

ROWAN-CABARRUS COMMUNITY COLLEGE • NORTH • LIBERAL ARTS AND GENERAL EDUCATION • DEVELOPMENTAL
READING



INTEGRATED READING WRITING III DRE-098

Fall 2014 Section 5521W 3 Credits

08/18/2014 to 10/10/2014 Modified 08/17/2014

MEETING TIMES

Lecture

Tuesday, Thursday, 2:35 AM to 4:42 AM, Bldg 600, Room 630
This class includes a Lab component, from 4:06-4:42.

COURSE DELIVERY INFORMATION

This class meets on-campus as described above. In addition to the syllabus, additional information or activities may be provided online via Blackboard. Please refer to your instructor for details on the use of online content for this class.

CONTACT INFORMATION

Instructor: Laura Knudson, M.A.

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Website: <http://www.lknudson.com> (<http://www.lknudson.com>)

DESCRIPTION

This course develops proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught using texts primarily in the Lexile® range of 1185 to 1385 in order

to prepare students to be career and college ready. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. While this course will not transfer to a four-year institution, it will transfer to any of the community colleges within the N.C. Community College System; however, it **will not** satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course.

Credits, Hours, Prerequisites:

Class Hours: 2.5

Lab Hours: 1

Clinical Hours: 0

Credit Hours: 3

Pre-requisites: DRE 097

Co-requisites: None

OUTCOMES

GOAL 1: Students will demonstrate the use of reading and writing processes.

Student Learning Outcome: DRE 098 Competencies (Competencies in DRE 098 prepare students to be career and college ready. Students will demonstrate the use of pre-reading, reading, and post-reading strategies.

Pre-reading Strategies

- Choose and effectively employ appropriate reading strategies to comprehend texts at a career and college ready level.
- Activate prior knowledge using text markers (titles, headings, etc.), graphics, and textual aids (objectives, questions, etc.).
- During Reading Strategies
- Annotate, highlight, and underline texts to identify important vocabulary, main ideas, supporting details and examples, and other key pieces of information.
- Use context clues and affixes to comprehend texts at the career and college ready level and expand personal vocabularies.
- Distinguish between connotative and denotative meanings and between informal language and Standard Written English.

- Employ metacognitive strategies to monitor comprehension.
- Identify stated and implied main ideas and details in texts at a career and college ready level and student writing.
- Recognize organizational patterns in texts at the career and college ready level.
- Develop general and specific academic literacy. Post-reading Strategies

Post-reading Strategies

- Summarize (l) texts at a career and college ready level.
- Respond, in writing, to texts using text-to-world connections.
- Students will demonstrate the use of the writing process, including prewriting, drafting, revising, proofreading, and editing.

Pre-writing Strategies

Employ a variety of prewriting strategies to:

- narrow the focus of the text,
- establish a clear main idea (thesis statement),
- generate supporting details for a specific purpose and audience, and
- determine appropriate organization.

Drafting Strategies

- Compose and revise drafts by adding, deleting, and reorganizing content to ensure a narrow focus, a clear main idea, and adequate supporting details.
- Editing and Proofreading
- Use proofreading and editing strategies to identify and correct grammatical, mechanical, and spelling errors in drafts to reflect Standard Written English.
- Use MLA or APA guidelines for margins, font, page numbers, etc., for presentation of texts.
- Use appropriate technology for preparing texts.

GOAL 2: Students will apply critical thinking strategies in reading and writing.

Student Learning Outcome: Students will critically analyze texts at a career and college ready level.

- Comprehend certain types of figurative language—simile, metaphor, personification.
- Recognize and interpret imagery, symbols, and analogies.
- Determine the author's purpose in texts at a career and college ready level.
- Determine the author's point of view in texts at a career and college ready level.
- Identify fact and opinion statements in texts at a career and college ready level.
- Use inferencing skills to determine alternate interpretations.
- Demonstrate an understanding of verbal and situational irony.
- Understand bias, logical fallacies, and propaganda techniques.

Students will employ strategies from texts at a career and college ready level to inform and strengthen their writing.

- Compose texts that demonstrate a(n) consistent point of view, clear purpose,

appropriate tone for the subject, and appropriate use of facts and expert opinions.

