



INRW 0302 - Integrated Reading and Writing INRW 0302.401 Course Syllabus

Description

Integration of critical reading and academic writing skills. Successful completion of this intervention fulfills TSI requirements for English Language Arts.

Prerequisites Appropriate scores on TSI Assessment in English Language Arts

Credits 3

Lecture Hours 3

Lab Hours 0

Extended Hours 0

Contact Hours 48

State Approval Code 32.0108.59 12

Instructor Name Sarah Nafe

Semester/Year Fall 2025

Meeting Time and Location

Students are expected to spend at least 3 hours per week reading, reviewing, and participating in assigned activities for successful completion of this course

Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Artificial Intelligence (AI) Course Policy

All work submitted by students must be produced by the students themselves, without assistance from others or the use of AI tools for content creation. AI may only be used for revising and proofreading, not for generating original material. Faculty may evaluate assignments for AI-generated content and impose academic penalties if such content is detected. Students are discouraged from using AI in their assignments unless specifically instructed to do so as part of the coursework.

Instructional Goals and Purposes

The purpose of this course is to enable students to achieve TSI compliance and to develop college-level reading and writing skills.

Learning Outcomes

After studying course materials and resources, the student will be able to:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

Course Content

General descriptions of topics included in this course are listed in the Learning Outcomes section of this syllabus.

Students in all sections of this course will meet the following objectives with at least 70% mastery, as evidenced by performance on course assignments:

1. Write a minimum of 1500 words of expository and argumentative writing that may include a combination of the following: narration, description, comparison/contrast, definition, or other expository forms, and argumentative writing.
2. Read assigned materials and respond to those materials orally and/or in writing.
3. Practice standard English grammar, punctuation, and usage skills—may include individualized practice in an online language lab.

Methods of Instruction/Course Format/Delivery

INRW 0302 is taught in a writing lab for both face-to-face and hybrid classes. Online INRW 0302 classes are delivered through the Canvas Learning Management System. Face-to-face classes and hybrid classes include the use of Canvas as an enhancement to the course.

Students are instructed in methods of developing various types of writing skills, including both expository and argumentative writing, and are instructed in methods for improving reading skills. Instruction may include lecture, assigned readings, oral and/or written responses to readings, both in-class and out-of-class writing have peer evaluation, revising and editing, journal assignments, and practice exercises over grammar/punctuation/usage topics.

Instructor-assisted writing in a computer lab is an essential component of the face-to-face and hybrid versions of the course. Online students interact with the instructor and with other students through email, discussion boards, chat rooms, and peer editing requirements. Online instructors determine requirements and methods of submitting drafts of essays and receiving feedback on assignments.

Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

Course Grade

The grading scale for this course is as follows:

Daily Work/Quizzes/Minor Assignments 50%

Essays/Major Writing Assignments 30%

Ed-Ready Assignments 10%

Final Exam 10%

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: Below 60%

Option: Students may retake the TSI Assessment and gain TSI Complete status by passing the Reading and Writing sections of the assessment. Students who pass those sections may choose to withdraw from the course immediately and receive either their current grade or a W. Alternatively, they may choose to finish the semester and receive the grade earned based on the grading schedule.

Students must achieve a grade of C or higher to qualify for the next higher-level course.

Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.

- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/studentsupport/academic-testing-center>.
- The Accommodations & Disability Support (A&DS) Office at Panola College provides and facilitates support services and accommodations for students with disabilities. The A&DS office works under the federal guidelines included in Section 503 of the Rehabilitation Act of 1973 and the American with Disabilities Act. Please contact the Accommodations & Disability Support (A&DS) Office located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/disabilitysupport> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)