



HLC Accreditation Evidence

- ENGL 1195 Integrated Reading and Writing

URL:

Office of Origin:

- Vice President of Instruction

Contact(s):

- Executive Director of Foundational Education

ENGL 1195 Integrated Reading & Writing

Template Section Institutional Template 3 or 5 Credits 03/01/2019 to 01/22/2022

Meeting Times

Contact Information

Course Description

This course concentrates on improving reading and writing skills necessary for successful performance in all college courses and in most careers.

Prerequisite(s)

ENGL 1190 Basic English with a grade of C or better and ENGL 1108 Basic Reading with a grade of C or better or appropriate assessment score.

Course As Viewed In The Total Curriculum

This course is designed to prepare students for college-level reading and writing by integrating the critical reading and academic writing skills students need to comprehend and interact with college-level texts and to produce original college-level writing. Integrated Reading and Writing is a developmental course. Developmental courses do not count for graduation nor do they transfer to four-year colleges. However, they do count for GPA and eligibility.

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

Outcomes & Competencies

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

- A. Express and use vocabulary effectively in college-level reading and writing.
 1. Demonstrate the ability to discover the meaning of a word from context.
 2. Demonstrate the ability to learn words by analyzing word structure.
 3. Use appropriate and descriptive word choices in writing.
- B. Recognize and apply the conventions of standard English in reading and writing.
 1. Identify and correctly use the eight parts of speech.
 2. Analyze individual grammar skills, recognizing areas of individual weakness and be able to remediate them.
 3. Compose paragraphs using complete sentences and demonstrating an understanding of phrases, independent and dependent clauses.
- C. Apply the skills to comprehend a piece of college-level writing through various reading techniques and apply those strategies to the writing process.
 1. Employ previewing and other active reading strategies when reading.
 2. Distinguish and apply the features and elements evidenced in college textbooks as compared to other forms of reading material.
 3. Locate the main ideas and supporting details from a given passage of varying lengths.
 4. Write a paper using the six step planning process: pick a proper topic, brainstorm, outline, rough draft, revise, final copy.
- D. Identify and use different patterns of organization [modes] used in writing.
 1. Explain and apply the purpose of the different writing patterns.
 2. Identify and apply transition words/phrases with the correct writing pattern.
 3. Compose a written product that manages a topic effectively, developing it with interesting and relevant support.
- E. Interpret, analyze, and evaluate pieces of writing and demonstrate understanding of these critical thinking skills in writing assignments.
 1. Generate observations and connections, draw inferences, and formulate conclusions to obtain the understanding involved in reading.
 2. Judge whether statements give fact, opinion, or contain bias.

3. Define the interrelated concepts of subject, audience, and purpose, and how these shape a written product.
 4. Identify possible audiences and their needs and recognize the levels of rhetorical style and apply them appropriately in written tasks.
 5. Explain the concept of purpose, identifying the focus and purpose(s) for a written task.
- F. Compose a variety of texts that demonstrate reading comprehension, logical development of ideas, and use of appropriate language to highlight the writer's purpose.
1. Identify the functions of and relationships between the parts of an essay by properly developing introductory, topical, and concluding paragraphs.
 2. Define the interrelated concepts of subject, audience, and purpose and how these shape a written product.

Materials

Instructor Policies

Grading Methods

Institutional Policies

Academic Integrity

Academic Integrity is scholarship based on honesty, trust, respect, responsibility, fairness, and courage. Barton Community College pledges to uphold these core values of integrity in all aspects of teaching and learning. Students are the authors of submitted work and shall give credit to outside sources and other's work or ideas.

In all aspects undertaken by students, faculty, staff, and all other stakeholders of Barton Community College, the following pledge applies: On my honor as a Cougar, I am acting with integrity in academics. I am acting per personal and institutional values and refraining from any form of academic dishonesty, and I will not tolerate the academic dishonesty of others.

Acts of academic dishonesty, intended or unintended, are subject to Procedure 2502 [Academic Integrity](#) and may result in the grade of XF. Barton defines an XF grade as failure as a result of a violation of Academic Integrity.

Disability Services

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu

Student Code of Conduct

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Civil Rights Equity & Title IX

Barton Community College adheres to all federal and state civil rights laws, including Title IX, banning discrimination in public institutions of higher education. The College will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of many protected categories. Please refer to the entire policy at the link below.

Title IX protects against discrimination on the basis of sex, gender, sexual orientation, gender identity, including discrimination due to all forms of sexual harassment and sexual misconduct.

Annually, all enrolled students are provided the opportunity to participate in online Title IX training. The training link is sent to the student's Barton issued email account generally within the first month of enrollment.

Barton's Civil Rights Equity Policy (Policy 1132) is found at: https://docs.bartonccc.edu/policies/1132-Civil_Rights_Equity_Resolution.pdf (https://docs.bartonccc.edu/policies/1132-Civil_Rights_Equity_Resolution.pdf).

Problem Resolution

The College encourages an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from the appropriate college staff. If a student disagrees with established rules of conduct, policies, practices, or if they feel their rights have been infringed upon, they can express their concern through the problem resolution procedure. No student will be penalized

for using the problem resolution procedure, or for voicing a complaint in a timely and business-like manner. Students are directed to the procedure linked below and are advised to pay attention to the limitations of the procedure and the strict adherence to timelines noted.

https://docs.bartonccc.edu/procedures/2615-problem_resolution.pdf (https://docs.bartonccc.edu/procedures/2615-problem_resolution.pdf).

Course Outline

Additional Items