GOAL 3: Students will recognize and compose well-developed, coherent, and unified texts.

Student Learning Outcome: Students will identify and write clear thesis statements.

- Identify thesis statements in texts at a career and college ready level.
- Write clear, focused thesis statements for essays.

Students will demonstrate an understanding of specific and adequate supporting information.

- Analyze and evaluate body paragraphs in texts at a career and college ready level and student writing for specific and adequate support.
- Assess, synthesize, and integrate relevant and valid evidence to support a thesis statement.
- Avoid plagiarism by paraphrasing textual information when composing an essay.
- Document source material using MLA or APA guidelines.
- Students will achieve unity in essays.
- Identify points that are off-topic in texts at a career and college ready level and in student writing.
- Compose body paragraphs which consistently support the thesis statement of an essay.

Students will demonstrate an understanding of coherence organizational patterns.

- Employ a variety of organizational patterns to draft texts.
- Employ transitional words and phrases, repetition of key words, and synonyms to connect ideas and achieve coherence in writing.
- Students will recognize and apply the conventions of Standard Written English.
- Identify and use a variety of sentence structures when writing.
- Identify errors and use accurate spelling, capitalization, grammar, and punctuation according to guidelines of Standard Written English.

Students will employ appropriate technology when reading and composing texts.

- Use technology to generate material for writing.
- Use an appropriate word processing program.
- Use technology when drafting and revising texts.
- Prepare final drafts according to MLA or appropriate formats.

GENERAL EDUCATION GOALS

General Ed Goal Area

Goal I.**Communications**

- *Communicate clearly and coherently, in **writing and orally**, using standard English.*
- **Read with understanding and listen** perceptively at a level appropriate to their degree or occupational goals
- **Establish information literacy and use appropriate skills and technology** to locate, evaluate and utilize information effectively
- Learn appropriate interpersonal and group **communication skills**

Goal II.**|Mathematics, Science, Technology**

- *Apply mathematical concepts and skills to interpret, understand, and communicate quantitative data*
- *Understand the basic principles of the scientific method*
- *Identify the impact of technology on the individual and the global environment*
- *Apply technological skills*

Goal III.**Problem Solving and Critical Thinking Skills**

- *Develop critical thinking skills that will allow them to analyze a variety of problems; and*
- *Select or create possible solutions, assess the impact of the solutions, and make informed judgments.*

Goal IV.**Society and Culture**

- *Develop an awareness of the humanities to broaden their understanding of cultures in a diverse world*
- *Identify and enhance creativity*
- *Increase awareness of their own values, beliefs, and behaviors as well as those of others*
- *Demonstrate teambuilding and team-working skills*
- *Participate in active citizenship*

This course satisfies Goal I in General Education requirements.

MATERIALS

ACP Fusion NC DRE 098 Bundle

Author: Kemper

Publisher: Cengage

Edition: Custom

ISBN: embedded in Blackboard; no ISBN needed

Availability: embedded in Blackboard

Price: \$80 course fee

The course you have enrolled in uses an electronic textbook, or e-Text, for the required textbook; this e-Text is accessed in and through Blackboard. The e-Text was automatically purchased through a 'materials fee' when you paid your tuition for the course. The e-Text will be immediately available when you log into your Blackboard course shell. There is also an option to purchase a loose-leaf copy of the textbook for a small fee from the campus bookstore (this is in addition to the e-Text in Blackboard, not in place of). Please carefully review all access instructions set up by your instructor and the content provider.

- A loose-leaf version of this e-Text will be automatically provided to you at no additional cost for fall 2014 semester only.

NOTE: Students may purchase textbooks on campus, reserve textbooks for pickup on campus (online credit card payment required), or have textbooks shipped to them. For the details about these and other options, students should review the information posted under "Textbooks" at <http://rowan.bncollege.com/> (<http://rowan.bncollege.com/>) (the RCCC Bookstore website).

EVALUATION

RCCC Evaluation of Instruction:

As part of this course you will be expected to complete an evaluation of instruction. Your participation in this process is critical and should be considered a requirement of successful course completion. The evaluation will be completed online in Blackboard. You will be provided additional instructions by email.

