English 0312: Integrated Reading and Writing--Reading & Writing

Learning Community Sections
Course Policies and Syllabus
Fall 2025

Section No._____ Days/Times_____ Place_____

Instructor_____ Office Phone_____

Office_____ E-mail_____

Office Hours*_____

Developmental English Website: *https://www.utep.edu/developmentalenglish/*

Class Member_____ Phone_____ E-mail_____

Class Member_____ Phone_____ E-mail_____

Welcome to ENGL 0312! Your instructors are excited to be working with you this semester. We share an enthusiasm for language arts and a passion for teaching. Together with you, we hope to have a great semester.

ENGL 0312 will help you not only in this course but in all your college courses and in your personal and professional life.

This section of ENGL 0312 is in a learning community and will be taken concurrently with RWS 1301, section number _____. ENGL 0312 will help you not only in this course and RWS 1301 but in all your college courses and in your personal and professional life.

Please note: Regular attendance and participation in English 0312 are important for your success. *If you are unable to meet these requirements, you may be dropped from both English 0312 and RWS 1301*. This course is required by the state of Texas to help you develop essential English skills.

*Students are strongly encouraged to make use of their instructors' office hours. These hours are set aside for instructors to work with students on a one-on-one basis and allow students to seek help on assignments or ask questions about the class.

Your success is important to us. If you cannot come to our posted office hours, send us an email with your question. Sometimes, our email inboxes fill up, so if you do not get a response within two days, please send a follow-up message. We want to address any concerns you might have.

Individual writing tutoring is available at the University Writing Center*. Students also have access to dedicated Developmental English tutors through the* Miner Learning Center*, which is located on the second floor of the UTEP Library. Your instructor can provide you with more details regarding tutoring procedures and the tutor's availability.*

REQUIRED TEXTS AND MATERIALS

- ***Subject & Strategy*, 16th ed., by Paul Eschholz and Alfred Rosa.**

  Purchase: The textbook may be purchased through the UTEP bookstore (**ISBN: 978-1319-24460-6**) or directly from the Macmillan Learning Student Store (store.macmillanlearning.com/us).

- Your instructor may require you to purchase additional supplies for the course.

Materials:

_____

_____

Note: We encourage all students to acquire their textbooks during the first week of class, if possible, but we understand that financial constraints can make this challenging. For those needing assistance, UTEP offers emergency book loans, which you can learn more about at https://loans.utep.edu/. If you're unable to obtain your books immediately, please contact your instructor to discuss alternative arrangements or temporary access options, as our primary goal is to ensure all students have equal access to course materials.

THE UTEP EDGE

The **UTEP Edge** is our philosophy that acknowledges the many assets our students bring to the University. We provide a variety of high-impact experiences both in and out of the classroom through the work of our faculty, staff, alumni, and community partners that build on these assets and talents. Many assignments and discussions in this class will further develop the talents you bring to this class, such as developing your:

- communication skills
- critical thinking
- teamwork

- problem solving
- confidence and
- social responsibility.

This course is part of your first-year experience and is designed to further your research and scholarly activities. To learn more about the UTEP Edge, visit https://www.utep.edu/edge/.

COURSE DESCRIPTION

The goal of Integrated Reading and Writing is to have students understand the close relationship between active reading and purposeful writing and then apply that knowledge through a variety of assignments. By the end of the course:

1. Students will execute college-level syllabi and assignment instructions;
2. Students will analyze how attitude, learning environment, and memory objectives affect reading;
3. Students will identify purpose and focus while reading a variety of college-level texts, including textbooks, fiction, and short nonfiction;
4. Students will compose a variety of essays common to the college experience;
5. Students apply various formatting, mechanical, and grammatical conventions in their own work, as well as evaluate these conventions in the work of their peers.
6. Students will build upon their own unique experience to challenge, justify, or modify arguments based on readings they encounter in college classrooms.

This course equips students with the reading skills needed for success in college-level course work, emphasizing the development of vocabulary, comprehension, and critical analysis as applied to various types of reading materials. Students learn how to employ effective reading strategies at all stages of the reading process and learn to recognize and apply appropriate reading techniques for reading across disciplines.

