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Description automatically generated**INRW 0302.002 - Integrated Reading & Writing II** **F2F**

**TTh 9:30 – 10:50 AM**

**Course Syllabus:** Fall 2025

**Location:** University Health Science (UHS) Building #149



***“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

**Email:** hbolt@ntcc.edu

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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.

# Required Instructional Materials: Textbook (e-book provided), computer/laptop, internet access.

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

# (Free use of the **library computers** is available to all students. Additionally, **laptop kiosks** are available all over campus for you to borrow from for a few days. **Free wifi** is available on campus as well.)

# Optional Instructional Materials: Wide-ruled composition or spiral-bound notebook, pens/pencils, and flash drive.

# Minimum Technology Requirements: Laptop, reliable internet access.

# 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.

Institutional/Course Policy Students are expected to attend each class. Late work is generally 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.

# Evaluation/Grading Policy:

* Graded assignments will be returned within one week of the due date. Grades can be accessed in the Blackboard grade center or by clicking on the assignment itself.
* 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/department’s 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. Students *can and will* fail due to repeated offenses.**
  + It is important to mention that some students often will try to use **translator tools/programs online** to help them with their essays if English is not their first language. Unfortunately, these translation programs usually trigger the AI tool the school uses to check for AI use because it cannot tell the difference. **If you are an international/English-Second-Language student, please DO NOT use translator tools/programs for your assignments.** Because our program cannot tell the difference between regular AI and translator apps, I have to treat it as though it is normal AI use. The same AI use penalties will still apply to you, even if you just used a translator tool.
  + If an essay is flagged as having AI-generated content, points will be deducted as follows:

0-19% - No penalty

20-39% - One half of the percentage in points (30% = 15 point deduction)

40% - Automatic grade of 0 (and if it is a rough draft, a new essay must be submitted for the final draft version)

**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%

Discussion posts and responses 10%

Group participation, syllabus acknowledgment, and attendance 5%

Topic selection/Thesis, Works Cited, and Outline assignment 10%

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.**

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.

# Attendance/Participation Policy:

* Regularly attending/participating in class is vital for learning and developing an understanding of the material. If a student does not attend/participate, that student will not be successful in the course. However, we all have a life outside of the classroom, so it is understood that not everyone will always be able to attend every single class period.
  + If a student must miss class for any reason, the student is fully responsible for contacting their instructor *before class* to inform them that they will not be attending.
  + Showing up to class more than 10 minutes past class start time **will result in being marked “Late.”**
  + The only cases where a student can receive an **“Excused Absence”** are in cases of **Student Athletic Events**, **Illness,** and **Funerals**. In these cases, the student is responsible for informing the instructor ahead of time (before class or further ahead if possible).
    - In cases of **Student athletic events**, the student must notify the instructor ahead of time through email, including their coach in the email.
    - In cases of **Illness**, a doctor’s note must be sent to the instructor within a day of the missed class for an excuse.
    - In cases of **Funerals**, the student must present a program or some piece of evidence of attendance to receive an excused absence.
    - **Failure to do so will result in being marked “Absent.”**
* Even if the student receives an excused absence, that student is still fully responsible for catching up on missed material and turning in any work that is due. **Excusal of attendance is not the excusal of assignments!**

# Late Work Policy:

* Any and all late work accepted will incur **a minimum of a 25 point deduction**, though more may be deducted as the instructor sees fit. Accepting late work is fully the instructor’s choice, and is not guaranteed.
* **Rough Drafts** and **Peer Reviews** for essays **will *NOT* be accepted late under any circumstances.** This is the one case I will never accept late work.
* **Final Drafts** for our four major essays **may receive a** **24 hour grace period** from the due date at the instructor’s discretion. The essay must be emailed to the instructor before the newly extended deadline.
* **Other late/missing small assignments may only be accepted at the instructor’s discretion.**
  + Forgetting there was an assignment due is not an excuse. You will have an entire week or more to complete homework assignments, so do not wait until the last-minute to submit items.
  + Not having internet connection is not an excuse. If your internet goes out, find a way to get to a place with wi-fi. This issue can be avoided by starting your work earlier and not waiting until the last-minute to turn things in.
  + Not understanding the assignment is not an excuse. I am available to answer your questions during business hours all week long—if you do not ask for help, I cannot help you.
  + In cases of **funerals**, some smaller assignments can potentially be extended. In order to receive the extension, the student **MUST** notify the instructor of the funeral date and formally **request an extension** on the assignment through student email. (The funeral extension will only be granted if the funeral falls **within 1 day** of the assignment deadline. Failure to complete the assignment within the new given deadline will result in a zero. Failure to present the proof of attendance to the funeral will result in a zero.)
* **Discussion Boards will remain open until the end of the semester.** I will always accept late work for these. If you missed a discussion or some responses, you are always welcome to go back and complete it for partial credit.

