**INRW0311.001****MW In-Person**

**Course Syllabus:** Spring 2021



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

**Instructor: Brandon Pettey**

**Office:** N/A

**Phone:** Cell 903-336-0542

**Email:** bpettey@ntcc.edu

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| **Office** **Hours** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Online** |
| Online by appointment. | Online by appointment. | Online by appointment. | Online by appointment. | Online by appointment. | Online by 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:** Three Credit Hours

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 the 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.  The student may try and retake the TSI at any point in the semester.  He or she must bring the test score to the professor.

**Prerequisite(s):** None.

# Student Learning Outcomes: From the Texas ACGM, upon successful completion of this course, students will be able to:

# Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

# Comprehend and use vocabulary effectively in oral communication, reading, and writing.  Identify and analyze the audience, purpose, and message across a variety of texts.

# Describe and apply insights gained from the reading and writing a variety of texts.

# 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.

# Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

# 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.

# Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

# Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.

# Recognize and apply the conventions of standard English in reading writing.

# Evaluation/Grading Policy:

# Peer-Review and Reflections:   60%

# Weekly Assignments: 30%

# Journals and Participation: 10%

# Required Instructional Materials: All materials can be found in Blackboard.

# Optional Instructional Materials: None.

# Minimum Technology Requirements: Microsoft Office Suite.

**Required Computer Literacy Skills**: Word processing and multi-media presentation.

# Course Structure and Overview: This course meets face-to-face. However, most assignments will be submitted online. This course is designed to be a co-requisite with English 1301. You will be required to bring English 1301 assignments to INRW 0311.

# Communications: E-mails will be returned in forty-eight hours.

# Institutional/Course Policy: Students are expected to log-in to Blackboard and complete all 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):** Spring INRW 0311  Schedule

Note: Most assignments will be due Sundays by midnight.

INRW 0311 Tentative Course Calendar

Week 1- Class introduction, parts of speech, basic sentence types.

Week 2- Introduction to MLA Format and paragraph practice.

Week 3- Introduction to author’s purpose. Begin reader response.

Week 4- Narrative and Descriptive paragraphs (emphasis on word choices). First peer-review in class.

Week 5- Reader Response to newspaper columns. Introduce claims with supportive reasoning.

Week 6- Short answer replies. Second peer-review in class.

Week 7- What is good research? First, second, and third person.

Week 8- Annotating. Writing summaries from annotation.

Week 9- Summary VS Paraphrase. Including and analyzing direct quotes.

Week 10- Writing thesis statements. Peer-review three.

Week 11- Analyzing and annotating reviews.\

Week 12- Argumentative thesis statements. Unity and parallelism.

Week 13- Reader response to argument. How to research. Interpreting evidence.

Week 14- Counter argument.

Week 15- Creating Presentations. Peer-review four.

Week 16- In class student response.