



# INRW 0311.321 – Integrated Reading and Writing – (F2F)

Course Syllabus: Fall 2023

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

**Instructor: Athena Hayes**

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1:00-2:00	1:00-2:00	1:00-2:00	1:00-2:00		Email anytime

***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.

*Prerequisite(s): None*

**Class meeting time:** TR 8:00-9:20 PM

**Room:** Humanities Building, 125

**Student Learning Outcomes:**

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

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.

## Evaluation/Grading Policy:

Participation—15%: In this course, there will be weekly lecture and in-class writing. All work done in class both as a group and individually is meant to prepare you for your major assignments, as well as teach you the SLO skills listed earlier.

- Attendance: You are allowed two unexcused absences, for which there are no penalties. After this, any unexcused absence will count against your grade. **If there are two additional unexcused absences after the first two “freebies” are used up, students will receive a 0% for their attendance grade.** An excused absence denotes a university sponsored event or a health related appointment and will not count toward this allowed total—however, any excused absence should be addressed with me in advance. As attendance is worth one-third of your participation grade and in-class writing assignments cannot be made up, **students who miss more than five class periods will be subject to failure in this course.** Any major assignments must be turned in on their regular due dates regardless of attendance—skipping class will not earn you an extension (please also reference the “Late Work” section of this syllabus in regards to this).
- Peer Reviews: For each of the three major writing assignments we will do a peer review. You will bring in either a digital or physical copy of your paper and trade it with your partner. You will write comments on your partner’s paper and then discuss your critiques together. Partners will be randomly assigned.
- Conference: Near the end of the semester you will meet with me for an individual conference to discuss your final paper and your progress in the course

Three rough drafts—15% (5% each): On peer review day at the beginning of class you will submit your rough draft electronically to Blackboard. Papers are submitted electronically not only so you receive credit, but so you receive written feedback from me. This feedback will consist of constructive criticism meant to help you make the best possible grade that you can on your final draft. Rough drafts are not weighted the same as final drafts of course, so it is okay if there are some mistakes—however, rough drafts still must meet the page and content requirements. A partial rough draft will not receive full credit.

Three major writing assignments—60% (20% each): You will be required to write four major essays in this course. You will turn in these in electronically by 11:59 PM (one minute before midnight) on their respective due dates. These essays are as follows (more detailed information can be found on their assignment sheets on Blackboard):

- Writing Assignment 1) Literacy Narrative
- Writing Assignment 2) Campus Improvement Paper
- Writing Assignment 3) Story Analysis

Final—10%: On the final class day you will write a one page, self-evaluation of your time in this course and write the goals you have for ENGL1301. You will have the entire class period to work. If you do not attend the final, you will receive a zero on the assignment.

## Grading:

A Paper (90-100): A paper of this level meets all of the assignment’s requirements and denotes key understanding of its genre and content. The writing is professional and extremely effective, with very little grammatical and formatting errors (if any at all).

B Paper (80-89): A paper of this level meets the assignment’s requirements and denotes an understanding of its genre and content. The writing is good, but may contain some minor issues in style, grammar, or formatting.

C Paper (70-79): A paper of this level meets the basic requirements of the assignment. There may be a slight misunderstanding of its genre and content. The writing is average and may contain frequent errors.

D Paper (60-69): A paper of this level barely meets the requirements of the assignment and denotes little to no understanding of its genre and content. The writing is slightly below average has frequent errors.

F Paper (0-59): A paper of this level does not meet any of the assignment’s requirements and denotes no understanding of its genre and content. The writing is below average, unprofessional, and contains frequent errors or is completely illegible.

**Required Instructional Materials:**

*Everyone's An Author With Readings (Fourth Edition)*

Publisher: New York: W. W. Norton and Company Inc., 2020. ISBN Number: 978-0-393-68086-7

Additional readings posted on Blackboard

These readings and textbook are both required and provides essential information for successful completion of this course.

**Optional Instructional Materials:**

*Rhetoric and Composition Wikibook* (Free-to-use resource. Link on Blackboard).

