunity to build upon the basic skills of grammar and mechanics in order to develop their skills for writing short essays. Students will become familiar with references, rubrics, and other tools for effective performance in Writing 101. Related goals are to develop better study habits, personal organization, and oral presentation skills and confidence.

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Course Objectives:

During this course students will:

1. Apply intermediate reading skills and strategies to all reading materials to enhance reading comprehension and prepare for Writing 101 and Writing 102
2. Identify, evaluate and discuss important themes/issues based on the readings and group discussion.
3. Identify main ideas, supporting details, topics and topic sentences in writings.
4. Improve recognition of words and use vocabulary, parts of speech, grammar, rubrics, and etymology.
5. Write regularly in class and engage in peer review/editing of classmates' writing.
6. Engage in discussions based around reading assignments.
7. Recognize patterns of organization: example, cause and effect, comparison and contrast, outlining.
8. Proofreading and revision of written work—individually and with peers.
9. Develop and improve study habits and personal organization as a life skill.
10. Become familiar with references, citations, MLA, plagiarism, and other topics relevant to student success.
11. Present short talks, evaluate peer talks, develop library skills.

Student Learning Outcomes (SLOs):

After completion of the course students will be able to.....

- Enter into a college level writing class with an improved sense of confidence and familiarity with expectations.
- Be aware of Himdag core values as related to ethical and traditionally based approaches to written work.
- Describe and apply insights gained from reading and writing to a variety of texts.
- Write a purposeful and well organized thesis statement.
- Compose a variety of essays and shorter works that demonstrate clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
- Evaluate the quality of ideas and relevance of information used to formulate and develop a theme.
- Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level assignments.
- Respond to instructor's comments with energy and understand how to seek fresh input on class work.

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- Apply a variety of study strategies to texts and show improved ability to observe and write descriptions.
- Use a variety of references to purposely develop academic and personal vocabulary.
- Use and be familiar with the Little, Brown Handbook to get professional assistance on writing challenges.
- Work with citations and bibliographies as well as MLA style.
- Appreciate the merits of practicing improved study habits and time management.

Course Structure:

- Students are expected to be active participants in the learning process. Students are also expected to assume responsibility for their own learning.
- In order to be prepared for each class, students must do the assigned readings and any other work assigned to be able to contribute to class activities and discussions.
- This is a highly interactive course. Students should be prepared to work in teams, discuss the work and present their findings to the class. Students will be expected to attend a tutoring session at least once a month at the Student Success Center to develop their skills in an environment outside the classroom.

Texts and Materials:

The Little, Brown Handbook, 13th Editions, Fowler and Aaron, Pearson publisher; ISBN-13

978-0-13-458633-5 (This book is required for every student. It is relatively inexpensive and is available at the TOCC bookstore, Main Campus, Main Building)

Frequent handouts on current topics with cultural, environmental, and regional relevance, plus appropriate handouts regarding academic topics.

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Evaluation and Grading and Assignments:

Assessment evidence

Performance tasks

- Group work
- Mini-presentations on reading/writing assignments.
- Peer edit/review classmates' writing.
- Oral presentations on special topics.
- Classroom interest and energy.

Other evidence

- Written responses to reading materials, class activities, tests.
- Impromptu writing exercises to develop fluency.
- Compilation of new vocabulary.
- Class activities based on text and reading materials including study guides, handouts, tests/quizzes, and book reviews.
- (Classroom Assessment Techniques (CATs): these do not contribute to your final grade, but offer insight into your learning)

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Evaluation

A= estimated 2200 to 1800 points

B=estimated 1800 to 1550 points

C=estimated 1550 to 1250 points

D=estimated 1250 to 1000 points

F=estimated below 1000 points

Expect approximately 30 routine class assignments averaging 10 points each depending on the requirements of each assignment. The total number of points will total about 300 points for assignments

Students will have group discussions and give presentations based on the required readings. There will also be many opportunities to write throughout the semester. Keep all written work in a portfolio; this includes the multiple drafts, teacher feedback on drafts and final draft. Extra credit will be given for special presentations on topics of interest. Carry your work with you into class.

Expect approximately 30 classroom sessions at 10 points for each attended class with active classroom participation required, totaling 300 points.

Attendance and participation helps to demonstrate your ability to apply what you have learned or express your ideas. If you do not attend or participate, there will be no way for your instructor to determine your progress.

The mid-term examination will be worth approximately 300 points with an opportunity for revision. The final examination will be worth 400 points.

These exams will cover all important topics from the term's work.