RCCC Grading Scale:

Grade	Grade Explanation		Quality Points and Information
A	90 - 100	Excellent	4 quality points per semester hour
B	80 - 89	Good	3 quality points per semester hour
C	70 - 79	Average	2 quality points per semester hour
D	60 - 69	Below Avg.	1 quality points per semester hour

F	< 60	Failing	0 quality points per semester hour. Student did not meet the minimum objectives of the course.
I	Incomplete		0 quality points. Student did not meet the objectives of the course due to unusual circumstance. By written agreement, faculty may allow the work to be completed prior to the end of the following semester or term.
W	Withdrawn		0 quality points. Student officially withdrew after the census date and before the 65% point of the semester.
AU	Audit, No credit earned		0 quality points. Student registered for the course and requested “audit” status before the 10% point of the semester. Audit status is not possible after the 10% point.
CE	Credit by Examination		0 quality points. Student must register for the course.
P	Developmental Course Pass		0 quality Points. Student met the objectives of the course. Course is not computed in the GPA.
R	Developmental Course Repeat		0 quality Points. Student did not meet the objectives of the course. Course must be repeated. Student must register for and complete the course with a satisfactory grade. Course is not computed in the GPA.

Grades of A, B, C, D, F, AU and CE do not apply in Reading/English and Math developmental courses, which are non-credit and are not included in the Grade Point Average (GPA). These developmental courses are pass/repeat courses, and a final average of 80 or above is required for successful completion. Students earning a final average below 80 will receive a grade of “R” (Repeat) and must register again for the course.

Final Exam:

This course may include a final exam given during the last week of the term. This will be decided and communicated by the instructor. During the last week of the term, classes will meet as regularly scheduled.

COLLEGE POLICIES AND RESOURCES

Attendance Policy:

Student failure to maintain contact with the instructor the equivalent of two weeks or 1/8 of the total instructional hours either by attending class, submitting assignments, and/or meeting with the instructor in person or by telephone, may result in a failing grade being issued for the course.

Please note:

- Students registered in classes that meet on one of RCCC's campuses are expected to be present and on time for every class meeting.
- Students registered in Internet or Hybrid classes are expected to actively participate in the course online, including maintaining weekly contact with the instructor via email and meeting assignment, testing, and other participation deadlines.

Additional information about the College's attendance requirements (<http://www.rccc.edu/onestop/378/attendance-requirements/>) is available on the College's website.

Classroom Policy:

- Computers in classrooms and labs may only be used for official course purposes. Use of computers for playing games, general web browsing, e-mail, chat rooms, etc. is not allowed. Violation of this policy will result in a grade deduction and possible loss of computer privileges.
- Food and drink are not permitted in computer classrooms or computer labs.
- Personal software or hardware may not be installed or attached to any property of Rowan-Cabarrus Community College.
- Use of audible electronic equipment (cell phones, pagers, beepers, etc.) is prohibited during instructional time.
- Students are responsible for material presented, handouts distributed, announcements, etc. that are missed due to late arrival or absence from class.

Plagiarism:

Plagiarism is the intentional or unintentional presentation of another person's idea or creation as one's own. Plagiarism includes but is not limited to the following: copying verbatim all or part of another's work; using phrases, charts, computer code, figures, illustrations, or technical, mathematical or scientific solutions without citing the source; and paraphrasing ideas, conclusions or research without citing the source in the text and in reference lists.

Plagiarism is a serious offense to academic integrity, which may lead to a failing grade for a particular assignment or a failing grade for the course.

RCCC Resources:

Student Support Resources:

The College offers students a wide variety of academic and technical support resources. These resources include many online resources as well as support services on-campus.

- A descriptive listing of Student Support resources (<http://www.rccc.edu/distance/student-support/>) (including links to online resources) is available on the college website.
- The information is also available within each Curriculum course site in Blackboard. Click on the “Student Support” link in the course menu.

In addition to the above resources, every student enrolled in a Curriculum (for credit) course at RCCC will have a course titled “Welcome to Blackboard” available as a resource during the semester. This non-credit course is free, self-paced, and assists students in learning more about using Blackboard. The course can be accessed upon logging into Blackboard (within the “My Courses” area).

