English 0312: Integrated Reading and Writing
Course Policies and Syllabus
Fall 2020

Section No.:

Days/Times:

Instructor:

Phone:

Email:

Online Office Hours*:

Developmental English Website: academics.utep.edu/developmentalenglish

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

Assistance in reading and writing may be obtained through online tutoring with the developmental English tutor or students may see their English 0312 instructor during posted online office hours. Individual writing tutoring is available online through the University Writing Center.

*Students are strongly encouraged to make use of their ENGL 0312 instructor's online 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.

WELCOME TO YOUR ONLINE COURSE

Taking an online course is much like taking a face-to-face course in a classroom, with one major exception. That exception is responsibility. Showing up and doing the course work in an online class may take even more self-discipline and responsibility than showing up to a class and physically turning in assignments. That is why it is important to take time management seriously.

Get a planner to help you organize your schedule, and, if possible, set up a routine to participate in your online class on a regular basis every week; find times throughout the week to engage in your online class by participating in any synchronous class sessions and completing online assignments. Carve out consistent chunks of time from your weekly schedule for this class.

Since online 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 in an online course, which is designed to require the combined equivalent of the time you would spend in a face-to-face class and the time you would spend studying and completing assignments outside of class. 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 and can be disastrous in an online class.

Finally, 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.

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

The importance of student email

Your UTEP student email plays an important function in an online environment. 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, there are also important announcements made campus-wide as to campus use and safety issues which 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.

Technology and English 0312

This course is totally online. Therefore, it is advisable to have Internet access from home. Contact the Technology Support Center for more information on how to apply for a long-term laptop or Wi-Fi hotspot or check out equipment.

If home access is not possible, the Center for Collaborative Learning on the second floor of the UTEP Library will be open. You can check the link above for their hours of operation. However, be aware that safety restrictions will limit the number of students who can use these computers at any given time.

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, a network will be down, computers will go on the fritz, or some other small catastrophe will occur, so don't wait until the last possible moment to submit a due assignment. You may not receive credit if it is submitted late. If students are prepared ahead of time, they can go to plan B.

Instructions for Accessing Your Course Online: Your instructor will use Blackboard. 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.**

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.

Many 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.

REQUIRED TEXTS AND MATERIALS

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

Initial access online: 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.

Note: Students who do not have funds to purchase their books can apply for an emergency book loan. For more information on emergency book loans, go to https://loans.utep.edu/.

ONLINE COURSE ORGANIZATION

All assignments appear on our course Blackboard shell and are organized under weekly folders. Each weekly folder contains readings from our online textbook, exercises from the software that accompanies the textbook, a discussion board prompt, assignments that support the major projects in the class, as well as other assignments that your instructor feels are important to your learning.

Each weekly folder will open up at 12:01 AM, mountain time, on the Sunday of that week and close the following Saturday at 11:59 pm. Therefore, you will have an entire week to complete that week's assignments. However, your instructor may change due dates on occasion

to meet the needs of the class. Do not hesitate to turn in assignments early; you should not wait until Saturday night at 11:59 pm to turn in your work. In fact, it is better to time your work to turn it in well before the deadline.

Each weekly folder also contains a Help Forum linked to the discussion board, where you can go to ask and answer questions about assignments. Your instructor will check it frequently, but you should feel free to answer a classmate's question if you know the correct answer.

Instructors also use Blackboard to send course announcements to your UTEP student mail, and they also appear in the Blackboard shell. Check at least daily for these update announcements.

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.

