LAMAR STATE COLLEGE ORANGE SYLLABUS
English

Academic Division
DIRW 0400 Dev. Reading and Writing 81F
Online

Instructor	**Raul Martin IV, M.A. (he/him)** *Hello, I am a writer, graduate student, tutor, and adjunct instructor. I've taught DIRW 0400 for three years, and I look forward to learning from each of you!*
Building/Office Number	**N/A**
Office Hours	**See virtual hours.**
Virtual Hours	**By appointment.**
Office Telephone	**Email preferred.**
Email Address	**Rmartin1@Lsco.edu**

Syllabus Content:
The instructor reserves the right to make changes to this syllabus if deemed necessary. All changes will be provided to the students in writing before the implementation of the change.

Student's Responsibility:
This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the rules, policies, regulations, and ethical standards of Lamar State College Orange as those contained in the current LSCO Catalog and schedule of classes.

Instructor's Responsibility:
In my pedagogy, I will be straightforward and honest with students, offering a legitimate reason for delays and alterations to the syllabus, assignment, or schedule. I will be professional and cordial in personal interactions; I will not embarrass or disparage you on discussion forums and in-person. I will be positive and encourage students, as I would like to commend you for what you know, not penalize you for what you do not.

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About this Course

Course Description and Co-requisite

Integration of critical reading and academic writing skills. Successful completion of this course if taught at the upper (exit) level fulfills TSI requirements for reading and/or writing.
Co-requisite: Composition 1301

Required Textbook & Materials

GOOD NEWS! Your textbook & access to MindTap are included in your Gator Book Pack.

Cengage. *MindTap Accelerate: Inergrated Reading and Writing.* Cengage, 1st Ed. 2020.

1. How to Register for Mindtap in Blackboard

2. Cengage Read lets you study whenever and wherever you want with online and offline mobile access to your eTextbook. Download Cengage Read for free: Download on the App Store Get it on Google Play

   Should you decide to opt-out of the Gator Book Pack, click here for instructions to purchase digital access to *MindTap Accelerate: Integrated Reading and Writing* ($56).

   The last day to "opt-out" of GATOR BOOK PACK is __January 23rd, 2025.__

Expected Time Requirement for this Course

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. All Online/Hybrid students should expect to spend at least as much time in this course as you would in the traditional, face-to-face class.

Student Learning Outcomes and General Education Outcomes

Upon successful completion of this course, students will:
Program-Level Outcomes (PLO)
PLO1 Demonstrate proficiency in fundamental reading and writing comprehension skills.

PL02 Develop and demonstrate progress in specific skills and competencies needed in future   classes.

Course-Level Outcomes (CLO)

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.

Module Level Outcomes

Start Here--LO0.1 Navigate this Blackboard Course (CLO1)
LO0.2 Identify key sections of the Syllabus (CLO2)
LO0.3 Discuss why reading is important to you (CLO 2, CLO 7)
Module 1--LO1.1 Classify active reading strategies (CLO2, CLO 4, CLO 7, CLO 10).
LO1.2 Appraise and compare active reading strategies (CLO 2, CLO 4, CLO 7).
LO1.3 Read and evaluate a text using active reading strategies (CLO 1, CLO 2, CLO 4, CLO 5,   CLO 9).
Module 2--LO2.1 Identify parts of a paragraph (CLO2, CLO4).
LO2.2 Evaluate paragraphs to discern main idea (CLO1, CLO2, CLO3, CLO4, CLO5,CLO8,CLO10).
LO2.3 Craft a paragraph with a clear main idea (CLO2, CLO4, CLO6, CLO7, CLO10)
LO2.4 Survey and identify several outlining strategies (CLO6, CLO8)
LO2.5 Write an argumentative paragraph (CLO2, CLO5, CLO 7, CLO8, CLO10).
Module 3--LO3.1 Select appropriate strategies for writing effective essay components (CLO5, CLO10)
LO3.2 Identify outline strategies for completeness, cohesiveness, and coherence (CLO1, CLO3, CLO5, CLO7, CLO8)
LO3.3 Survey plagiarism and its impacts to academic writing (CLO1, CLO3, CLO7)

LO3.4 Select appropriate strategies for proofreading, editing, and revising your writing (CLO4,   CLO6, CLO7)

LO3.5 Identify revision strategies for completeness, cohesiveness, and coherance (CLO2, CLO5, CLO9)

