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Description automatically generated**INRW 0302.001 - Integrated Reading & Writing II** **F2F**

**TTR 8:00 AM - 9:20 AM**

**Course Syllabus:** Spring 2024



***“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”***

**Instructor: Hannah Bolt**

**Office:** By TEAMS appointment only

**Phone:** Call via TEAMS

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| --- | --- | --- | --- | --- | --- | --- |
| **Office**  **Hours** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Online** |
| By TEAMS appointment | By TEAMS appointment | By TEAMS appointment | By TEAMS appointment | By TEAMS appointment | By TEAMS appointment |

***This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.***

*Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.*

**Course Description:** No college credit.

Lecture/Lab/Clinical: Three hours of lecture each week.

Prerequisite(s): INRW 0301 or TSI placement.

This course is designed to develop students’ critical reading and academic writing skills necessary for success in college-level academic work. Instruction will focus on applying critical reading skills for organizing, analyzing, and retaining material, and length of assignment. The course integrates fundamental reading skills with foundational skills in writing by developing a variety of academic essays. This course fulfills TSI requirements for reading and writing.

**Prerequisite(s):** None.

# Student Learning Outcomes: Upon successful completion of this course, students will:

# 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 advances 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 the 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.

# Evaluation/Grading Policy:

# Graded assignments will be returned within one week of the due date. Grades can also be accessed in the Blackboard grade center.

# Late work may be accepted only at the instructor’s discretion. (In the *rare* *circumstances* where late work is accepted, a minimum of 25 points will be automatically deducted, though more may be deducted at the instructor’s discretion.)

# All written assignments must be submitted through Turn It In or via Blackboard as noted within the assignment.

# All work is expected to be original and that of the student and no other. Plagiarism will not be tolerated and the college policy will be strictly administered. Written assignments may not be re-used if they have been previously submitted in this or another course.

# The use of AI-generated work is not acceptable as it is not written by the student. Submission of work that is AI-generated (in whole or in part) will result in penalties such as the loss of points or refusal to accept the work at all.

**Grade Distribution Course Grade**

**90 and above A**

**80-89 B**

**70-79 C**

**60-69 D**

**60 and Below F**

# Your assignments will be evaluated using the following point values:

# Three final draft essay assignments 30%

# Four peer review/essay rough draft assignments 15%

# Mini-assignments (reading and writing) assigned in class 10%

# Seven discussion posts and responses 10%

# Works cited assignment, topic, and thesis assignment 10%

# Group participation, syllabus acknowledgment, and attendance 5%

# Final research essay 20%

# Total: 100%

# Assignments will be graded within one week of receipt or before your next assignment is due. Your essays will be graded holistically based on a scoring rubric.

# Required Instructional Materials: Textbook, wide-ruled composition or spiral-bound notebook, pens/pencils, and flash drive.

**Textbook:** *The Bedford Reader,* 14th Edition (Kennedy, et al) **ISBN Number:** 9781319221485

# Optional Instructional Materials: None.

# Minimum Technology Requirements: None.

**Required Computer Literacy Skills**:

1. The ability to properly use email, attach documents to email, as well as open, download, and save attachments.

2. The ability to properly use a word processing application.

3. The ability to print an electronic file from a printer.

4. The ability to properly submit files in the Blackboard assignment window.

5. The ability to save documents in an electronic form other than a computer’s hard drive (e.g. flash drive or cloud storage).

6. The ability to properly search for and locate information on the Internet.

# Course Structure and Overview: The course will be a mix of face-to-face lectures with assignments being in class and online via Blackboard.

# Communications: Conscientious and timely completion of assignments is essential for success in this writing course. The assignments and due dates are in the syllabus, in the printable assignment calendar, and on the Blackboard Course Calendar link. You can also view assignment reminders in the *Announcements* button, where I will post our weekly agenda.

# Assignments are graded and returned within a week of receipt. Essays are also graded within one week following the due date with the exception of the final exam which is graded more promptly in order to accommodate the Registrar’s guidelines and the campus policies.

# All uploaded assignments must be typed in MLA format, saved as .doc, .docx, .rtf (rich text format), or .pdf and submitted as attachments unless otherwise stated. (See learning modules for reading assignments, adaptive learning assignments, discussions, and writing assignments. Specific instructions for each essay are posted in the learning modules.) All due dates are posted on the course calendar.

**You are *required* to check your NTCC student email no less than every other day.** This is the formal communication method for this course. **Messages sent via Blackboard or personal email addresses will not be answered.  You are *required* to download and use TEAMS for class communication.** I highly suggest you maintain NTCC email and TEAMS on a mobile device or phone you regularly use.

