

Integrated Reading and Writing

The University of Texas at Tyler

Course/Section: ENGL 0300-001 (20078) Integrated Reading and Writing

Course Dates: 1/12 - 5/2

Time: MWF 9:05am-10:00am

Location: College of Arts and Sciences (CAS) 258

INSTRUCTOR INFORMATION

Instructor: Skyler King

Email: skylerking@uttyler.edu

Office Location: CAS 250

Office Hours: Tuesdays 12:00pm-1:30pm and Thursdays 10:30am-12:00pm

COURSE DESCRIPTION

This course is designed to help students fulfill the Texas Success Initiative (TSI) readiness requirements for college-level reading and writing. ENGL 0300 directly supports the learning outcomes, assignments, and classroom activities in the corequisite ENGL 1301 course. Emphasis on developing students' critical reading and academic writing skills.

COURSE FORMAT

Students will engage with four modules designed to prepare for their college-level English course. These four modules will be completed over a 7-week period. At the conclusion of the 7 weeks, the student and instructor will determine if the student is TSI complete. This course includes a labor contract model in which the student sets goals, agrees to the terms, and participates in the evaluation process.

COURSE LEARNING OUTCOMES

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

REQUIRED TEXT(S) AND MATERIALS

Required course readings are provided by the instructor.

OVERVIEW OF ASSIGNMENTS

Annotated Playlist (Essay 1): Music is a central aspect of shared culture and individual human experience. For this assignment, you will create an annotated playlist of 5 songs that have special significance to you. Perhaps the song reflects a key moment in your life, or maybe the lyrics taught you an important lesson or remind you of someone you miss. The songs can be from any genre or time period, and each song must be accompanied by an annotation of at least 150 words.

Community Narrative (Essay 2): For this writing project, you will craft a 2-page essay about how a specific community that you belong to has played a role in your own personal development. Such communities might form around personal interests or hobbies like board games, video games, or stamp collecting. Perhaps your community is a sports team, or your church, or a book club.

Success Roadmap (Essay 3): For this assignment, you will develop an argument about the most important characteristics you believe students need to succeed in college and in a career. In writing the essay, you should draw upon your own experiences and observations, as well as conversations you have with individuals you deem successful in their own rights. This paper needs to be 2-3 pages in length.

Weekly Class Activities: Weekly activities will include class discussions of readings, grammar activities, and surveys.

Unit Surveys: At the end of each unit, students will complete an online survey. The surveys are a way to measure students' experience with the learning unit, as well as students' overall experiences with reading and writing.

Individual Meetings: Students will meet individually with their instructor by the end of Units 1, 2, and 3. These meetings may be held in person or online and serve to review student progress and discuss individual assignments.

Reflection Portfolio: In lieu of a final exam, students will write a Reflection Essay and complete a self-assessment reflecting on their experiences developing reading and writing skills throughout the course. Students will also complete a final "exit" survey to submit with the Reflection Portfolio.

Key Dates

Jan 19 MLK Holiday

Jan 26 Census Date

Mar 9-13 Spring Break

Mar 30 Last Day to Drop (UTT Drop Policy)

COURSE OUTLINE / CALENDAR

Unit 1 Strategies for Academic Success		
Week 1	<ul style="list-style-type: none">Overview of Unit 1Goal settingTime management	Due by Wednesday <ul style="list-style-type: none">Labor Contract Due by Sunday

	<ul style="list-style-type: none"> University resources 	<ul style="list-style-type: none"> Class Discussion of “The Sanctuary of Barry Essay 1 Outline
Week 2	<ul style="list-style-type: none"> Work on Annotated Playlist 	Due Wednesday <ul style="list-style-type: none"> Grammar Practice 1 Due by Sunday <ul style="list-style-type: none"> Meeting 1 Essay 1: Annotated Playlist Unit 1 Survey
Unit 2 Reading and Responding to Complex Texts		
Week 3	<ul style="list-style-type: none"> Overview of Unit 2 Effective reading practices 	Due Wednesday <ul style="list-style-type: none"> Grammar Practice 2 Due Sunday <ul style="list-style-type: none"> Class Discussion of “Mother Tongue, Essay 2 Outline
Week 4	<ul style="list-style-type: none"> Work on Community Literacy Narrative 	Due Wednesday <ul style="list-style-type: none"> Grammar Practice 3 Due Sunday <ul style="list-style-type: none"> Essay 2: Community Narrative Essay Meeting 2 Unit 2 Survey
Unit 3 Developing Proficiency in Standard Writing Conventions		

Week 5	<ul style="list-style-type: none"> • Overview of Unit 3 • Effective writing strategies 	Due Wednesday <ul style="list-style-type: none"> • Grammar Practice 4 Due Sunday <ul style="list-style-type: none"> • Class Discussion of “The Writing Ass Lives” by Anya Kamenetz • Essay 3 Outline
Week 6	<ul style="list-style-type: none"> • Work on Success Roadmap • Preview Reflection Portfolio 	Due Wednesday <ul style="list-style-type: none"> • Grammar Practice 5 Due Sunday <ul style="list-style-type: none"> • Essay 3: Success Roadmap • Unit 3 Survey • Meeting 3
Unit 4 Reflection Portfolio		
Week 7	<ul style="list-style-type: none"> • Work on Reflection Portfolio 	Due Friday <ul style="list-style-type: none"> • Self-Assessment • Reflection Essay • Exit Survey

GRADING

In this course, you will not receive a letter grade. Rather, you will be evaluated as “TSI Complete” (Pass) or “TSI Incomplete” (Fail). Furthermore, this course will employ a labor contract, which assesses you on the quality of your efforts and your overall growth in the course. Thus, your grade in this course depends on your efforts to meet deadlines and fulfill expectations, as well as demonstrated improvement as a writer and reader.

To pass the course and become “TSI Complete,” you will be evaluated on three criteria: **Class Participation**, **Completion of Assignments and Tasks**, and **Demonstrated Growth**. The grading contract in Canvas provides more detail regarding expectations for

meeting a passing assessment for each grading criteria. Your final grade will be calculated upon submitting the Reflection Portfolio in Unit 4.

COURSE POLICIES

Canvas

All your assignments will be submitted to Canvas. If you cannot log into Canvas, contact the **Office of Digital Learning** via phone at **903-566-6200** or via e-mail at canvas@uttyler.edu. You may have difficulty viewing feedback on your assignments in Canvas if using a cell phone—you'll need to use a laptop or PC to view all feedback in Canvas without problems.

Course Contacts

If you have a concern about the course, contact Dr. King at skylerking@uttyler.edu.

Use of Artificial Intelligence

I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Note: UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

[Student Resources](#)

[University Policies and Information](#)