English 0312: Integrated Reading and Writing
Course Policies and Syllabus
Fall 2021

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_____

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

Assistance in reading and writing may be obtained through tutoring at the Developmental English and Math Computer Lab. Students also may see their English 0312 instructor during posted office hours. Individual writing tutoring is available at the University Writing Center as well.

*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.

COURSE DESCRIPTION

The goal of Integrated Reading and Writing is to have students understand the close relationship between active reading and purposeful writing and apply that gained knowledge to a variety of assignments. By the end of the course, successful students will be able to

1. Execute syllabi and assignment instructions;
2. Analyze how attitude, learning environment, and memory objectives affect reading;
3. Establish purpose and focus while reading with the following pre-reading strategies:
   - activate background knowledge,
   - survey/preview a text,
   - develop pre-reading questions, and
   - monitor attention and comprehension;
4. Apply reading comprehension strategies that include the following:
   - building vocabulary,
   - finding main ideas,
   - identifying key details,
   - recognizing organizational patterns,

- making inferences,
- distinguishing facts from opinions,
- identifying the author's tone,
- determining the author's audience and purpose,
- monitoring attention and comprehension, and
- becoming self-regulated learners;

5. Utilize strategies that aid in learning and memory, including
   - summarizing,
   - developing graphic organizers and outlines, and
   - analyzing visual materials;

6. Apply strategies for reading a variety of texts, including textbooks, fiction, and short nonfiction;

7. Compose essays through
   - addressing specific writing occasions, audiences, and purposes,
   - crafting strong introductions and thesis statements,
   - building well-developed and unified body paragraphs,
   - achieving coherence through transitional devices and key words, and
   - crafting effective closures;

8. Proofread and edit;

9. Incorporate sources; and

10. Use critical thinking, reading, and writing skills, including
    - peer reviews,
    - analysis of readings,
    - responding to readings, and
    - collaborative learning.

This course stresses 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 the 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.

The course is designed to improve students' communication skills so that they can communicate effectively in writing and comprehend their college-level texts.

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

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 work of our faculty, staff, alumni, and community partners that build on these assets and talents. Many of 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 . To learn more about the UTEP Edge, visit https://www.utep.edu/edge/.

REQUIRED TEXTS AND MATERIALS

- *Foundations of English* (e-book edition) and accompanying software by Hawkes Learning.

Initial access: Students should initially access the *Foundations of Englis*h e-book and the *Hawkes Learning software* within the course Blackboard shell. Go into the shell to find these instructions posted. This initial sign-in to Hawkes must be done during the first week of the course, as there will be work with these materials due. However, Hawkes offers a 21-day grace period for purchase.

Purchase: These Hawkes materials may be purchased through the UTEP bookstore (Software + eBook = ISBN: 978-1-941552-55-1) or directly from Hawkes.

http://www.hawkeslearning.com/Products/English/ENG/FoundationsOfEnglish.htm

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

Materials:

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Note: Students are expected to get their textbooks in the first week of class. Students who do not have funds for their books during the first week can apply for an emergency book loan. For more information on emergency book loans, go to https://loans.utep.edu/.

COURSE ASSIGNMENTS

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

Summary Assignment: It is fundamental to the 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. Using the directions for composing a summary, students will read a text closely and summarize it. **100 points (10% 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. **200 points (20% of overall grade)**

Final Project: This project will reflect the reading and writing skills students learned throughout the semester. Students will read a text, write an informative paragraph on what was learned on the topic, reflect on the reading, and argue a point of view on the topic/information. This project may a multi-modal approach (written, visual, oral). **200 points (20% of overall grade)**

***Note*: All major writing assignment final submissions** must include *more than one draft*.

***Foundations of English* (*FoE*) Assignments:** Students will read most of the chapters in *Foundations of English;* students may take quizzes over the chapters in *Foundations of English* and/or respond to reflection questions to show their understanding of the chapters. Students will also complete the assigned Hawkes Learning learn/practice/certify activities (LPC). **200 points (20% of overall grade)**

***Important Note*:** Most weeks, students will be directed to read chapters from the *Foundations of English* textbook, which can be accessed through the Hawkes Learning Website. Every week, students will be required to complete learn/practice/certify exercises related to the chapters they read in *Foundations of English*. These exercises will be referred to as **Hawkes Learning LPC Activities** to differentiate them from the textbook chapters.

