I. INTRODUCTION

Developmental Integrated Reading and Writing (DIRW) is a fundamental English language course designed to aid the student in acquiring the basic skills needed for college level reading and writing. This is accomplished through developmental education interventions that combine to effectively and efficiently prepare students to advance into college credit courses. Emphasis will be placed on reading comprehension, which focuses on literal, critical, and affective understanding of a variety of texts; and essay development, which focuses on structure, style, and usage. Students will also gain an appreciation of rhetorical situations by focusing on a writer’s awareness and application of purpose, audience and tone. Preferably, the course will be taught at least half-time in a computer-mediated classroom; it is strongly advised that students have computer access outside of class.

Upon successful completion of Developmental Integrated Reading and Writing (DIRW 0413), students will obtain the necessary prerequisites to enter English Composition (ENGL 1301).

II. LEARNING OUTCOMES:

Upon successful completion of this Developmental Integrated Reading and Writing course, students will be able to:

A. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying length. (F1) (F7) (F9) (F12)
B. Comprehend and use vocabulary effectively in oral communication, reading, and writing. (F2) (F6) (F11)
C. Identify and analyze the audience, purpose, and message of a variety of texts. (F5) (F8) (F10)
D. Describe and apply insights gained from reading and writing a variety of texts. (F1) (F2) (F5) (F6) (F7) (F8) (F9) (F10) (F11) (F12) 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. (F1) (F2) (F5) (F6) (F7) (F8) (F9) (F10) (F11) (F12)

E. Determine and use effective approaches and rhetorical strategies for given reading and writing situations. (F1) (F2) (F5) (F6) (F7) (F8) (F9) (F10) (F11) (F12)

F. 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. (F1) (F2) (F5) (F6) (F7) (F8) (F9) (F10) (F11) (F12)

G. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim. (F1) (F2) (F5) (F6) (F7) (F8) (F9) (F10) (F11) (F12)

H. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments. (F1) (F2) (F5) (F6) (F7) (F8) (F9) (F10) (F11) (F12)

I. Recognize and apply the conventions of Standard English in reading and writing. (F1) (F2) (F5) (F6) (F7) (F8) (F9) (F10) (F11) (F12)

III. INSTRUCTIONAL MATERIALS/RESOURCES

To assist in this course, a variety of materials both in and out of the classroom/laboratory will be required and used. The materials that you will need to purchase for this semester are listed at the following URL address:

http://www.ctcd.edu/books

Also Required:

Single-subject notebook
Two-pocket folder
USB Drive
Set of earphones for personal use in the lab.

*Main Campus students will have computer access available in the Sid Weiser Bldg., but it is strongly recommended that students have computer access while off campus.

IV. COURSE REQUIREMENTS

A. Assignments are given by the Instructor, or are in a course packet, and are due as scheduled by your instructor. The instructor will monitor students’ progress in completing the assignments. In class, or via the online portal.

B. Text assignments will be given to be completed both inside and outside of class.

C. All written assignments must be turned in on time to receive credit.
D. A student must be present for all examinations and quizzes.

V. EXAMINATIONS AND ASSIGNMENTS:

To assist in determining a student’s progress in this class, a number of assignments, quizzes, and tests will be administered throughout the semester. The types of assignments, quizzes, and tests you will have this semester and the policies concerning these examinations and assignments are as follows:

A. At the beginning of the course, a student will be required to complete diagnostic test(s) to determine the student’s starting level.

B. Participation and Daily grades will be given and may include but are not limited to the following: quizzes over assigned readings, written responses to assigned readings, grammar exercises, vocabulary exercises, textbook assignments, and class discussion.

C. The course will consist of writing five essays. The essays will incorporate a variety of composition genres: informative writing, evaluative writing, persuasive writing/argument, and personal experience/narrative writing. Citations must follow MLA guidelines. Written work must be submitted using a standard 12 point font, double spaced, with 1” margins, and an upper left heading with student’s name, instructor’s name, course title, and date. At least one essay must be completed in class on demand.