As students learn to derive meaning from text, they will apply this knowledge to construct texts for specific audiences and purposes. Using the various stages of the composing process – prewriting, drafting, revising, editing, and publishing – students will compose summaries and essays for specific audiences and purposes. Students will analyze and evaluate professional and student documents to improve their reading skills and keep a journal to respond to readings, explore ideas, and practice expressing their thoughts. Finally, students will learn how to improve their sentence structure and other grammatical skills.

This is *not* a "remedial" course. This course is designed to improve students' communication skills so that they can effectively read and write at the college level.

Successful completion of this course will satisfy Texas Success Initiative (TSI) requirements for developmental reading and developmental writing.

COURSE ASSIGNMENTS

Final grades will be determined by performance in the following areas:

Summary Assignment: It is fundamental to academic and professional experiences to be able to summarize information. Summarizing consists of two important skills: (1) identifying the important concepts presented in the text, and (2) restating the text in the reader's own words to demonstrate effective comprehension. With this assignment, you will be using your skills of communication for reading and writing, teamwork for peer review, problem solving by differentiating main ideas from minor details, and build your confidence in accurately conveying the meaning of a text. **100 points (10% of overall grade)**

Textual Analysis: It is essential for any student in college to be able to demonstrate a deep understanding of the readings assigned in any given course. A textual analysis is similar to a summary; however, it is much more attentive to citations, rhetorical strategies, tone, proportions, and the strategic use of words in the original text. It consists of 3 parts: summary, analysis, and correct citation. With this assignment you will be using your skills of communication for reading and writing, teamwork for peer review, problem solving through identifying and integrating accurate quotations, and critical thinking as you establish evidence for purpose, tone, and rhetorical strategies. This assignment is designed to build your confidence in citing texts, integrating quotations, and identifying the purpose and argument of the texts you read throughout your college career. **200 points (20% of overall grade)**

Argumentation Assignment: Much of academic writing involves taking a position on a subject and supporting that position with solid evidence. Students will compose an argumentation essay using evidence and logical reasoning. This will be a culmination of everything you have learned about reading and writing in the course and will put all of your skills to work: you will use your communication skills to read and write about texts that both support and refute your argument;

you will use teamwork with multiple rounds of peer review; you will solve problems as you identify logical fallacies and holes in arguments; and you will think critically to refine and clarify your own position. Ultimately, your argument will contribute to our understanding of a subject in a thoughtful, socially responsible way. **200 points (20% of overall grade)**

***Note*: All major writing assignment final submissions** will include *more than one draft*. This is to assure you receive adequate feedback before you receive a grade on your major assignments.

Daily Work Assignments: Students may complete weekly discussion board posts and/or journals in addition to other short writing assignments. Students may take quizzes over readings, complete exercises, and submit rough drafts of their longer essays as well as other assignments. *Students will also be required to actively participate in and assess their performance during class discussions.* All of these assignments are designed to practice the skills you will apply to the major assignments that will be reflected in your final grade. Students will participate in student/teacher discussions of their progress--via Zoom or Teams, email, office hours, or other options. Students will also practice behaviors that will help them to succeed in college and beyond, such as participation and attendance. **250 points (25% of overall grade)**

Midterm Reading Exam: Students will take a multiple-choice reading exam to measure their mastery of essential college-level reading skills. **100 points (10% of overall grade).**

Final Exam: Students will take a final exam consisting in a multiple-choice exam and a summary to measure their mastery of reading and writing skills. **150 points (15% of overall grade)**

Grade Distribution (Students can earn a total of 1000 points for the course):

1000 - 900 = A*	**90 – 100% = A***
899 - 800 = B*	**80 – 89% = B***
799 - 700 = C*	**70 – 79% = C***
699 - 600 = D*	**60 – 69% = D***
599 and below = F*	**0 -- 59% = F***

- To earn a passing grade ("A*," "B*," or "C*"), **students should complete <u>all</u> exams and <u>all</u> major writing assignments and achieve an average of 70 percent (700 points) or better for the complete course.** Students will satisfy TSIA2 requirements when they achieve a "C*" or better in the course.
- If students have not met course requirements or do not have an average of at least 70 percent (700 points) for the complete course, students will need to retake this course.