# Communications: Diligent 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**.

**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 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.

**You are required to check your Course Announcements in Blackboard for any announcements.** This is where I will post weekly assignment updates, any major changes or cancellations, and reminders. If you do not check this, you will miss important information.

**Communications Etiquette**: When communicating with your instructor, whether through email or TEAMS, it is important to address your instructor properly.

* Address me as “Mrs. Bolt,” “Miss Hannah,” or “ma’am.” Anything else is not acceptable.
* Do not use slang words or texting language, as this is unprofessional. (For example, “finna, gonna, wanna, u” etc…) To the best of your ability, use proper grammar, spelling, and punctuation.
* Do not use emojis, emoticons, or GIFs when reaching out. This is inappropriate and unprofessional.
* Do not spam. If I do not respond to your message immediately, I am likely busy. Do not spam with multiple messages back-to-back if it takes me a little while to respond. I always make a point to respond to students within 24 hours (during the work week), so patience is appreciated.
* Do not expect responses on weekends (Saturday-Sunday) or after business hours (5:00pm – 8:00am). You are more than welcome to message or email during that time, but I will not respond until the next business day.

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):**

TTh INRW 0302 – Fall 2025 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.

**Week #1: (8/26 – 9/1) Module 1, Chapter 1**

Tuesday 8/26

* First day of class, introductions
* Tutorial on Blackboard and read syllabus
* Begin Chapter 1, pg 10 -11
* **Syllabus Acknowledgment due by 11:59 PM**

Thursday 8/28

* Chapter 1, pg 15-21
* **Assigned reading: “Disability” by Nancy Mairs (pg 12-15)**
  + Discuss “Disability” by Nancy Mairs & how to annotate a text
* **Assigned reading: “I Have a Dream” by Martin Luther King Jr.**
  + Assign Text Analysis of “I Have a Dream”

Saturday 8/30

* **Introduction Discussion Post due by 11:59 PM**

Monday 9/1

* **Introduction Discussion Post responses due by 11:59 PM**
* **I Have A Dream assignment due by 11:59 PM**

**Week #2 (9/2 – 9/8): Module 1 continued**

Tuesday 9/2

* Lecture pages 22-25 content (end Chapter 1)

Thursday 9/4

* Visual Analysis Practice in class – photo prompt
  + Assign Visual Analysis of photo in-class

Saturday 9/6

* **Discussion 1 initial post due by 11:59 PM**

Monday 9/8

* **Discussion Post 1 responses due by 11:59 PM**
* **Visual Analysis Assignment due by 11:59 PM**

**Week #3 (9/9 – 9/15): Module 1, Chapter 2**

Tuesday 9/9

* Begin Chapter 2
* Lecture pages 27-37

Thursday 9/11

* Thesis Statement Practice in class - review video
  + Assign Thesis Statement Practice assignment
* In-class writing workshop with Thesis Statement practice

Saturday 9/13

* **Discussion 2 initial post due by 11:59 PM**

Monday 9/15

* **Discussion 2 responses due by 11:59 PM**
* **Thesis Statement Practice Assignment Due by 11:59 p.m.**

**Week #4 (9/16 – 9/22): Module 1, Chapters 3-4**

Tuesday 9/16

* Begin Chapters 3-4
* Sentence structure review in class - Fragments and run-on sentences
  + Assign Revision and Editing Assignment

Thursday 9/18

* Sentence structure review - Sentence Patterns
  + Finish Revision and Editing Assignment

Saturday 9/20

* **Discussion 3 initial post due by 11:59 PM**

Monday 9/22

* **Discussion 3 responses due by 11:59 PM**
* **Revision and Editing Assignment due by 11:59 p.m.**

**Week #5 (9/23 - 9/29): Module 2, Chapter 5**

Tuesday 9/23

* Begin Chapter 5
* **Assigned reading: “Fish Cheeks” by Amy Tan pg 89-91**
  + Answer questions on *Meaning, Writing Strategy, and Language*

Thursday 9/25

* Review requirements for Narrative Essay Assignment and pages 71-73
  + Assign and begin writing Narrative Essay in class

Saturday 9/27

* **Discussion 4 initial post Due by 11:59 PM**

Monday 9/29

* **Discussion 4 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

**Week #6 (9/30 – 10/6): Narrative Essay**

Tuesday 9/30

* Rough Drafts due in class **by 10:00 AM**
* Peer Reviews of Narrative Essay due in class **by 10:50 AM**.