You can find specific directions for accessing the *Foundations of English* textbook and the Hawkes Learning software on the course Blackboard shell.

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 are expected to participate in student/teacher discussions of their progress--via Blackboard collaborate, email, office hours, or other options—and to participate in all assigned activities on a regular basis, including attendance. **200 points (20% of overall grade)**

Final Exam: Students will be required to take a final exam. **100 points (10% 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 must have completed <u>all</u> exams and <u>all</u> major writing assignments and achieved an average of 70 percent (700 points) or better for the complete 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.

NOTE: In order to satisfy TSI requirements for developmental reading and developmental writing, students must earn a "C*" or better in the course.

Deadlines

- All assignments are due at the **<u>beginning</u>** of the class period for which they are assigned. The instructor is *not* obliged to accept late daily work.
- All major assignments and exams completed late will be penalized a letter grade for each class day they are late.
- If students must be absent, they are responsible for finding out what was covered and assigned in class in order to be prepared for the next class period.

COURSE/INSTRUCTOR POLICIES

1. **Computers**
   - **A.** All major assignments (Summary Assignment, Argumentation Essay, and Final Project) must be word-processed.
   - **B.** Students must get and use a UTEP e-mail account. Students may contact the Help Desk at 747-5257 or 747-HELP for help with technical problems.

2. **Student-Teacher Conferences**
   Students are expected 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**
   - **A.** Satisfactory attendance is a course requirement. Satisfactory and unsatisfactory attendance are defined as follows:
     - Students must be present in the classroom throughout the entire class period. Students are expected to participate regularly and constructively in class, including discussions, group work, and other assignments. Excessive tardiness or leaving the classroom early will be considered unsatisfactory attendance. Lack of participation will be considered unsatisfactory attendance.
     - Students must come to class prepared with their completed assignments. In class, students are expected to be alert, attentive, and focused on the subject at hand. If a student's preparation is unsatisfactory, his/her attendance will be considered unsatisfactory.

   - **B.** In a MW or TR class, a student is allowed three absences. When a student has compiled a total of four instances of **<u>unsatisfactory attendance</u>**, he/she may be dropped from or fail the course at the instructor's discretion, even if the cause of the absences is beyond the student's control (such as illness). The official course drop deadline, October 29, is the last day to drop a course with an automatic "W".

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

4. **Scholastic Dishonesty** [From the Handbook of Operating Procedures: Student Affairs]
   - **A.** It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students. Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of "F" or any reduced grade in lieu of being charged with scholastic dishonesty. Any student who commits an act of scholastic dishonesty is subject to discipline.
   - **B.** Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
   - **C.** Plagiarism: "Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

5. **Student Conduct** [From the Handbook of Operating Procedures: Student Affairs]
   Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at <http://www.utsystem.edu/bor/rules.htm>.

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. Etiquette

A. Classroom Etiquette

- Classroom computers are for English 0312 use only. No checking e-mail, updating Facebook, typing assignments for other courses, or surfing the web is allowed during class.
- No texting is allowed in class.
- Do not use the printer after class has started without instructor approval. It can be difficult to hear in this room; the printer only makes it that much worse.
- Neither food nor drinks are allowed in this classroom.
- Turn off cell phone ringers, and do not listen to iPods/MP3 players during class.
- Use of headphones/ear buds is not allowed in the classroom unless approved by the instructor.
- Arrive to class on time in order to prevent class disruption.
- Do not talk when someone else is speaking.
- When you are done using the computer, log off completely so that no one may access your information.
- Clean up your area ***before*** you leave the classroom. Please throw away trash and push in your chair.

B. Online "Netiquette"

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would state comfortably in a face-to-face situation.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted on these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. Any student who wishes to do so has the ethical obligation to first request the permission of the writer(s).

PLEASE NOTE: Students who are on scholarship, who are receiving financial aid, or who have been placed on academic probation must be aware of the requirements necessary to remain in good standing with respect to their particular situations. It is the student's responsibility to satisfy the course requirements necessary to remain in good standing. The instructor will not make any special provisions.

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. Students are responsible for presenting to the instructor any CASS accommodation letters and instructions.

SUCCEEDING IN ENGL 0312

Get a planner to help you organize your schedule, and, if possible, set up a routine to complete your studying/assignments/homework on a regular basis every week; find times throughout the week to complete assignments. Carve out consistent chunks of time from your weekly schedule for this class.