Module 4--LO4.1 Categorize critical reading and writing strategies (CLO8, CLO9)

LO4.2 Review elements of voice in writing (CLO2, CLO10)

LO4.3 Reflect on how your editing process has changed in the course thus far (CLO2, CLO5)

Module 5--LO5.1 Demonstrate an objective understanding of written communication (CLO2, CLO10)

LO5.2 Deconstruct an article into its component parts (CLO1, CLO4, CLO6, CLO8)

LO5.3 Write an analytical essay to assess the article and offer your own perspective (CLO2,   CLO4, CLO5)

Course Activities

Discussion Posts
Professional Readings
Video Quizzes
Unit Quizzes
Signature Assignment

General Education Outcomes

Upon completion of the course the successful student will be able to demonstrate proficiency in the following competencies and mastery of the associated learning outcomes at a level consistent with the achievement and performance expected of college students:

Core Objectives	Associated Class Activities	Associated Measures
Critical Thinking Skills: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	*Activities: discussion posts, video quizzes, unit quizzes, professional readings, and signature assignment.*	*Measures: Issue identification; evidence and support; contexts and assumptions; perspective, thesis; and conclusion, consequences and implications. (GenEdCT Rubric)*
Communication Skills: Effective development, interpretation and expression of ideas	*Activities: Discussion posts and signature*	*Measures: Context and purpose of communication; central message/thesis/theme; content development: sources, evidence, and*

Core Objectives	Associated Class Activities	Associated Measures
through written, oral and visual communication.	*assignment (essay component).*	*supporting material; organization and cohearance; control of syntax, mechanics; delivery. (GenEdCOM Rubric)*
Teamwork: Ability to consider different points of view and to work effectively with others to support a shared purpose or goal.	*Activities: discussion posts and signature assignment (essay component).*	*Measures: Student considers different points of view and recognize their value in the process. (GenEdTW Rubric)*
Personal Responsibility: Ability to connect choices, actions, and consequences to ethical decision-making.	*Activities: discussion posts, video quizzes, unit quizzes, signature assignment.*	*Measures: Commitment to instruction, learning, positive learning environment, academic integrity, and reflectivee, personal decision making. (GenEdPR Rubric)*

Assignment Descriptions

Discussion Boards: Students will engage in discussion on select weeks and reply to at least two posts from their classmates. Each reply should contribute or bring question to the original post. Remember to respond with insight and consideration. Ask yourselves the following:

- What did I learn from my classmate that I did not know before?

- What ideas or responses do I have about what my classmate is saying?

- What contribution (in the form of an observation or a question) can I make to the discussion?

Discussion board posts offer a total of 105 points. You may "discuss" throughout the semester for full credit.

Module Quizzes:

Students will complete six quizzes as content review over assigned textbook modules. Quizzes will measure what students learned from the reading and confirms their ability to read actively and synthesize information. Quizzes are worth 100 pts and allow three attempts. Module Quizzes offer a total of 600 points. Due by end of each module.

Professional Readings:

Students will read professional articles throughout the semester. These professional readings range from topics including teen health to hunting. By appraising professional readings, students will apply reading strategies to essays about everyday topics, making application of reading and writing to life outside of class explicit.Discussion board prompts are tied to Professional Reading selections.

Video Quizzes:

Each module contain three to four video quizzes. Complete these to brush up on ancilliary information not covered in the unit readings. These video quizzes span from how to read a textbook to common punctuation errors. Video Quizzes are worth 10pts each for a total of 160 pts.

Signature Assignment:

During Module 5, students will complete a fifteen question multiple choice exam and a written exam. When combined, both sections measure student comprehension of objective topics and application of writing principles covered throughout the course. These objective topics include the student's ability to identify appropriate punctuation, verb-subject agreement, audience, author's purpose, rhetorical strategies, topic sentences, support and evidence, superfluous evidence, assumptions, appropriate conclusions based on contextual evidence, and order of the writing process.

Overall play-by-play: All content becomes available as students progress through the course, meaning open dates are pre-set based on the course schedule. For example, Module 5 will become available during the final exam period of **March 12, 2025** to **March 14, 2024.**

Assignment due dates for each module are as follows: **Module 1: January 26; Module 2: February 9; Module 3: February 23; Module 4: March 2; Module 5: March 14. Discussion boards are open all semester. The Signature Assignment is due End of Day, Friday (03/13/2025).**

EXTRA CREDIT:
Students, do not expect extra credit assignments. It is your responsibility to complete your assignments in a timely manner. See late policy for more details.

