



0302 Integrated Reading and Writing II

Course Syllabus: Spring 2025

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	8:00-9:30 a.m.	9:30-11:00 a.m. 1:30-3:00 p.m.	8:00-9:30 a.m. 1:30-3:00 p.m.	9:30-11:00 a.m.	9-11 a.m.	

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Description: 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:** TSI placement

Student Learning Outcomes:

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

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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.

Student Evaluation:

Participation (Includes quizzes & attendance)	300 pts.	900 and above	A
Four Papers	400 pts.	800-899	B
Weekly Assignments (Includes Peer Review & Journal)	300 pts.	700-799	C
		600-699	D
Total	1000 pts	Below	F

TSI Completion: Please note that in order to fulfill TSI requirements and pass in to ENGL 1301, you must achieve a "C" or better in the course requirements. If you elect to re-test on the TSI while the class is in session and pass, please remember to contact me with your results to avoid a negative grade in the class. Testing services will not send the results to me.

Grades will be returned to the student as follows:

- Blackboard assignments within twenty-four hours of the due date.
- Papers and Presentations within one week of due date.
- Quizzes and Participation grades will usually be updated within one week, but the final total with any extra credit will be entered by finals period

Required Textbook(s) (available inclusively):

The Bedford Reader (Kennedy, et al)

Publisher: Bedford St. Martin's

ISBN Number: ISBN 978-1-319-03051-3

Optional Instructional Materials: A Flash Drive (USB) and WEPA Card are recommended.

Minimum Technology Requirements:

This course requires you to access a computer that can run Blackboard and Word.

There are basically four options:

- 1) If you have your own computer and solid internet access at home, please use your own.
- 2) If you have your own computer, but less than optimal internet access, you can bring your laptop to campus and plan to access the campus' WiFi in one of the areas available on-campus.
- 3) If you do not have your own computer, all computers available in the LRC and other campus computer labs are sufficiently equipped to complete class assignments.
- 4) Additionally, there are computer kiosks available in the SUB and BT buildings from which you can check out one of a limited number of laptops for personal use for limited periods of time.

Required Computer Literacy Skills: Basic Word Processing and Email skills

Course Structure and Overview:

This is a sixteen-week Integrated Reading and Writing course. The class meets twice a week for sixteen weeks with additional required instruction/assignments done online via the learning management system BLACKBOARD. When in the class, students will learn to compose, draft, and revise papers. Class meetings will be reserved for lecture, writing activities, and practice as well as presentations. Class participation is an essential element in this course. Each student will be expected to participate in all activities which occur in class. These activities are designed to sharpen skills and provide tools for use in this and other classes. Participation in these activities directly affects the student's grade at the end of the semester. Out of class, students are expected to complete all the readings of the required chapters, finalize all papers, and complete the weekly activities by deadline.

This course requires daily computer and internet access. You should expect to spend no less than 10 hours a week on this course. Pay close attention to deadlines for all assignments. Due dates are specified in the syllabus, repeated in each assignment folder, and posted in the classroom each class period.

Assignments:**Participation:**

This part of the course is primarily done through attendance, discussion, and completion of in-class activities, but it will also include your conferences/tutoring sessions and peer review.

Weekly & Participation Assignments:

All weekly assignments **MUST BE COMPLETED** during the week of the assignment but may be revised during the remainder of the course.

Journal: You need to keep an active reading journal throughout the semester, in which you will write at least one response a week (and often several entries in class) to something you have read either as a formal class reading for class or a reading of your choice. Every four weeks, you will choose one of your entries to submit on Blackboard for a journal grade with an evaluation of why that entry was your choice.

Peer Review: To get points for Peer Review, you need to bring your own paper and evaluate at least two other people's papers. ALL peer review sheets must be returned in order for points to be assessed.

Papers:

In class, we will be following the writing process from brainstorming to drafting to peer review to revision for four papers. The final edition of papers will be turned into **Blackboard's Turnitin** with the last three requiring separate peer review drafts.

Paper #1: Opinion (Writing Sample Revision) (First Revision 50 pts / Final Revision 50 pts)

You need to write an opinion essay based on the Writing Sample question given the first week of class. At the end of the semester, you will have a chance to revise that essay based on what you have learned during the class. The final paper must be 500-700 words in proper MLA formatting.

Paper #2: Narrative (100 pts + Peer Review)

You need to write a narrative essay about a topic selected in. You will need to compose a draft for peer review, and the final paper will be 700-1000 words in proper MLA formatting.

Paper #3: Comparison Contrast (100 pts + Peer Review)

You need to write a review essay in third person using comparison between two issues to establish your thesis. You will need to compose a draft for peer review, and the final paper must be a minimum of 1000 words in proper MLA formatting.

Paper #4: Definition (100 pts + Peer Review)

You need to write a definition essay in third person over a topic of your choice with proper documentation of at least one source from the library databases. You will need to compose a draft for peer review, and the final paper must be 1000-1200 words in proper MLA formatting.

Tests/Exams:

This class doesn't really have formal "tests," but it has two in-class writings that might be seen as the equivalent of a test—the Writing Sample Essay and the final In-Class Writing at the end; both are part of the class participation grade.