COURSE DESCRIPTION

The goal of Integrated Reading and Writing is to augment reading and writing skills through an understanding of the close relationship between active reading and purposeful writing and to apply that gained knowledge to a refinement of those skills. 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,
   - establish purposes and goals for reading, and
   - establish approaches for comprehending and retaining information during reading
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 varied strategies to the reading of 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. The course emphasizes the development of 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 the UTEP Edge

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 those concepts 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). **150 points (15% 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). **300 points (30% 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 will complete weekly discussion board posts 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, or other options—and to participate in all assigned online activities on a regular basis, to include attendance in any synchronous class meetings via Blackboard Collaborate Ultra. **250 points (25% 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> major assignments, achieved an average of 70 percent (700 points) or better for the complete course, and participated regularly in class.**
- 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 by the deadline assigned by the instructor. The instructor is *not* obliged to accept late daily work.
- All major assignments completed late will be penalized.
- Students are responsible for participating regularly in class and keeping up with all assignments as posted.

COURSE/INSTRUCTOR POLICIES

1. **Participation**

Satisfactory participation and attendance are a course requirement. Class functionality, assignments and activities rely heavily on your early understanding of expectations. This is not a self-paced course and the calendar must be followed. Online participation is REQUIRED.

You are expected to complete the weekly modules by the posted due dates. Module completion will include completing reading and writing assignments, Hawkes LPC activities, and assessments/quizzes; posting to the discussion board; and other activities assigned by your instructor.

You are also required to respond to all emails and complete conferences with your instructor.

Students should plan on engaging in the course at least nine hours a week and at least three times a week. Having routine times for day-to-day engagement in the course helps ensure that students participate satisfactorily in the course. Students should complete all of their online assignments with a 70% or better.

2. Attendance

Satisfactory attendance is tied to participation. Participation is a must in ENGL 0312. Students will be dropped for non-participation. UTEP defines "neglect" as not paying attention or caring and defines "lack of effort" as not meeting course requirements.

In an online course, "neglect" is not logging into the course consistently each week; "lack of effort" is not completing 70% of the coursework at the end of any week. Both neglect and lack of effort are considered non-exempt drops and count toward the six-course drop limit.

Synchronous sessions:

- Students must come to synchronous sessions on time and remain in the session for the entire time.
- Students must come to synchronous sessions prepared with their completed assignments. Students are expected to be alert, attentive, and focused on the subject at hand.

Students may be dropped from ENGL 0312 in the following circumstances:

- Students fail to complete all assigned work in any given week;
- Students are inactive in the class for a total of two weeks.

Exceptions may be made, in consultation with the instructor, for medical or other unforeseen events. In such cases all missed work must be made up within a week of returning to the course.

If a student must miss portions or all of a week's assignment due to circumstances beyond their control, it is required that the student send an email to the instructor during that week, explaining the absence from the course.

ALTERNATIVE means of submitting work in case of technical issues

Submit your work with plenty of time to spare in case you have technical issues with the course website, the network, or your computer. The smart approach, also, is to save all your work as a Word document for back-up, in case there is a technical issue that occurs during submission. This way, if you submit something and it does not post due to technical issues, you have proof you did it and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP HELP DESK. As a last resort, email your Instructor the submission if it won't post to Blackboard. Make those deadlines!

3. **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.

4. **Student-Teacher Conferences**

   Students are expected to participate in student/teacher discussions of their progress--via Blackboard collaborate, email, or other possible options.

5. **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.

6. **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>.

7. **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.

8. **Class Etiquette**

   A. Synchronous Sessions etiquette

- No checking e-mail, updating Facebook, typing assignments, or surfing the web should take place during class.
- No texting should take place during class.
- Turn off cell phone ringers, and do not listen to iPods/MP3 players during class.
- Log in to the class on time to prevent class disruption.
- Do not interrupt when someone else is speaking.

B. "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.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to

report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

IMPORTANT DATES

August 24	Fall classes begin
September 7	Labor Day – University Closed
September 9	Census Day
October 22	Midterm grades due
October 30	Fall drop/withdrawal deadline
November 26 – 27	Thanksgiving Holiday – University Closed
December 3	Last day of classes
December 4	Dead Day
December 7-11	Final Exams
December 16	Grades are Due
December 17	Grades are posted to student records; students are notified of grades and academic standing

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