Course Schedule:
Module 1 – 1/21 to 1/26
- Watch Getting Started Video
- Take Pretest: IRW I
- Complete Video Quizzes
- Read Unit 1 and practice 1.1.

- Complete Quiz over Unit 1,
- Read "Want a Job? It's Still About Education."
- Professional Reading Discussion.
  (Please, submit work by midnight Sunday, 1/26)

Module 2 – 1/27 to 2/9
- Complete Video Quizzes
- Read Unit 4 and practice 4.1 + 4.2.
- Complete Quiz over Unit 4.
- Read Unit 14 and practice 14.1.
- Write an Argumentative Paragraph (Unit 14)
- Review "Argument Paragraph Organizer"
- Read "With Teen Mental Health Deteriorating over Five Years, There's a Likey Culprit."
- Professional Reading Discussion.
  (Please, submit work by midnight Sunday, 2/9)

Module 3 - 2/10 to 2/23
- Complete Video Quizzes
- Read Unit 18 and Unit 18 practice.
- Complete Quiz over Unit 4.
- Read Unit 25 and Unit 25 practice.
- Watch MLA Formatting Video.
- Read "Is Hunting Moral? A Philosopher Unpacks the Question."
- Professional Reading Discussion.
  (Please, submit work by midnight Sunday, 2/23)

Module 4 – 2/24 to 3/2
- Complete Video Quizzes.
- Read Unit 26 and practice 26.1, 26.2, 26.3, 26.4.
- Complete Quiz over Unit 26.
- Complete Post-Test: IRW I.
- Preview Signature Assignment.
- Complete Reflection Journal.
  (Please, submit work by midnight Sunday, 3/2)

Module 5 – 3/3 to 3/16
- **Complete Signature Assignment by End of Day Sunday, March 16, 2025.**
  (Please, submit work by End of Day Thursday, 3/16)

Note: Final Exam Period March 12, 2025 to March 16, 2025.

Grades due at 3 PM, March 17, 2025.

Grades

Evaluation Method

Non-Cengage:

Pre-Course Check	3
Discussions 3 @ 35pts each,	105
Reflection Journal (Module 4)	2.98
Signature Assignment	400 (510.98)

Cengage:

Unit Quizzes 6 @ 100 pts. each,	600
Unit Practices Assignments 6 @ 66.67 pts.	400.02
Unit in-reading Practice	47
Pre / Post Test 2 @ 76 pts.	152
Video Quizzes 16 @ 10 pts. each	160 (1359.02)
Total	1870

I will classify each evaluated work with both a letter grade (for those who like the aesthetic big-picture) and points/percentage (for those of you mathematically inclined). The grading scale is as follows:

A = 89.5 - 100%
B = 79.5 – 89.4%
C = 69.5 – 79.4%
D = 50.5 – 69.4%
F = below 59.4%

Procedure for Review of Test Grades

If the student has an issue with his/her grade, the instructor must be contacted no later than three (3) days after receiving the grade. As a reminder, if you are within .5 of the next higher grades I will round up, so no need to send pleas in that regard. This is not an invitation for grade-grubbing, by the way, and those attempts will be ineffectual, not that that does much to deter students. I wish that everyone could receive the grade they feel they deserve, but the only fair standard is the number of points that have been earned across the semester and recorded in the grade book.

Classroom and *Instructor* Policy

Communication

LSCO students are required to use either their LSCO Blackboard account or their LSCO email account (Office 365 / Microsoft Outlook) for all electronic communication.