Explanation of grades: Sometimes students are surprised by their college grades because they don't fully understand what they indicate. A **C** means you've successfully completed all the basic requirements of an assignment. A **B** reflects diligent, thoughtful effort that goes beyond just meeting minimum requirements. An **A** represents truly exceptional work that stands out from all the rest. The purpose of these grades is to give you important information about where and how there is room for improvement, and they are not a judgement of you as a person or of your capacity to learn.

Deadlines

We value your timely participation in the course. To help you succeed:

1. Aim to submit all assignments by the set due dates. This allows for prompt feedback and keeps you on track with the class.

2. For major assignments and exams, we encourage on-time submission. Late submissions may affect grading to ensure fairness to all students.

3. If you need to miss a class, we're here to help. Reach out to a classmate, the Developmental English tutor, or the instructor to catch up on any missed content or assignments. This will help you stay prepared for the next session.

Remember, our goal is your success. If you're facing challenges meeting deadlines, please communicate with your instructor. We're here to support your learning journey.

COURSE/INSTRUCTOR POLICIES

1. Computers

A. All major assignments (Summary Assignment, Textual Analysis, and Argumentation Essay) should be typed and formatted according to the instructor's requirements.

B. Regular use of a UTEP e-mail account is essential for success in the course. Students may contact the Help Desk at 747-5257 or 747-HELP for help with technical problems.

2. Student-Teacher Conferences

Students will be asked to meet with their English 0312 instructor to discuss their writing. Student-teacher conferences might be held at times other than the class period. Your instructor may count a missed conference as an absence.

3. Attendance and Participation

A. Expectations for Engaging in Our Class

We value your presence and contributions to our class. To make the most of our time together and create a positive learning environment for everyone:

- We invite you to be present for the entire class period, actively participating in class discussions, group work, and other activities. Your insights enrich our collective learning experience.
- We encourage you to arrive on time and stay until the end of class. This helps maintain the flow of our sessions and shows respect for your peers and instructor.
- Coming prepared with completed assignments allows you to fully engage with the day's material and contribute meaningfully to our discussions.
- We appreciate your focus and attention during class time. This creates an atmosphere conducive to learning for everyone.

B. Attendance Policy

Not only is regular attendance key to your success in this course, but it is also legally mandated that you attend this course to maintain your participation in RWS 1301. Here's what you need to know:

- For MW or TR classes, you have three absences available if needed. We understand life can sometimes present unexpected challenges.
- If you accumulate four instances of absence or don't meet the engagement expectations outlined above, it may impact your ability to successfully complete the course. In such cases, the instructor may recommend dropping the course or other appropriate actions. *If you are dropped from English 0312, you will also be dropped from RWS 1301*.
- The last day to self-drop the course with an automatic "W" is October 31. After this date, your instructor can still initiate a drop if necessary.

We're here to support your learning. If you're facing challenges that affect your attendance or participation, ***please reach out to your instructor***. We're happy to discuss strategies to help you succeed in the course.

4. Academic Integrity: Your Commitment to Honest Learning

At UTEP, we value integrity in all aspects of your education. This section outlines important information about academic honesty and the use of technology in your coursework.

A. Understanding Faculty Responsibilities

Your instructors are committed to upholding academic integrity while protecting the rights of all students. Here's what you need to know:

- If an instructor suspects academic dishonesty, they are required to report it to the Dean of Students.
- Instructors cannot offer reduced grades or other deals in exchange for not reporting suspected dishonesty in fairness to you and your peers.

- These rules protect your right to be treated fairly and to have your side heard if there's ever a question about academic dishonesty.

B. Your responsibilities as a Student

You play a crucial role in maintaining academic integrity. Remember: academic dishonesty can lead to disciplinary action.