Since students are expected to work with their course on a regular (sometimes daily) basis, it is essential that you develop a method for keeping track of assignments and getting done well and on time. A weekly school planner is one way, but some students find that a big calendar with plenty of space to write down assignment due dates but dates for breaking large assignments down into manageable chunks.

Many students underestimate the amount of time they need to spend preparing for a course. Therefore, you plan on spending from six to nine hours a week on this course.

Another mistake that inexperienced students make is to think they can study very little in a course for a week and then make up ground by concentrated effort (or cramming). This is not a good idea in any course.

Turn in all of your assignments this semester. Even small assignments receive grades, and those missing grades can add up, changing your average from an A to a B or a C to a D. Moreover, learning is about building knowledge piece by piece. Any missing pieces of knowledge may mean failure in a class.

The importance of student email

Your UTEP student email plays an important function in college success. It is essential that you check it regularly, most say daily, for Announcements from professors on updates and reminders for your courses. Do not neglect to use this mode of communication regularly and to link it appropriately to your most frequently used devices for frequent checking.

In addition, during the Covid-19 Pandemic situation, important announcements made campus-wide as to campus use and safety issues are posted to your UTEP student mail. It's important to take the time to be aware and be safe and read what is posted. Additionally, you can go to Resuming Campus Operations for more information on UTEP's plan during this time.

We all have busy lives, and planning is an essential element for academic success.

TECHNOLOGY AND ENGLISH 0312

This course uses technology. It is strongly recommended that students are comfortable using a computer and have access to the Internet from home or arrange to use computers on campus.

If home access is not possible, students should plan to use a computer regularly on campus in order to complete their work. The Developmental English and Math Computer Lab, located at Education 314A, is available for students to word-process their papers, check their e-mail, use the Internet, and/or consult with a tutor.

Developmental English Computer Lab Fall 2021 hours:

Other computer labs, such as the Education Technology Lab (Education Building, 2nd floor), LACIT (Liberal Arts Center for Instructional Technology: Liberal Arts Building, room 405), and CLC (Collaborative Learning Center: Library, 2nd floor), are available for student use. Some of these labs hold weekend hours and are available during the evening, but schedules do vary. *Not having access to a computer will not be an excuse for incomplete or late assignments*.

Technology problems also are not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems. Expect that at some time, the network will be down, computers will go on the fritz, or some other small catastrophe will occur. If students are prepared ahead of time, they can go to plan B.

Instructions for Accessing Your Course Online: Your instructor will use Blackboard as a supplement to this course. Students must have a UTEP e-mail ID and password before they can access Blackboard. UTEP automatically generates an e-mail ID for students when they are entered into the system. Any questions or problems can be directed to the **Helpdesk at 747-5257.**

Most course content will be delivered via Blackboard. Students can access Blackboard by the steps outlined below:

- Go to <http://www.my.utep.edu>.
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard.
- Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
- Click on the course title to access the course.

Some of the materials on the Blackboard Shell may be in .pdf format. If you have trouble opening a file, you may need to download the most recent version of Adobe Reader, which will allow you to read files in .pdf format. To get Adobe Reader, go to http://get.adobe.com/reader and follow the directions for the download.

If you have questions about using Blackboard, you will see a link to the UTEP Blackboard Help Website on the left-hand menu of our Blackboard shell, or you can access this website when you first log on to Blackboard. You can also visit the Blackboard for UTEP students website for assistance with Blackboard.

On the left-hand menu of our Blackboard shell, you will also see links to many other campus resources, such as the Food Pantry, the Counseling and Psychological Services, and the Student Health Center. These campus resources offer a great deal of support to help you be successful during your time at UTEP. Please take some time to check out these resources.

You will also find links to additional reading and writing sources, including modules covering important reading and writing topics as well links to online dictionaries and the Online Writing Lab (OWL) at Purdue.

CALENDAR AND IMPORTANT DATES

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

IMPORTANT DATES

August 23	First day of classes
September 6	Labor Day Holiday – University Closed
September 8	Census Day
October 29	Course Drop Deadline
November 25-26	Thanksgiving Holiday – University Closed
December 2	Last day of classes
December 3	Dead Day
December 6-10	Final Exams
December 6	The English 0312 final exam will be from 7:00 – 9:45 a.m.
December 15	Grades are due
December 16	Final grades are posted to student records