Communications:

EMAIL (preferred contact): Check your NTCC email EVERYDAY. Email is the official form of communication used here at NTCC, and if you do not check it regularly, you will miss important deadline information. Most emailed questions to the instructor will be responded to within 24 hours.

TEXT MESSAGING (903-270-4528): I respect your privacy. Please respect mine. If you must text me, identify yourself in the text and try to stay within normal business hours.

PHONE: The phone number at the top of the syllabus is to my campus office. I will only access and return messages to that number during my stated office hours.

Institutional/Course Policies:

Preparation:

While you are in college, it is your job as a student to come to class ON TIME prepared for the work of the day. That means for your days in class, make sure you have read the assignment BEFORE class; have your assignments finished and IN HAND, and NEVER walk in a classroom without the textbook, blank paper for notes or activities, and a WORKING writing utensil.

You should also have read the assignment BEFORE class; have your assignments finished and the textbook, blank paper for notes or activities, and a WORKING writing utensil available. Think of them—the textbook, the paper, the pen—as the tools of your trade while you are in school.

Attendance:

Attendance is mandatory. We meet only twice a week, and everything we do builds upon the days or weeks before, so it is very easy to fall behind if you miss. As we meet for only eight weeks, if you receive three unexcused absences in that time, you will automatically fail the class.

Keep in mind, even if an absence is excused, your class participation grade will suffer, especially as no work missed may be made up. The class will be moving forward with the syllabus, and it is your responsibility to ask classmates for notes and follow the exercises in the book to keep up with the class.

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.

Video Recording of Course Activities

Certain portions of this course may be recorded via video conferencing software to assist students in course material review or later viewing by a student who was not able to attend the live session. The recordings will be made available only to students in the course and will cease to be available upon completion of the course. Students may not retain, reproduce, or share recordings.

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.

Statement Regarding the Use of AI Technology

Absent a clear statement from a course instructor, use of or consultation with generative AI shall be treated analogously to assistance from another person (collusion). In particular, using generative AI tools to substantially complete an assignment or exam is not permitted. Students should acknowledge the use of generative AI and default to disclosing such assistance when in doubt. Students who are unsure of policies regarding generative AI tools are encouraged to ask their instructors for clarification. (Adapted from the Stanford University Office of Community Standards, 31 August 2023)

For this class: if you use AI-generated material, the assignment will not be accepted as fulfilling the assignment requirements and will earn a failing grade in the grade book. If you do your own original work for every assignment, you will not have a problem with Academic Honesty issues.

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.

Schedule: You should have read everything scheduled before you get to class. Readings on argument are from the text book. Examples will be found in the Blackboard section for this class or given via Handout.

Week 1 (Jan 20): Introductions

Journal: Reading of your Choice

Week 2 (Jan 27): A) Writing Sample

B) Chapter 1 Critical Reading: Learning from Other Writers

Journal: Reading of your Choice

Week 3 (Feb 3): A) Essay Power Point & Revising the Writing Sample

B) Drafting the Writing Sample

Journal: Reading of your Choice

Week 4 (Feb 10): A) Chapter 5 Narration: Telling a Story

B) Invention Exercises

Journal: Reading of your Choice

Journal Selection #1 & Justification (Blackboard)

Writing Sample Revision Due (Turnitin on Blackboard)

Week 5 (Feb 17): A) Description Exercises

Journal: Reading of your Choice

Week 6 (Feb 24): A) Chapter 2 The Writing Process: Discovery and Drafting

B) Drafting the Narrative

Journal: Reading of your Choice

Week 7 (March 3): A) Chapter 3 The Writing Process: Reviewing and Revising

B) **Peer Review for Narrative**

Journal: Reading of your Choice

Week 8 (March 10): B) Chapter 4 The Writing Process: Editing

Journal: Reading of your Choice

Journal Selection #2 & Justification (Blackboard)

Narrative Due (Turnitin on Blackboard)

Week 9 (March 17): Spring Break

Week 10 (March 24): A) Chapter 8 Comparison and Contrast: Setting Things Side by Side

B) Viewing for Comparison

Journal: Your Favorite Tale/Fable/Myth/Legend

Week 11 (March 31): A) Viewing for Comparison

Journal: Your Favorite Tale/Fable/Myth/Legend

Week 12 (April 7): A) Organizing the Comparison

B) **Peer Review for Comparison/Contrast**

Week 13 (April 14): A) Chapter 13 Definition: Tracing Boundaries

B) Reading for Definition

Journal: Reading of your Choice

Journal Selection #3 & Justification (Blackboard)

Week 14 (April 21): A) Reading for the Definition

B) Reading for the Definition

Journal: Reading of your Choice

Comparison and Contrast Due (Turnitin on Blackboard)

Week 15 (April 28): A) Drafting the Definition

B) **Peer Review for Definition**

Journal: Reading of your Choice

Definition Due (Turnitin on Blackboard)

Week 16 (May 5): A) Revising the Writing Sample

B) Class Review

Journal: Reading of your Choice

Journal Selection #4 & Justification (Blackboard)

Finals A) Last In-Class Writing

Writing Sample Last Revision (Turnitin on Blackboard)