D. Students will be required to complete two objective examinations. One examination will be given at midterm and the other as a final examination. These objective examinations are both multiple choice. Students may be required to bring a Scantron with them to complete these exams. Scantron forms are available at the CTC Bookstore. Both of the objective examinations will also have an essay portion.

E. Assignments will be given to the student to be completed and submitted in class or through the online portal (i.e. Blackboard).

F. If the student is absent from class, it is his or her responsibility to contact his or her classmate/instructor to determine missed instruction. Each student must make appropriate arrangements to acquire assignments, announcements, lecture notes, and other pertinent information missed. Students should use their resources to catch up on any missed lectures.
VI. SEMESTER GRADE COMPUTATIONS

To receive a passing grade of “A,” “B,” or “C” in this course, each student must do the following:

A. The student must earn a weighted average of 70% or above derived from the following:
   1. Four Essays (4 x 10%) – 40%
   2. Midterm Exam (Objective / Essay) – 10%
   3. Participation/Daily Assignments – 20%
   4. Weekly Course Packet Assignments 10%
   5. Final Examination (Objective / Essay) – 20%

Final grades will follow the grade designation for developmental courses below:

   “A” – Weighted average of 90 – 100%
   “B” - Weighted average of 80 – 90%
   “C” - Weighted average of 70 – 79%
   “D” – Weighted average of 60 – 69%
   “F” – Weighted average of 0 – 59%
   “W” - Withdrawal from course (initiated by student)

Students will be able to receive their grades through:

The CTC WebAdvisor (Online) System allows students to obtain their grades online. Instructions for using the WebAdvisor (online) Registration/Grades by computer are listed in the schedule bulletin.

*Grades will not be posted.*

VII. NOTES AND ADDITIONAL INSTRUCTIONS

A. Withdrawal from Course:

   It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or Application for Refund. The withdrawal form must be signed by the student.
An Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16 week fall and spring semesters. The deadline for sessions of other lengths is as follows:

- 12 week session: Friday of the 9th week
- 10 week session: Friday of the 7th week
- 8 week session: Friday of the 6th week
- 6 week session: Friday of the 4th week
- 5 week session: Friday of the 3rd week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will receive the grade of "W" provided their attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

Guidance and Counseling: Before withdrawing from any developmental course, the student should seek the advice of Guidance and Counseling so that the student does not initiate an action that would inadvertently have a negative repercussion on his/her enrollment or Financial Aid.

B. Cellular Phones and Pagers: Cellular phones and pagers must be turned off while the student is in the classroom or laboratory.

C. American’s With Disabilities Act (ADA): Disability support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.cted.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

D. Scholastic Honesty: All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all coursework and during examinations. The following are considered examples of scholastic dishonesty:

- **Plagiarism** - The taking of passages from the writing of others without giving proper credit to the sources.

- **Collusion** - Using another’s work as one’s own, or working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.
**Cheating** - Giving or receiving information on examinations. Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of "F" and subject to disciplinary action, which may include suspension and expulsion.

E. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

F. **Office Hours:** Full-time instructors post their office hours outside their office doors. Part-time instructors may be available by appointment. Please feel free to see your instructor should you find yourself having difficulties with this course. The instructor of record will also have assigned times to be in the computer lab for individual assistance.

**VIII. COURSE OUTLINE**

A. **The Reading and Writing Process**
   1. Unit Objectives: Upon successful completion of this unit the student will be able to:
      a. Discuss the Relationship Between Reading and Writing
      b. Activate Prior Knowledge during Reading and Writing
      c. Assess both Reading and Writing Situations
      d. Ask Critical Reading Questions Before and during Analysis
      e. Question and Annotate Readings
      f. Summarize and Respond to Readings
      g. Discuss Strategies for Successful Reading and Writing
      h. Develop Strategies for Successful Reading and Writing
      i. Develop Strategies for Successful Reading and Writing Before, During and After Reading
      j. Write a Draft from Information Gained during Reading
      k. Review, Revise, and Proofread Draft