**Minimum Technology Requirements:**

You will need access to a computer with Microsoft Word and an internet connection to complete the writing assignments for this class. You will be typing your essays and submitting the final drafts through Turnitin assignments in Blackboard.

**Required Computer Literacy Skills:**

Blackboard Learning Management System, Microsoft Word processing, average email usage

**Course Structure and Overview:**

This is the Co-Requisite version of INRW, which means the class meets for eight weeks and is paired with an eight-week ENGL 1301 that will begin at mid-term in order to fulfill the Texas Success Initiative (TSI) requirements for college-readiness within one semester. Both courses meet twice a week for eight weeks with additional required instruction/assignments done online via the learning management system Blackboard.

**Writing Assignments:**

All of your writing assignments will have these basic requirements:

- Writing assignments, including a work cited page, must be typed in MLA format
- Use Times New Roman 12 pt. font
- Double-space
- Minimal errors in spelling, grammar, and punctuation.

Extra credit opportunities may sometimes be available during the semester, but not upon request. If you wish you increase your grade, you may go back and make further edits to a final draft of a major assignment. This can be done up to two times—either multiple times to one or two assignments, or once on two different assignments. Because it will be submitted on the final class day, this option will not be available for Writing Assignment 3.

**Late Work:**

I accept late work, but five points are removed for each day late. For example, if you turned in an assignment five days late, you would receive 25 points off and begin the paper at 75%. A late assignment is graded with the same scrutiny as an on-time assignment, so keep this in mind. Still, I encourage turning in assignments for partial credit—anything is better than a zero!

Extensions can be negotiated for reasons such as health or family related emergencies. Sometimes things happen that are completely out of our control. I understand that. Please be sure to email me promptly if an extension is ever needed. Extensions cannot be provided for Writing Assignment 4 nor the final exam.

**Reading Assignments:**

Students are expected to read all assigned material before coming to class. You will be required to respond in writing to readings both in writing and orally during class discussions.

**In-Class Policies:**

- Remember: manners matter! A large portion of our class is discussion based, so please be kind to your fellow classmates. No interrupting or shouting. We are in this class to learn how to express our opinions in a constructive, professional way.
- Bring something to write on and with *every* class period.
- Food and drinks are fine, but please clean up after yourself if you are in the classroom.
- No phones during lecture or discussion unless I explicitly state otherwise (for example, I ask you to look something up as part of a research activity or reference something in your eBook).
- No headphones during lecture or discussion.
- Do not sleep in class.

**Course Evaluations:**

Toward the end of the course, you will be asked to complete an online course evaluation. Students are encouraged to fill out an online evaluation for each of their courses. This will be your opportunity to share important feedback on each of the courses you take at NTCC and the faculty member who teaches the class. Please watch for info about the evaluation on your NTCC email account and make sure you participate in evaluating your experiences in the classroom.

**Withdrawal policy:**

It is your responsibility to drop or withdraw from a course. Failure to do so could result in receiving a failing grade for the course.

**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.

In any written paper, you are guilty of the academic offense known as plagiarism if you half-copy or copy another person's words or sentences. Plagiarism usually results in an automatic 0% for the

assignment, depending on the offense. You cannot mix another author's words with your own or copy-paste large sections of text into your paper. If you use someone else's words, phrases, or sentences, even if you are paraphrasing, you must cite the source. The majority of a paper must be your own words. As AI generated content pulls from multiple, uncredited sources that are not your own writing, any suspected AI generated work will be considered plagiarism in this course.

A similarity percentage higher than 20% is subject to discussion.

### **Eagle Assist**

At Northeast Texas Community College, we understand that students often need support that extends beyond the classroom. "Eagle Assist" is the place to start when looking for that type of assistance. Our support system is here to help you succeed in both your academic and personal growth. [www.ntcc.edu/eagleassist](http://www.ntcc.edu/eagleassist)

### **Services provided:**

- [Mental Health Counseling](#)
- [Classroom Accommodations](#)
- [Tutoring](#)
- [NTCC Care Center Food Pantry](#)
- [NTCC Care Center Hygiene Closet](#)
- [NTCC Care Center Cook Nook](#)
- [Financial Literacy](#)
- [Child Care Assistance](#)
- [Emergency Aid](#)

Can't find what you are looking for? Send us a message at [eagleassist@ntcc.edu](mailto:eagleassist@ntcc.edu)

Need writing help? Visit our Writing Center, located in Humanities 110.