In order to ensure the privacy and identity of the student communicating via electronic methods, LSCO faculty will direct students to use their LSCO email accounts rather than personal accounts. If a student has trouble accessing their LSCO email account, they should contact the LSCO Help Desk at (409) 882-3033 or helpdesk@lsco.edu. *I will answer your e-mail promptly (which is not to say immediately). Expect a response within 24 hours on weekdays. In addition, I am open to student questions and concerns, and promise to be flexible when considering proposed amendments and objections to our reading, syllabus, schedule, etc.*

Attendance

Attendance in an **ONLINE** course is verified by substantial participation in the course on or before the census date published in the LSCO Academic Calendar. Substantial participation in this online course is defined as logging in and completing/participating in at least one requirement of the course. ***Note: Simply logging in to your online course does not constitute attendance.***

Participation

Weekly participation and engagement in the course is important for student success. Students are expected to spend three hours a week reviewing course work and additional hours completing the assignments. Because this is an online course, the online discussion boards should mimic in person discussion. These discussions are meant to stimulate thinking on the topics covered each week. As students in this course, you have 105 points available to you on these discussion boards throughout the semester. Post early and post often. I will be monitoring these boards, as they are a means to communicate with you directly and provoke your thinking on the topics at hand. Assignments (quizzes and final essay) should be completed by the due date.

I will return graded material according to reasonable timeframe and evaluate that work according to its merit and not its creator. I will strive to create assignments and rubrics that are not flighty or harsh, but instead constructive, not only to the learning outcomes of this class but also to your future life and education.

Make-up Policy

Every Unit Quiz and final exam (assignments) will be due the day they are due. Students may turn in assignments late; however, any assignment handed in late will be graded. Life can be hectic, so I encourage students to talk to me if they miss a due date. Open communication with your instructor is key. Contact me at rmartin1@lsco.edu. Late assignments are accepted with a standard 10-point deduction for submissions passed the due date.

I will return graded material according to reasonable timeframe and evaluate that work according to its merit and not its creator. I will strive to create assignments and rubrics that are not flighty or harsh, but instead constructive, not only to the learning outcomes of this class but also to your future life and education.

Exam Policy

All classwork, quizzes, and exams will be submitted through Blackboard.

Classroom Etiquette

Since face-to-face meetings in the classroom are replaced by online meetings through discussion boards, emails, or Blackboard Collaborate, students are expected to follow the rules of netiquette in these forums.

In my pedagogy, I will be straightforward and honest with students, offering a legitimate reason for delays and alterations to the syllabus, assignment, or schedule. I will be professional and cordial in personal interactions; I will not embarrass or disparage you on discussion forums and in-person. I will be positive and encourage students, as I would like to commend you for what you know, not penalize you for what you do not.

Campus Policy

Logging in to Blackboard:

LSCO students will access Blackboard through the MyGator portal. Login credentials will use the following format: **NetID@my.lsco.edu/Password.** For help in identifying your NetID/Password, visit https://netid.lsco.edu:8443/LamarWeb-1.0.0/UserRequest.jsp. It is a violation of College policy, state laws, and federal laws for anyone to gain or help others gain unauthorized access to MyGator or any LSCO application or service. All accounts shall be for use by a single individual – the person for whom the account was approved or assigned. This includes Blackboard accounts as well as any application within MyGator. Sharing or loaning accounts is strictly prohibited, can be construed as a form of cheating, and violates College policy, state laws, and federal laws.

Academic Honesty:

Faculty who suspect violation of academic honesty, cheating, plagiarism, collusion, or abuse of resource materials may assign an academic penalty. Students must be notified of their right to appeal before the academic penalty is imposed.
Students subject to penalty due to academic honesty have the right to appeal the decision. Refer to the current LSCO Catalog for details on the appeal process.

Civility:

Please be considerate of other classmates' feelings, ethnic background, cultural differences, situations, and level of maturity. Students will be asked to leave the course if disruptive or inappropriate behavior is exhibited in any of the course requirements. If your instructor feels that you have not contributed appropriately to course requirements, your final course grade may be reduced accordingly.

The instructor reserves the right to manage a positive learning environment and will not tolerate inappropriate conduct in the course. Rude correspondence (discourteous or impolite, especially in a deliberate way) in e-mails, telephone calls, in person, or comments made to other class members, the instructor, or the office staff.

Contingency Plans:

Students should develop a backup plan should their computer system or their Internet provider fail. Computer or internet connectivity issues are not valid excuses for missing a deadline. The College provides many opportunities for using computer equipment, as do many public libraries. Refer to the LSCO website for operational hours of the Library and Success Center.

Campus Closure:

In the event of an emergency campus closure in excess of three class days, Lamar State College Orange's classes will continue via the use of Blackboard. In such an instance, the college website, www.lsco.edu, will have information concerning the event and anticipated re-opening plans.