# Institutional/Course Policy Students are expected to attend each class. Late work is not accepted. The course is built with plenty of opportunities to earn points. All students are expected to arrive to class on time with materials needed to complete the assignments.

**Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements**

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be

necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule.  It is the responsibility of the student to monitor NTCC’s website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid).  Should this be the case, every effort will be made to continue instruction in an alternative delivery format.  Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

# NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

# ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website[.](http://www.ntcc.edu/index.php?module=Pagesetter&func=viewpub&tid=111&pid=1)

# Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered “eligible students.” In essence, a parent has no legal right to obtain information concerning the child’s college records without the written consent of the student. In compliance with FERPA, information classified as “directory information” may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student’s name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Tentative Course Timeline (\*note\* instructor reserves the right to make adjustments to this timeline at any point in the term):**

INRW 0302 – Spring 2024 Assignment Calendar

Assignments are due by 11:59 pm on the due date. No assignment will be accepted for course credit after midnight on the course end date.

**MODULE 1 Chapters 1, 2, 3 and 4**

Chapter 1

1/16 – 1/21 **Tuesday**

* + - First day of class, introductions
    - Read course syllabus & *complete acknowledgment assignment*
    - Begin Chapter 1, pg 10 -11
    - **Assigned reading: “Disability” by Nancy Mairs (pg 12-15)**

**Thursday**

* + - Discuss **“Disability” by Nancy Mairs** & how to annotate a text
    - Lecture pages 15-21 content and MLA format
    - **Make initial Chapter 1 discussion post Due by 11:59 PM**

**Sunday**

* + - **Discussion Peer Responses Due by 11:59 pm**

1/23 – 1/28 **Tuesday**

* + - Finish lecture on pages 15-21 content and MLA format
    - *Text Analysis Practice in class* - YouTube Video & The Eagle Newspaper
    - **Assigned reading:** **“I Have a Dream” by Martin Luther King Jr.**
    - Assign Text Analysis of “I Have a Dream”

**Thursday**

* + - Lecture pages 22-25 content (end Chapter 1)
    - *Visual Analysis Practice in class* – photo prompt
    - Assign Visual Analysis of photo

**Sunday**

* + - **Author’s Purpose “I Have a Dream” Assignment Due by 11:59 p.m.**
    - **Visual Analysis Assignment Due by 11:59 p.m.**

Chapter 2

1/30 – 2/4 **Tuesday**

* + - Lecture pages 27-37
    - *Thesis Statement Practice in class* - review video
    - Assign Thesis Statement Practice

**Thursday**

* + - Finish lecturing pages 27-37 (end Chapter 2)
    - In-class writing workshop with Thesis Statement practice
    - **Complete initial Chapter 2 discussion post Due by 11:59 PM**

**Sunday**

* + - **Discussion Peer Responses Due** **by 11:59 p.m.**
    - **Thesis Statement Practice Assignment Due by 11:59 p.m.**

Chapter 3 & 4 Revising and Editing

2/6 – 2/11 **Tuesday**

* + - Begin Chapter 3 & 4 pg
    - *Sentence structure review in class* - Fragments and run-on sentences
    - Assign Revision and Editing Handout

**Thursday**

* + - *Sentence structure review* - Sentence Patterns
    - Finish Revision and Editing Handout
    - **Complete initial Chapter 3 & 4 discussion post Due by 11:59 PM**

**Sunday**

* + - **Discussion Peer Responses Due by 11:59 p.m.**
    - **Revision and Editing Handout due by 11:59 p.m.**

**MODULE 2 Chapter 5**

Chapter 5 Narrative Writing

2/13 – 2/18 **Tuesday**

* Begin Chapter 5 pg
  + - **Assigned reading:** **“Fish Cheeks” by Amy Tan pg 89-91**
    - Answer questions on *Meaning, Writing Strategy, and Language* **Thursday**
    - Review requirements for Narrative Essay Assignment and pages 71-73
    - Assign and begin writing Narrative Essay in class
    - **Complete initial Chapter 5 discussion post Due by 11:59 PM**

**Sunday**

* + - **Discussion Peer Responses Due by 11:59 p.m.**
    - **Questions on Meaning, Writing Strategy, and Language Due by 11:59 p.m.**
    - **Start writing Narrative Essay rough draft**

2/20 – 2/25 **Tuesday**

* + - Rough drafts due in class
    - **PEER REVIEWS** of Narrative Essay due in class

**Thursday**

* + - **Writing Workshop:** editing Narrative Essay
    - Start Chapter 6 if time permits