Examples of academic dishonesty include:

- Cheating on exams or assignments
- Plagiarism (using someone else's work without proper credit)
- Collaborating on individual assignments without permission
- Having someone else take an exam for you
- Any action aimed at gaining an unfair advantage

C. Technology and Academic Integrity

As technology evolves, so do our policies. Here's what you need to know:

- Generative AI (e.g., ChatGPT, GPT-4o, Claude, Gemini, or META)
  AI tools can help you learn, but you must follow these rules:
  1. Never use AI on tests or exams.
  2. Some assignments don't allow AI. If your teacher says "no AI" and you use it anyway, you could be reported to the Dean of Students.
  3. Your teacher might ask to see what you typed into the AI tool. Be ready to share this.
  4. Everything you turn in is your responsibility, even if AI helped write it.
  5. If AI makes mistakes in your work, your grade will suffer.

Remember: AI is a tool to help you learn, not to do your work for you. Your instructor may help you to use AI during the writing process, but the final work should show your own learning and effort.

Important: AI policies may vary between classes. Always check with your instructor before using AI in assignments.

- Google Translate
  In language courses such as English, using Google Translate for writing assignments can hinder your language development. Suspected use will be reported to the Dean of Students.

Remember, these policies exist to ensure fairness and to support your genuine learning and growth. If you're ever unsure about what's allowed, don't hesitate to ask your instructor for clarification.

5. Student Conduct [From the Handbook of Operating Procedures]

All students are expected and required to obey federal, state, and local laws, to comply with the Regents' Rules and Regulations, with The University of Texas System and institutional rules and regulations, with directives issued by an administrative official of the U. T. System or The University of Texas at El Paso ("University" or "Institution") in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.

6. Copyright and Fair Use

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.

7. Classroom Community Norms

We want a class environment focused on mutual respect, civility, and inclusivity. Although we may be different in some ways, we have similarities too, and it is important that everyone feels comfortable in the classroom. To sustain a positive and productive environment for everyone, we've established these shared norms:

1. **Be Present:** Your full engagement enriches our class. Participate actively in discussions, group work, and activities from start to finish.
2. **Arrive Prepared:** Come ready with completed assignments to contribute your best ideas and maximize our learning time together.
3. **Stay Focused:** Keep your attention on our shared learning. This helps everyone stay engaged and makes our discussions more vibrant.
4. **Use Technology Wisely:**
   - Computers are welcome for notetaking and class-related activities.
   - Please keep cellphones silent and out of sight during class time.
   - If you need to take an urgent call, step outside briefly.
5. **Mindful Eating and Drinking:**
   - Drinks are allowed if they have a secure lid to prevent spills.
   - Please save eating for before or after class to minimize distractions.

6. **Respect Time:** Arrive on time and stay for the full session to maintain the flow of our learning and show respect for your peers and instructor.
7. **Communicate Openly:** If you're facing challenges that affect your attendance or participation, please reach out. We're here to support your success.
8. **Attend Regularly:** Consistent attendance is key to your learning. Try to limit absences to three or fewer for MW or TR class.
9. **Participate Actively:** Your voice matters! Share your thoughts, ask questions, and contribute to our collective learning experience.
10. **Understand Policies:** Be aware that frequent absences or not meeting these norms may impact your course success. If you have concerns, let's discuss them early.

By following these norms, you're contributing to a supportive and engaging learning environment for all. We're excited to learn and grow together in this respectful and focused classroom community.

PLEASE NOTE: If you're receiving a scholarship, financial aid, or are on academic probation, we encourage you to familiarize yourself with the specific requirements to maintain your status in these programs. Your academic advisor is an excellent resource for understanding these criteria and can help you develop strategies to meet your academic goals while satisfying program requirements.

DISABILITY STATEMENT

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If a student suspects that he/she has a disability and needs an accommodation, he/she should contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu. CASS is located in Room 106, Union East Building.