Policies and Procedures:

LSCO adheres to the policies and procedures established in the *Texas Education Code, Texas State University System Rules and Regulations, LSCO Faculty Handbook, LSCO Student Handbook,* and *LSCO Catalog.*

Student Privacy:

The privacy of all students, including Distance Education students, is protected through strict adherence to the rules of the Family Education Rights and Privacy Act. LSCO's statement regarding the Family Education Rights and Privacy Act can be found in LSCO's Student Handbook, page 70. Additional information regarding privacy for Distance Education students can be found in the Distance Education Handbook, appendix D.

Drops and Withdrawals:

The last day to drop or withdraw from classes without penalty is February 5, 2025. The last day to drop or withdraw from classes is Februrary 22, 2025.
It is the student's responsibility to follow up with the LSCO advising office to ensure that all drops/withdrawals are processed as desired.–Never attending or ceasing to attend classes DOES NOT constitute a drop or withdrawal. You remain registered

until you request a drop from the instructor. Failure to act in a timely manner will result in an "F" grade for the course.

I <u>WILL NOT</u> drop or withdraw students from this course who do not attend or participate in the course. Therefore, it is the <u>STUDENT'S</u> responsibility to request a drop to be processed. All drops must be initiated through a formal, written request to your instructor no later than <u>Februrary 22, 2024.</u>

Incomplete

The grade of "I" may be given when any requirement of the course, including the final examination, is not completed. Students seeking an incomplete should have completed 75% of the course requirements and be passing the course at the time of the request. Arrangements to complete deficiencies in a course should be made in advance of the end of the semester with the instructor. The instructor will process the Incomplete form online, and a confirmation will be sent to the student's LSCO email.

Incomplete work must be finished during the next long semester. If not, the Office of Admission and Records must change the "I" grade to the grade of "F." The course must then be repeated if credit is desired. An "I" grade also automatically becomes an "F" if the student registers for the course prior to removing the deficiencies and receiving a grade change. The instructor may record the grade of "F" for a student who is absent from the final examination and is not passing the course.

Student Support

LSCO Library

Students are encouraged to visit library.lsco.edu to find the library's current operating hours, access the catalog to locate print materials, and access GatorSearch to explore the vast electronic collection. The library provides over 77 electronic database collections that include eBooks, newspapers, magazines, academic journals, and streaming video. The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered. Additionally, Students with research questions or questions about library services are encouraged visit the library in person, call 409-882-3352, access the chat on the library webpage, or to email their question to lscolibrary@lsco.edu.

Gator Success Center

Students are encouraged to make an appointment or walk in to receive tutoring, support services, or access to an open computer lab. Face-to-face and online supplemental instruction sessions are available to help students through any LSCO course. Reach out to Gator.Success@lsco.edu (or 409-882-3373) for more information on how students can

receive academic support. You're welcome to [schedule an appointment](#) with any Gator Success Specialist or lab tutor [here](#).

Student with Disabilities

Under the Texas State System, Lamar State College Orange complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with disability. We strive to provide reasonable academic adjustments/auxiliary aids to students who request and require them.
Students who believe they have a disability requiring an academic adjustment/auxiliary aid are encouraged to contact the Special Populations Advisor at (409) 882-3393 or visiting the Advising Office located on the first floor of the Ron Lewis Library Building (RLB) room 113. Students are encouraged to apply before the start of the semester when at all possible. The Accommodation Request Form and details regarding the appropriate documentation needed can be found here: https://www.lsco.edu/advising/disability.asp. Once approved, the signed accommodation form provided by the Special Populations Advisor must be submitted to the instructor at least two business days in advance of need.

Advocacy Information

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is encouraged to contact the advising office for guidance on how to identify possible resources. Please notify the instructor of your circumstance if you are comfortable doing so.

Affirmative Action
LSCO is an affirmative action/equal opportunity institution which provides educational and employment opportunities on the basis of merit and without discrimination or harassment in full compliance with the Civil Rights Act of 1964, as amended; the Rehabilitation Act of 1973 (Section 503,504); Americans with Disabilities Act, as amended, Title IX of the Educational Amendments of 1972; the Vietnam Era Veterans Assistance Act of 1974; Article 522lk V.A.C.S.; and Executive Orders 11246 and 11758.

Title IX of the Education Amendments
LSCO prohibits discrimination, including sexual harassment and retaliation, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to the Title IX Coordinator, Patty Collins, at patty.collins@lsco.edu.