Essays will include (depending on class progress):

Descriptive – 50 points

AICF – three essays at 50 points each plus 50 points for being awarded a scholarship

Narrative – 50 points

Informative – 200 points

Other key projects are:

Symbols Packet – 100 points

Naturalistic Objects – 100 points

Up to 100 points will be awarded to students with exceptional attendance, timeliness in getting work done and arriving at the start of class, AICF participation, use of the Student Success Center tutors, energy committed to assignments, communication with instructor on all aspects of the class

Himdag Cultural Component:

- The choice of selected readings and assignments reflect and address the *Himdag*.

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- Most topics to be read and written about and discussed are topically diverse and culturally, environmentally, and regionally based.
- Students' deportment in class and interactions with all present should also convey the spirit of *T-So:son*. Immature behavior that is not characteristic of college students is not acceptable.

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Policies and expectations-

In addition to any other TOCC policies specified in the Student Handbook, the following policies apply in this course:

- You will receive an F (0) for late assignments or for projects if you do not attend class when they are scheduled to be picked up/presented unless previous arrangements can be made. If you fail to attend a class when a test is administered, you will also receive an F (0) for that particular test. You have to attend more than 80 percent of the class sessions in order to obtain a passing grade in this course. This would be a minimum of about twenty-five classes of a possible thirty-one to thirty-two class sessions. An instructor withdrawal is the teacher's option before March 30, 2018 if attendance or regular submittal of work becomes a major issue.

- Be punctual for class and attend every class. You are part of a team and attending all classes (and completing all assigned work in preparation for class activities) will ensure a smooth flow of our class work and schedule. If (for some reason) you are absent, YOU are responsible for contacting me and explaining your situation as soon as possible. You are also responsible for finding out what work you miss, and for catching up with the rest of the class. Attending class is a priority! Merely attending classes while not participating and submitting work will affect your grade—your ACTIVE participation is requested.

If you are late and require additional input and backtracking to bring you up to speed, you are wasting the time of your classmates who have arrived on time and already received the instruction. On the other hand, you are welcome in the class even if you are running late. It is understood that people have many extenuating circumstances. Attendance is the most important thing and you will not be singled out if you must come in late.

Be prepared to explain attendance issues that you may have.

- Please be respectful and courteous to all members of this class. Inappropriate behavior will not be tolerated. Please be mindful of the *T-So:son(Our Core)* at all times.

- Plagiarism, in any form, is unacceptable and will result in an 'F' automatically. There is absolutely no excuse for plagiarism.

- Communication is key to your success in class. I will do my best to assist you in any way I can to help you get the best grade possible. You need to do your part to help me achieve this goal by not hesitating to approach me whenever you are experiencing difficulties/concerns of any kind, and by committing 100% to this class. I can only help you if I am aware!

- Put your all into your studies—be honest and committed, make an effort, act with integrity, use your initiative—and your dedication and hard work will pay off! What you give to life, you get back! Guaranteed! Your future is bright and full of possibilities, if you will it to be.

- **Use of cell phones in class is not permitted. Cell phones may be used during class breaks as desired. Cell phones are not to be used below the desk or above the desk during class. Use of cell phones in class is not permitted unless their use can contribute to the objectives of the class. WHY IS THIS THE POLICY?**

Course Outline:

- I. Reviewing the Basics
- II. Introduction to the Reading and Writing Process
- III. Reading, Writing, and Organizing Paragraphs
- IV. Reading and Writing Essays
- V. Critical Thinking, Reading, and Writing
- VI. Thematic Reading: Writing in Response to Reading

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DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Jan 16 Tuesday First class – HELLO! Assessment testing and written personal inventory of goals, strengths and weaknesses in subject matter, and other factors related to academic success.



Jan 18 Thursday Introduction to IRW 90 class goals and concepts of time management. Class materials will be handed out. Read the ten-step handbook for getting good grades and write on three most important techniques. Note that the class will emphasize what to expect in upcoming college level writing classes. Discuss and read features of Himdag in TOCC catalog and interpret how these precepts relate to class work in IRW 90 and the community college experience

Jan 23 Tuesday Explore the features of the textbook and online resources. Summary of learning opportunities and focus for class, based on diagnostic work from the first classes. Discuss sentence issues and do exercise on sentence fragments, run-ons and comma splices. Introduce American Indian College Fund scholarship essays that are required for both class and AICF applications. Handouts will be provided to prompt thoughtful responses.

Jan 25 Thursday Introduction to learning styles handout; form discussion groups and write short response paper on individual personal styles. Discuss effective reading techniques. Examine typing abilities and resources. Develop feedback on syllabus.

