



# INRW0302-003-TR Integrated Reading and Writing II

Course Syllabus: Spring 2022

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

**Instructor: Jennifer Myers**

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1:30-5:30 p.m.	1:30-5:30 p.m.	1:30-5:30 p.m.	1:30-5:30 p.m.	By Appointment	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:** 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):** INRW 0301 or TSI placement.

**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 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 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 one week from the due date. Grades can also be accessed in the Blackboard grade center.
- Late work **will not be accepted**.
- Extra credit is not provided.
- 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 used if they have been previously submitted in another course.

<u>Grade Distribution</u>	<u>Course Grade</u>
90 and above	A
80-89	B
70-79	C
60-69	D
60 and Below	F

**Required Instructional Materials:** Textbook, Wide-ruled composition notebook, Folder with pockets and brads, wide-ruled paper, writing utensil, and flash drive

Publisher: *The Bedford Reader, 14<sup>th</sup> 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, open, download and save attachments.
2. The ability to properly use a word processing application.
3. The ability to print an electronic file to 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 lecture with assignments being in class and online via Blackboard.

**Communications:** The preferred method of communication for this course is via NTCC email. All emails will be responded to within 24 hours. Please do not send emails from your personal email accounts as I will not respond to them per the college policy.

**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 assignment.

**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.

**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 2022 Assignment Calendar

Assignments are due by midnight on the due date (Monday-Sunday). 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

1/17 – 1/23 Thursday

- First day of class
- Read course syllabus and **complete acknowledgement assignment**
- Begin reading Chapter 1 pages 9-22
- Make initial Chapter 1 discussion post
- Lecture pages 9-22 content and MLA format

1/24 – 1/30 Thursday

- Finish lecture on pages 9-22 content
- Text Analysis Practice in class-You Tube Video & The Eagle Newspaper
- Assign Text Analysis Independent Analysis-Due Sunday
- Lecture pages 23-26 content
- Visual Analysis Practice in class
- Assign Visual Analysis Independent Analysis-Due Sunday

Sunday

- **Author's Purpose "I Have a Dream" Assignment Due by 11:59 p.m.**
- **Visual Analysis Assignment Due by 11:59 p.m.**
- **Discussion Post and Peer Responses Due**

#### Chapter 2

1/31 – 2/6 Thursday

- Read and lecture pages 31-38
- Thesis Practice-review handout for practice
- Begin Pretest Assignment for Revision and Editing Handout
- Complete initial discussion post-Chapter 2
- Complete Pretest Assignment for Revision and Editing Handout

Sunday

- **Discussion Post and Peer Responses Due by 11:59 p.m.**

#### Chapter 3 & 4 Revising and Editing

2/7 – 2/13 Thursday

- Lecture pages 41-48
- Sentence structure review-Fragments and run-on sentences
- Complete initial discussion post-Chapter 3 & 4
- Assign Chapter Two of Revision and Editing Handout-Due 2/13
- Sentence structure review-Sentence Patterns
- **Finish Chapter Two of Revision and Editing Handout-Due 2/13**

Sunday

- **Discussion Post and Peer Responses Due by 11:59 p.m.**
- **Chapter Two of Revision and Editing Handout Due by 11:59 p.m.**

## MODULE 2 Chapter 5

### Chapter 5 Narrative Writing

2/14-2/20 Thursday

- Lecture pages 65-73
- Complete initial discussion post-Chapter 5
- Read sample narrative essay page 77-79 “Fish Cheeks”
- Answer questions on Writing Meaning, Strategy, and Language Pg. 79

Sunday

- **Discussion Post and Peer Responses Due by 11:59 p.m.**
- **Narrative Chapter Questions Pg. 79 Due by 11:59 p.m.**

2/21-2/27 Thursday

- Review requirements for Narrative Essay Assignment and pages 71-73
- Begin writing Narrative Essay in class
- Peer review of Narrative Essay

Sunday

- **Discussion Post and Peer Responses Due by 11:59 p.m.**
- **Narrative Essay Due by 11:59 p.m.**

## MODULE 3 Chapter 6

### Chapter 6 Descriptive Writing

2/28-3/06 Thursday

- Read pages 119-123 of textbook
- Lecture on descriptive writing and sensory language
- Complete initial discussion post-Chapter 6
- Read “Impatiently Waiting on the Horror of Death” pg. 131-137
- Answer questions on Writing Meaning, Strategy, and Language (omit question 3 in language set).

Sunday

- **Discussion Post and Peer Responses Due by 11:59 p.m.**
- **Questions on Writing Meaning, Strategy, and Language Due by 11:59 p.m.**

## MODULE 4 Chapter 8

### Chapter 8 Compare and Contrast

3/07-3/13 Thursday

- Revising and Editing Workbook pgs. 21-29, exercise 1-3 orally in class
- Complete initial discussion post-Chapter 8
- Assign Revising and Editing Lesson 2 exercises 4-6 assignment

Sunday

- **Discussion Post and Peer Responses Due by 11:59 p.m.**
- **Revising and Editing Workbook Lesson 2, Exercises 4-6 Due by 11:59 p.m.**

## SPRING BREAK MARCH 14-18 NO CLASS

3/21-3/27 Thursday

- Read *Endangered Species* and respond to questions orally in class pgs. 212-215
- Read *Neat People vs Sloppy People* pgs. 224-226
- Review compare and contrast writing format and requirements.
- Assign and begin working on Compare and Contrast Essay

Sunday

- **Compare and Contrast Essay Due by 11:59 p.m.**

3/28-4/03 Thursday

- Revising and Editing Workbook Lesson 3, pgs. 33-39 Awkward Sentences
- Complete exercise 1-3 in class
- Revising and Editing Workbook Lesson 4, pgs. 41-48. Sentence Variety
- Assign exercises 2-5

Sunday

- **Revising and Editing Workbook Sentence Variety Exercises 2-4, pgs. 41-48 Due by 11:59 p.m.**

## MODULE 5 Chapter 14

### Chapter 14 Argument and Persuasion

4/04-04/10 Thursday

- Complete initial discussion post-Chapter 14
- Read pgs. 493-510
- Answer questions on Meaning and Strategy in class discussion
- Read sample essay pgs. 526-529
- Begin in class writing assignment-Investigating Objective Information pg. 529 *Is Capital Punishment Morally Defensible*

Sunday

- **Discussion Post and Peer Responses Due by 11:59 p.m.**

4/11-04/17 Thursday

- Continue in class writing assignment-Investigating Objective Information pg. 529 *Is Capital Punishment Morally Defensible*

Sunday

- **Writing assignment Due by 11:59 p.m.**

4/18-04/24 Thursday

- Lecture-credible sources
- Work Cited and Intext Citation lecture

Sunday

4/25-05/01 Thursday

- Argument Essay topic approval-in class
- Works Cited Practice Assignment

Sunday

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

5/02-05/08 Thursday

- Editing and Revision Post-Test-in class assignment
- Work on Argument Essay in class
- LAST DAY OF CLASS

5/12 Thursday

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