Indigenous Land Acknowledgment Statement (from the Office of the Provost and Vice President for Academic Affairs): As members of the University of Texas at El Paso community, we acknowledge that we are meeting on unceded Indigenous land. We would like to recognize and pay our respects to the Indigenous people with long ties to the immediate region: the Lipan, Mescalero, and Chiricahua Apache; Piro; Manso; Suma; Jumano; Ysleta del Sur Pueblo; Piro/Manso/Tiwa Indian Tribe of the Pueblo of San Juan de Guadalupe; and Tortugas Pueblo. We also acknowledge the nations whose territories include present day Texas: the Carrizo & Comecrudo, Miakan-Garza Band, Caddo, Tonkawa, Comanche, Alabama-Coushatta, Kickapoo, and the peoples of Chihuahua and northern Mexico from whom many of our students descend, such as the Rarámuri, Tepehuan, Wixarrika and Nahuatlaca peoples. Finally, we recognize all of the Indigenous Peoples and communities who have been or have become a part of these lands and territories here in the Paso del Norte region. The University of Texas at El Paso honors your

history and cultures and we seek greater awareness of the myriad ways in which your legacy can guide us in fruitful partnerships and mutually fulfilling relationships.

SUCCEEDING IN ENGL 0312

Effective Time Management and Organization:

1. Use a planner or calendar to track assignments and due dates.
2. Establish a regular study routine, allocating 6-9 hours per week for this course.
3. Break large assignments into manageable tasks.
4. Avoid cramming; consistent effort is key.
5. Complete all assignments, as even small grades impact your overall average.
6. Remember that learning is cumulative; missing pieces can affect your success.

Important Communication:

1. Check your UTEP student email daily for course updates and announcements.
2. Link your student email to frequently used devices for easy access.

Planning is crucial for academic success in your busy college life.

TECHNOLOGY AND ENGLISH 0312

This course uses technology to enhance your learning. Here's what you need to succeed:

1. Computer access and internet connectivity are essential.
2. On-campus computer labs are available if you lack home access.
3. Check here for a list of computer labs and mobile print release sites: https://www.utep.edu/technologysupport/servicecatalog/comp_computerprintinglabs.html.
4. Technology can malfunction. Plan ahead, and always have a Plan B in case you experience issues.
5. English classroom printers are for instructor use and last-minute emergencies. Come to class with your assignments already printed to avoid wasting class time.

Accessing Your Course Online:

1. The course uses Blackboard.
2. Login at www.my.utep.edu with your UTEP email ID and password.
3. Click on the Blackboard link and select your course.
4. For help, contact the Helpdesk at 747-4357.

Note:
- Some materials may be in PDF format. Download Adobe Reader if needed.
- Blackboard does not support .pages documents. Please reformat as PDF or Word documents.
- Familiarize yourself with the technology early and ask questions to avoid issues.

ADDITIONAL RESOURCES and IMPORTANT DATES

Additional Resources
Some students may feel overwhelmed at some point in the semester or feel that they are not seeing enough improvement in their skills. These reactions are perfectly natural. Being in college can seem challenging at times. But remember that there is assistance available to help you succeed in this class and at UTEP.

In addition to your instructors' office hours and tutoring, UTEP has many resources provided free of charge to you, including the Student Health Center, the Food Pantry, Counseling and Psychological Services, and TimelyCare, a 24/7 virtual counseling app. You can find links to many other campus offices that are here to help you by going to the Links to Campus Resources module on the course page.

August 25	First day of classes
September 1	Labor Day holiday – University Closed
September 10	Fall Census Day
October 22	Freshman Midterm grades are due
October 31	Fall Drop/Withdrawal Deadline
November 27 & 28	Fall Break—University Closed
December 4	Last Day of Classes
December 5	Dead Day
December 8	Final exam at 7am. **Please see your instructor for the location of your exam as it will likely be different from your usual classroom.**
December 17	Grades are Due
December 18	Grades are posted to student records

See the **ENGL 0312 Course Calendar and the weekly modules on Blackboard** for information on weekly assignments.