Jan 30 Tuesday Discuss essay structure. Explore themes and thesis statements. Do campus walk around, form groups and begin to write a descriptive essay using outlining and organizing techniques.

Feb 1 Thursday Finish rough draft of two page descriptive essay. Individual presentations of descriptive perceptions and methods. Identify features of proofreading for improving a draft.

Feb 6 Tuesday Student based learning – guest speaker Anthony Osborn (TBA); grammar exercises; read a current article in a periodical and write a short response paper using a prompt to focus on key elements and content of the article, including thesis, author, source, key points, important conclusions and takeaways. Group discussions and feedback. Three articles on journaling will be read by student groups and summaries will be shared.

Feb 8 Thursday Submit typed two page descriptive essay. Four week evaluation upcoming and brief student instructor conferences.

Feb 13 Tuesday Identify topics for short narrative essay. Continue discussing outlining, thesis statements, paragraphs, topic sentences, and essay conclusions. Each student will make a brief oral statement on the

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general features of an essay. The expected values of listening to and retaining information from oral presentations will be reviewed.

Feb 15 Thursday Continue with essay and grammar topics, and introduce the use of rubrics in self-evaluation of writing and speaking. Read current article from a periodical and write short response paper. Group discussions of article content.

Feb 20 Tuesday Class grammar review from turned in student work. Narrative essay help session.

Feb 22 Thursday Finish up and submit short narrative essay. Student presentations in class on selected topics. Written class feedback on individual presentations for support and improvement.

Feb 27 Tuesday Library studies at Main campus (TBA) with library staff: includes research, plagiarism, databases. Short response paper will review the value of using varied library resources.

Mar 1 Thursday Symbols Packet handout with group and individual work. This packet has twelve symbol illustrations that require research and interpretation. Smart phone use will be encouraged as a research tool. Introduction to citing sources with "Reference tab" in Microsoft Word.

Mar 6 Tuesday Review for mid-term examination. Brief student conferences including review of participation at the Student Success Center tutoring service will.

Mar 8 Thursday Mid-term examination.

Mar 13 Tuesday **Spring Break**

Mar 15 Thursday **Spring Break**

Mar 20 Tuesday Instructor returns mid-term examinations for student revision. Mid-term content is discussed in detail. Introduction of informative essay and topics. Essay types and outlining revisited.

Mar 22 Thursday Revised mid-terms are re-submitted by students for improved averaging of final mid-term grade. Eight week evaluation due and brief conferences to assess student progress. Read current article from a periodical, form discussion groups and write short response paper.

Mar 27 Tuesday Continue work on informative essay with computer work on research. Library sources are also required. What to include for building a citation page.

Mar 29 Thursday Informative essay help session. Read article from current periodical, form discussion groups and write short response paper.

Mar 30 Friday **Withdrawal deadline for IRW 90.**

April 3 Tuesday Presentation of Naturalistic Objects and related handouts to guide note taking for questions and interpretations to go into the response paper. The objects cover a variety of textures, materials, colors, craftspeople, and histories related to indigenous and related themes that can be compared, contrasted, researched, and discussed for greater understanding. Photos are encouraged for further examination.

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April 5 Thursday Continued work on naturalistic hands-on objects: study and reflections with typed multi-page output in response to questions in handout. Wrap up note taking, interpretations, and rough drafts. Turn in assignment in the following week.

April 10 Tuesday Public speaking: guest speaker Gaye Bumstead Perry (TBA). Response write-up to be completed in class. Speaker is on the TOCC faculty and will present useful techniques to preparing talks and overcoming fears associated with public speaking.

April 12 Thursday First draft of typed three page informative essay due.

April 17 Tuesday Essay drafts returned with comments for student revision. Read current article, form discussion groups and write short response paper.

April 19 Thursday Five minute class presentations of informative essay content.

April 24 Tuesday Second draft of typed three page informative essay due with at least three cited sources using Reference tab in Microsoft Word.

April 26 Thursday Argumentative essay help session. Class selection and presentations of argumentative essay ideas based on group and online interactions. Handout and discussion of argumentative essay formats or models. Note relevance to upcoming coursework in Writing 101 and Writing 102.

May 1 Tuesday Wrap up oral presentations of informative essay research. Final class study session if needed.

May 3 Thursday Review for final exam. Thesis statement and outline of argumentative essay due, including preliminary research sources and strategies. A completed first draft of an argumentative essay will earn extra credit but is not required.

May 8 Tuesday **Final examination.** (May 15 Tuesday: Final grades from instructor are due.)