   2. Learning Activities:
      a. Classroom lecture/discussion (F5, F6, F7, F8)
      b. Reading/homework assignments (F1, F2, F7, F8, F9, F10, F12)
      c. Technological Interface (F2, F7, F8, F9, F10, F11, F12)

3. Unit Outline:
   a. Reading and Writing Situations.
   b. Reading/Writing Strategy
B. Vocabulary
1. Upon successful completion of this unit the student will be able to:
   a. Understand the Value of Building Vocabulary
   b. Use Context Clues to Comprehend, Retain, Interpret, and Communicate
   c. Use a Dictionary Comprehend, Retain, Interpret, and Communicate
   d. Use Vocabulary Resources in Source Material to Comprehend, Retain, Interpret, and Communicate
   e. Discuss Voice, Tone, Diction, and Style as it Relates to Word Choice
   f. Connect Topic, Audience, Purpose as they Relate to Word Choice
   g. Discuss General and Specific Purpose
   h. Discuss Subjective and Objective Words, as well as Bias
   i. Discuss Formal and Informal Tone

2. Learning Activities:
   a. Classroom lecture/discussion (F5, F6, F7, F8)
   b. Reading/homework assignments (F1, F2, F7, F8, F9, F10, F12)
   c. Technological Interface (F2, F7, F8, F9, F10, F11, F12)

C. Reading and Writing Paragraphs and Essays
1. Unit Objectives: Upon successful completion of this unit the student will be able to:
   a. Discuss the Formal Features of Paragraph Organization
   b. Discuss the Formal Features of Essay Structure
   c. Discuss the Relationship between Thesis and Topic Sentences
   d. Identify the Topic of a Paragraph
   e. Brainstorm and Draft a Topic Sentence
   f. Identify the Main Idea and Thesis of an Essay
   g. Define the Terms Implied Main Idea, Imply, and Infer
   h. Discuss Supporting Details
   i. Generate Supporting Details
   j. Outline Major and Minor Supporting Details
   k. Compare the Value of Different Supporting Details
   l. Write a Summary of a Paragraph
   m. Identify the Topic of an Implied Main Idea
   n. Write a Paragraph That Implies a Main Idea
   o. Discuss the Purpose of and Essay
   p. Identify the Topic, Central Idea, and Details of a Longer Passage
   q. Identify and Compose Effective Introductions and Conclusions
   r. Identify and Establish a Clear Central Idea or Thesis
   s. Identify and Generate Details
   aa. Recognize and Establish Logical Order
   bb. Evaluate and Use Effective Tone, Diction, Style, and Word Choice
2. Learning Activities
   a. Classroom lecture and discussion (F5, F6, F7, F8)
   b. Reading/homework assignments (F1, F2, F7, F8, F9, F10, F11, F12)
   c. Technological Interface (F1, F2, F5, F6, F7 – F12)

D. Mastering Grammar, Punctuation, and Mechanics
1. Unit Objectives: Upon successful completion of this unit the student will be able to Identify and Utilize:
   a. Subjects, Verbs, and Simple Sentences
   b. Compound and Complex Sentences
   c. Sentence Variety
   d. Sentence Clarity
   e. Parallelism
   f. Comma Splices and Fused Sentences
   g. Fragments
   h. Misplaced and Dangling Modifiers
   i. Subject-Verb Agreement
   j. The Past Tense
   k. The past Participle
   l. Nouns and Pronouns
   m. Adjectives and Adverbs
   n. The Comma
   o. The Apostrophe
   p. Quotation Marks
   q. End Punctuation
   r. Capitalization
   s. Improving Spelling

2. Learning Activities
   a. Classroom lecture and discussion (F5, F6, F7, F8)
   b. Reading/homework assignments (F1, F2, F7, F8, F9, F10, F11, F12)
   c. Technological Interface (F1, F2, F5, F6, F7 – F12)