

# TOHONO O'ODHAM COMMUNITY COLLEGE



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## Syllabus: *Integrated Reading & Writing II: Intermediate*

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Course Information	
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Course Prefix/Number: IRW 090 Section 1 Semester: Spring 2019 Class Days/Times: Tuesday and Thursday 9:00 am-11:45 am	Credit Hours: 4 Course Title: Reading Improvement II Room: Central 504
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<b>Instructor Information:</b> Name: Anthony Osborn	Phone/Voice Mail: 520-360-5044 E-mail: aosborn@tocc.edu Office hours: By appointment
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<b>Course Description:</b>
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This course prepares students for college-level reading and writing by combining the two skill sets. It is a performance-based course. 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 and to further their organizational skills for building short essays.

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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.

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- 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.
  - 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:**

Provided by instructor. 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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## Himdag Cultural Component

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

## Policies and expectations-

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

- 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.
- 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!

### 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. Please report any errors in content to the instructor.