Helpful Links:

- [RCCC Home Page \(http://www.rccc.edu\)](http://www.rccc.edu)
- [Student Email \(https://www.rccc.edu/studentemail\)](https://www.rccc.edu/studentemail)
- [RCCC Faculty/Staff Directory \(http://www.rccc.edu/directory\)](http://www.rccc.edu/directory)

Student Grade Appeal and Grievance Policies:

- [Grade Appeal \(http://www.rccc.edu/onestop/883/grade-appeal-policy/\)](http://www.rccc.edu/onestop/883/grade-appeal-policy/)
- [Student Grievance \(http://www.rccc.edu/onestop/440/student-grievance-policy/\)](http://www.rccc.edu/onestop/440/student-grievance-policy/)

Student Behavior Standards:

All students are expected to be familiar with and to abide by the policies, procedures, and standards of RCCC. These include, but are not limited to, the Campus Code of Conduct (<http://www.rccc.edu/onestop/618/code-of-conduct/>) and the Student Internet Acceptable Use (<http://www.rccc.edu/itsanswers/393/student-agreement-regarding-internet-usage/>) procedure. Please refer to the RCCC Catalog and Student Handbook (<http://www.rccc.edu/catalog/>) for information about the College’s student behavior standards.

Students with Disabilities:

RCCC abides by Section 504 of the Rehabilitation Act of 1973 which mandates reasonable accommodations be provided for qualified students with disabilities. If you have a disability and may require some type of instructional and/or testing accommodation, please contact the Disability Services Office (DSO) early in the semester. If you have not already done so, you will need to register with the DSO– the designated office on campus to provide services and administer tests with accommodations for students with disabilities. The DSO at North Campus is located in Building 100 at Student Services, 704-216-3639, and the DSO at South Campus is located in Building 1000 at Student Services, 704-216-3613.

Submitting Assignments on Campus

If you need to submit assignments outside of the regularly scheduled class or instead of submitting electronically, you must make such arrangements directly with the instructor. Items may not be sent to, or left in the possession of other College personnel or offices.

Withdrawal Policy:

If a student withdraws from a class after the end of the drop/add period and before the 65% point in the class, he/she will receive a grade of “W.” A Grade of “W” will appear on the student’s transcript, but will not be considered as hours attempted in the accumulated Grade-Point Average. If a student does not withdraw before the 65% point in the class, the student will receive a grade of “F” or the grade earned. Courses may be dropped at any time during the drop/add period of the class. Courses dropped during this period will not appear on the student’s record.

Withdrawal from classes does NOT eliminate the student’s obligation to pay any remaining balance due to RCCC.

Once a student has enrolled in class and has paid fees, that student remains a member of the class unless:

A. Student Withdrawal

The student officially withdraws from the course by completing the necessary printed or web form. Access the online drop form (<http://www.rccc.edu/onestop/online-drop-form/>).

B. Administrative Withdrawal

An administrative withdrawal may be implemented as part of mediated resolution to

violations of the Campus Code of Conduct and appropriate documentation may appear on the student's official transcript, as needed.

C. Faculty Withdrawal

An instructor will withdraw the student if the student has not attended courses for two consecutive weeks (or 12.5% of course duration), of scheduled course meetings during a 16 week semester whereby the student has not attempted intentional, ongoing communication with the instructor in person, via telephone, or campus email, to discuss the circumstances of the ongoing absence and plan their efforts to complete missed assignments.

D. Medical Withdrawal

Students may request a medical withdrawal based on injury, illness, or psychological/psychiatric disorder. A Medical Withdrawal will be granted for all courses in the enrolled semester. Medical Withdrawals will not be granted for individual course(s). A Medical Withdrawal request (<https://www.rccc.edu/onestop/wp-content/uploads/sites/53/2011/09/Medical-Withdrawal-Form.pdf>) must be made prior to future enrollment.

E. Military Duty Withdrawal

A student may withdraw from courses due to call or Active Duty or training for military purposes. The student may provide credible documentation before reporting to or upon their return from service to the Director of Registration & Records to update their academic record.