More information here: <https://www.ntcc.edu/academics/tutoring>

[Mental Health Counseling Services](#) are available to all NTCC students.

- Visit the following page to make an appointment:  
<https://www.ntcc.edu/student-services/eagle-assist/counseling-wellness-center>

### **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.

### INRW Tentative Course Calendar

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

#### Week 1 (Aug. 29, 31)

Tuesday:

- Go over syllabus, how to access Blackboard, etc.
- In-class writing and discussion: Why is reading important? Why is writing important?
- Blackboard scavenger hunt activity

Thursday:

- Look at “Superman and Me” together as a class
- Lecture: how do we structure our writing? What is a paragraph?
- Compose a paragraph as a class
- Homework: Read the two chapters of *Narrative of the Life of Frederick Douglass, an American Slave* posted on Blackboard **for Tuesday**

#### Week 2 (Sept. 5, 7)

Tuesday:

- In-class writing and discussion on the reading and writing narratives
- Go over requirements for Writing Assignment 1: Literacy Narrative
- Look at “Writing a Narrative” section in your textbook as a class
- Brainstorming activity

Thursday:

- Grammar lecture and group activity
- Email etiquette
- Homework: Read “The Hoods I Have Known” **for Tuesday** and work on Writing Assignment 1.  
**Rough draft due Sept. 14**

#### Week 3 (Sept. 12, 14)

Tuesday:

- In-class writing and discussion on reading
- Look at the sentence structure section of your textbook together as a class
- Take time to work on your narrative

Thursday:

- Peer Review Day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Homework: work on your edits. **Final draft due Sept. 21**

#### Week 4 (Sept. 19, 21)

Tuesday:

- Go over common mistakes found in the rough drafts—how do we edit? Look at tips in the textbook
- Go over requirements for Writing Assignment 2: Campus Improvement Paper
- Look at chapter 13 “Arguing a Position” together as a class
- Brainstorm ideas

Thursday:

- In-class writing reflection: your first assignment and peer review
- Take time to work on both writing assignments
- Final drafts due—**turn in online no later than midnight**

- Homework: Read “The Necklace” for **Monday** and work on Writing Assignment 2. **Rough draft due Sept. 28**

#### **Week 5 (Sept. 26, 28)**

Tuesday:

- In-class writing and discussion on the reading
- Practice writing a position together based on the reading
- Take some time to work on Writing Assignment 2

Thursday:

- Peer review day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Homework: Read “The Lottery” for **Tuesday** and work on your edits. **Final draft due Oct. 5.**

#### **Week 6 (Oct. 3, 5)**

Tuesday:

- In-class writing and discussion on the reading
- Go over requirements for Writing Assignment 3: Story analysis
- Thesis statement brainstorming activity

Thursday:

- Compose analysis example together. Look at Roadmap section in Textbook as a guide.
- Use rest of the period to work on Writing Assignment 3 and finish your edits for Writing Assignment 2
- Make sure to sign up for a conference period!
- Final drafts due—**turn in online no later than midnight**
- Homework: work on writing assignment 3. **Have partial draft for your conference on Oct. 10. Have Rough draft completed by Oct. 12.**

#### **Week 7 (Oct. 10, 12)**

Tuesday:

- Conferences—no class meeting

Thursday:

- Peer review day—**Rough drafts must be submitted to Blackboard at the beginning of class. Peer reviews must be finished by the end of class.**
- Homework: work on your edits. **Final draft due Oct. 19.**

#### **Week 8 (Oct. 17, 19)**

Tuesday:

- Review and Q&A day
- Work on Writing Assignment 3

Thursday:

- Final Exam—self reflection and goals
- Final drafts due—**turn in online no later than midnight.**

**On October 23 the second 8-week classes begin. For you, ENGL 1301 will begin. Our first class day will be Tuesday, Oct. 24, at 8:00. Our classroom will change to H102.**