Thursday 10/2

* **Writing Workshop:** Editing the Narrative Essay rough draft

Saturday 10/4

* Continue Editing/Revising Rough Draft

Monday 10/6

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

**Week #7 (10/7 – 10/13): Module 3, Chapter 6**

Tuesday 10/7

* Begin Chapter 6
* 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 10/9

* Review requirements for Descriptive Essay Assignment
  + Assign and begin writing Descriptive Essay in class

Saturday 10/11

* Begin Writing Descriptive Essay Rough Draft
* **Discussion 5 initial post Due by 11:59 PM**

Monday 10/13

* **Discussion 5 Responses Due by 11:59 p.m.**
* **Questions on *Meaning, Writing Strategy, and Language* Due by 11:59 p.m.**
* Continue writing Descriptive Essay rough draft

**Week #8 (10/14 – 10/20): Descriptive Essay**

Tuesday 10/14

* Rough Drafts **due in class** **by 10:00 AM**
* Peer Reviews of Descriptive Essay **due in class** **by 10:50 AM**.

Thursday 10/16

* **Writing Workshop:** Editing the Descriptive Essay rough draft

Saturday 10/18

* Continue Editing/Revising rough draft

Monday 10/20

* **Descriptive Essay Final Draft due by 11:59 PM**

**Week #9 (10/21 – 10/27): Module 4, Chapter 8**

Tuesday 10/21

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

Thursday 10/23

* **Assigned reading: “Neat People vs Sloppy People” pgs. 224-226**
  + Answer questions on *Meaning, Writing Strategy, and Language*

Saturday 10/25

* **Discussion 6 initial post Due by 11:59 PM**

Monday 10/27

* **Discussion 6 Responses Due by 11:59 p.m.**
* **Questions on *Meaning, Writing Strategy, and Language* Due by 11:59 p.m.**
* Start writing Comparison and Contrast Essay rough draft

**Week #10 (10/28 – 11/3): Comparison and Contrast Essay**

Tuesday 10/28

* Rough Drafts **due in class** **by 10:00 AM**
* Peer Reviews of Comparison and Contrast Essay **due in class** **by 10:50 AM**.

Thursday 10/30

* **Writing Workshop:** Editing the Comparison and Contrast Essay rough draft

Saturday 11/1

* Continue editing Comparison and Contrast rough draft

Monday 11/3

* **Comparison and Contrast Essay Final Draft due by 11:59 PM**

**Week #11 (11/4 – 11/10): Module 5, Chapter 14**

Tuesday 11/4

* Begin Chapter 14
* Review requirements for Argument Essay Assignment
  + Assign Argument Essay
  + Discuss Topic Selection/Thesis Statement assignment

Thursday 11/6

* **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*

Saturday 11/8

* **Discussion 7 initial post Due by 11:59 PM**

Monday 11/10

* **Discussion 7 Responses Due by 11:59 p.m.**
* **Questions on *Meaning, Writing Strategy, and Language* Due by 11:59 p.m.**
* **Topic Selection/Thesis Statement due by 11:59 PM**

**Week #12 (11/11 – 11/17): Module 5, Chapter 16**

Tuesday 11/11

* Argument Essay thesis/topic approval discussion in-class
* MLA format tutorial
* Works Cited assignment discussion
  + Assign Works Cited

Thursday 11/13

* Library Database Tour (credible sources and research)
  + Continue Works Cited assignment

Saturday 11/15

* Continue your research for Argument Essay
* Continue Works Cited assignment

Monday 11/17

* **Works Cited assignment Due by 11:59 p.m.**

**Week #13 (11/18 – 11/24): Module 5, Chapter 16**

Tuesday 11/18

* Chapter 16
* Lecture: properly integrating evidence/quotes/in-text citations

Thursday 11/20

* Lecture: credible sources
  + Assign credible sources in-class

Saturday 11/22

* Continue Credible Sources assignment

Monday 11/24

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

**Week #14 (11/25 – 12/1): Module 5, Chapter 16**

Tuesday 11/25

* Essay Outline assignment discussion
  + Assign Essay Outline
* Review requirements for Argument Essay
  + Begin drafting Argument Essay over break

Thursday 11/26 – 11/28 THANKSGIVING BREAK (NO CLASS!!)

Monday 12/1

* **Essay Outline Assignment due by 11:59 PM**
* Continue Writing Argument Essay

**Week #15 (12/2 – 12/8): Argument Essay**

Tuesday 12/2

* Rough Drafts **due in class** **by 10:00 AM**
* Peer Reviews of Comparison and Contrast Essay **due in class** **by 10:50 AM**.

Thursday 12/4

* **Writing Workshop:** Editing the Comparison and Contrast Essay rough draft
* ***LAST DAY OF CLASS! (Christmas cookie party!)***

Saturday 12/6

* Continue Editing/Revising rough draft

Monday 12/8

* **Argument Essay Final Draft due by 11:59 PM (late work will not be accepted!)**

**Week #16 (12/9 – 12/12): FINALS WEEK (NO CLASS for INRW 0302!!)**

**MERRY CHRISTMAS!!**