**Sunday**

* + - **Final Narrative Essay Due by 11:59 p.m.**

**MODULE 3 Chapter 6**

Chapter 6 Descriptive Writing

2/27 – 3/3 **Tuesday**

* + - Begin Chapter 6 pg
    - Lecture on descriptive writing and sensory language
    - **Assigned reading:**  **“My Summer of Scooping Ice Cream” by Shonda Rhimes pg. 131-134**
    - Answer questions on *Meaning, Writing Strategy, and Language*

**Thursday**

* + - Review requirements for Descriptive Essay Assignment
    - Assign and begin writing Descriptive Essay in class
    - **Complete initial Chapter 6 discussion post Due by 11:59 PM**

**Sunday**

* + - **Discussion Peer Responses Due by 11:59 p.m.**
    - **Questions on Meaning, Writing Strategy, and Language Due by 11:59 p.m.**
    - **Start writing Descriptive Essay rough draft**

3/5 – 3/10 **Tuesday**

* + - Rough drafts due in class
    - **PEER REVIEWS** of Descriptive Essay due in class

**Thursday**

* + - **Writing Workshop:** editing Descriptive Essay

**Sunday**

* + - **Descriptive Essay due by 11:59 pm**

**3/11 – 3/17: SPRING BREAK**

**NO CLASS THIS WEEK**

**MODULE 4 Chapter 8**

Chapter 8 Compare and Contrast

3/19 – 3/24 **Tuesday**

* + - Begin Chapter 8 pg. 215-223
    - Review compare and contrast writing format and requirements.
    - Assign and begin working on Compare and Contrast Essay

**Thursday**

* + - **Assigned reading: “*Neat People vs Sloppy People”* pgs. 224-226**
    - Answer questions on *Meaning, Writing Strategy, and Language*
    - **Complete initial Chapter 8 discussion post Due by 11:59 PM**

**Sunday**

* + - **Discussion Peer Responses Due by 11:59 p.m.**
    - **Questions on Meaning, Writing Strategy, and Language Due by 11:59 p.m.**
    - **Start writing Compare and Contrast Essay rough draft**

3/26 – 3/31 **Tuesday**

* + - Rough drafts due in class
    - **PEER REVIEWS** of Compare and Contrast Essay due in class

**Thursday**

* + - **Writing Workshop:** editing Compare and Contrast Essay

**Sunday**

* + - **Compare and Contrast Essay due by 11:59 pm**

**MODULE 5 Chapter 14**

Chapter 14 Argument and Persuasion

4/2– 4/7 **Tuesday**

* + - Begin Chapter 14 pg
    - Review requirements for Argumentative Essay Assignment

**Thursday**

* + - **Assigned reading: “What I Learned From Executing Two Men” by Semon Frank Thompson pg 542-546**
    - **Assigned reading: “How the Death Penalty Saves Lives” by David B. Mulhausen pg 538-540**
    - Answer questions on *Meaning, Writing Strategy, and Language* in-class discussion
    - Assign Investigating Objective Information Assignment: “*Is Capital Punishment Morally Defensible?”-* begin in-class writing
    - **Complete initial Chapter 14 discussion post Due by 11:59 p.m.**

**Sunday**

* + - **Discussion Peer Responses Due by 11:59 p.m.**
    - **Questions on Meaning, Writing Strategy, and Language Due by 11:59 p.m.**
    - **Start writing “*Is Capital Punishment Morally Defensible?”***

4/9 – 4/14 **Tuesday**

* + - Argument Essay topic approval-in class
    - Continue “*Is Capital Punishment Morally Defensible?”* assignmen*t* in-class

**Thursday**

* + - **Library tour (credible sources and research)**

**Sunday**

* + - **“*Is Capital Punishment Morally Defensible*?” writing assignment Due by 11:59 p.m.**

4/16 – 4/21 **Tuesday**

* + - Lecture: properly integrating evidence/quotes/in-text citations
    - Three sources for final paper **Due by 11:59 p.m.**

**Thursday**

* + - Lecture: credible sources
    - Assign credible sources

**Sunday**

* + - **Credible sources assignment due by 11:59 pm**

4/23 – 4/28 **Tuesday**

* + - Works Cited Practice Assignment

**Thursday**

* + - Works Cited Practice Assignment

**Sunday**

* + - **Works Cited Practice Assignment Due by 11:59 p.m.**

**FINALS 5/3- 5/9**

4/30 – 5/5 **Tuesday**

* + - Rough drafts due in class
    - **PEER REVIEWS** of Argument Essay due in class

**Thursday**

* + - **Writing Workshop:** editing Argument Essay
    - **LAST DAY OF CLASS**

**Sunday**

* + - **Argument Final Draft Essay Due by 11:59 p.m. (no late work will be accepted)**