COURSE POLICIES

Course-Specific Attendance Policy

See RCCC Attendance Policy (<https://www.rccc.edu/onestop/378/attendance-requirements/>). I incorporate those policies into my syllabus, and I abide by the rules of the school, in that I do not cancel classes unless done so by the Administration, nor do I dismiss class early or otherwise limit the time we spend in the classroom.

Course-Specific Evaluation Criteria

This course will consist of approximately 30% lecture, 50% partner/group/collaborative work, and 20% individual work. It is important to complete all assignments before coming to class; otherwise you will not be able to participate in the in-class activities and discussion.

In order to pass this course, your writing must be at a level to compete academically in English 111, Expository Writing.

Course-Specific Student Behavior Standards

See RCCC Behavior Standards (<https://www.rccc.edu/onestop/618/code-of-conduct/>).

I hold all students accountable to these standards, and I want to bring students' attention specifically to Section 6b:

6b. Electronic Devices

Unless otherwise permitted by College Officials, the College prohibits use of electronic devices in classrooms, labs and other instructional, event, or support facilities. Such devices include, but are not limited to cell phones, texting devices, beepers, walkie talkies, cameras, Ipods, MP3 players or other electronic devices which may cause unnecessary disruption to the teaching/learning process. All electronic devices must be turned off in the classroom, labs or other instructional support areas.

I ask that students turn off their electronic devices and stow them away where they cannot be seen (and thus cannot distract or tempt you or others). If there are continuing issues for you with the use of technology in the classroom, there can be deleterious results to your grade, or in extreme cases, you will be asked to leave the classroom (see the Behavior Standards for how to regain access to the classroom after being asked to leave).

Class Conduct

Our classroom is a place for the free exchange of ideas in an environment of mutual respect. Students whose behavior distracts or disrespects others will be asked to leave and will be counted absent. Please treat our class as if it were an extension of the workplace you hope to find employment some day and interact with me and your colleagues with the respect you desire yourself.

Please do not use any sorts of tobacco products during class nor electronic entertainment devices. Please do not sleep during class - I will awaken you and ask you to leave. Practice the sort of professionalism that reflects the sort of person you are and will be in the workplace.

ADDITIONAL ITEMS

Grades

Simply fulfilling the minimum requirements of the course warrants an average grade (i.e., C). Coming to class every day and doing assignments is not something that earns “extra credit” or an automatic A; it’s an expectation for being in the course. A higher than average grade will be based on: 1) the distinctive quality and development of your work; 2) consistently demonstrating critical thinking in your writing; 3) on your ability to guide a piece of writing through the various stages of creation and revision; and 4) on an understanding of the topics we discuss in class and readings we do, as well as how well you are able to translate that into your own writing.

Work will be due at the time noted on the assignment sheet and will be considered late thereafter. If you know you will be missing a class, you need to submit the assignment ahead of time. I do not accept late work, barring some sort of true emergency (i.e., you are in the hospital, your child/parent is in the hospital, etc.) and I will need documentation of that emergency (this sounds harsh, but let’s just suffice it to say that due dates are DEADLY to grandparents, in my experience).

Note: This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. **Problems with technology (i.e.: computer crash, printer malfunction, internet connectivity issues, etc.) are not acceptable excuses for submitting late work.** Plan ahead to avoid last minute crises related to submittal of your assignments. Also, please note that some assignments related to this course will be submitted online through Blackboard, and some of those deadlines will be due before the next day’s class.

Note: Some due dates are not class dates; please read the course calendar carefully.

No additional items for this course.

SCHEDULE OF COURSE TOPICS

Rowan-Cabarrus Community College is a learning-centered institution, aided by enhancing active learning with technology. Instructors use cooperative/active learning techniques and/or technology where appropriate in the presentation of course content.

See below for a tentative schedule of topics for this course. The time sequencing and the amount of material may be altered as needed at the discretion of the instructor. The instructor has the right to amend this information as he/she deems necessary.

The content or sequence of this outline may vary according to academic needs.

TOPICS	NOTES

**This course is offered on 8 week schedules in: fall, spring and summer terms.