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Description automatically generated**INRW 0302.088 - Integrated Reading & Writing II**

**Online**

**Course Syllabus:** Fall 2025



***“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** | **Sat/Sunday** |
| By TEAMS appointment | By TEAMS appointment | By TEAMS appointment | By TEAMS appointment | By TEAMS appointment | Unavailable |

***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), laptop, internet access.

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

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

# Minimum Technology Requirements: Laptop, 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 fully online, with a mixture of videos with assignments located online via Blackboard.

# 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/rough draft assignments **15%**

Mini-assignments (reading and writing) **10%**

Discussion posts and responses **10%**

Topic selection/Thesis, Works Cited, and Outline assignment **5%**

Smartbook (“Achieve”) assignments **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.

# 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.
* **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.
* **Achieve Assignments will remain open until the end of the semester.** You are always welcome to go back and turn in any late assignments from this category. However, there is an automatic 25% reduction in points for late submissions.

# 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.

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 the 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):**

**MODULE 1 Chapters 1, 2, 3 and 4**

**Week #1: (8/25 – 8/31) Module 1, Chapter 1**

Monday 8/25

* First day of class
* **Watch Introduction Video (Start Here folder)**
* Read syllabus & complete syllabus acknowledgment assignment
* **Assigned Reading: begin Chapter 1**
* **Syllabus Acknowledgment due by 11:59 PM (unlocks Module 1)**

Wednesday 8/27

* **Watch video on MLA format**
* **Continue reading Chapter 1**
* Begin working on Achieve Assignments “Reading Strategies”

Friday 8/29

* Continue working on Achieve Assignments “Reading Strategies”
* **Introduction Discussion Post due by 11:59 PM**

Sunday 8/31

* **Introduction Discussion Post responses due by 11:59 PM**
* **Achieve Assignment “Reading Strategies” due by 11:59 PM**

**Week #2 (9/1 – 9/7): Module 1 continued**

Monday 9/1

* **Assigned reading: “I Have a Dream” by Martin Luther King Jr.**
  + Begin Text Analysis of “I Have a Dream”

Wednesday 9/3

* Visual Analysis– photo prompt
  + Begin Visual Analysis of photo
* Begin working on Achieve Assignments “Reading Skills”

Friday 9/5

* Continue “I Have a Dream” assignment
* Continue “Visual Analysis” assignment
* Continue Achieve Assignments “Reading Skills”
* **Discussion 1 initial post due by 11:59 PM**

Sunday 9/7

* **Discussion Post 1 responses due by 11:59 PM**
* **“I Have a Dream” assignment due by 11:59 PM**
* **Visual Analysis Assignment due by 11:59 PM**
* **Achieve Assignments “Reading Skills” due by 11:59 PM**

**Week #3 (9/8 – 9/14): Module 1, Chapter 2**

Monday 9/8

* **Assigned reading: complete Chapter 2**
* **Watch videos on Thesis Statements**
  + Assign Thesis Statement Practice assignment

Wednesday 9/10

* Continue Thesis Statement Practice
* Begin Achieve Assignment “Sentence Grammar”

Friday 9/12

* Continue Achieve Assignment “Sentence Grammar”
* **Discussion 2 initial post due by 11:59 PM**

Sunday 9/14

* **Discussion 2 responses due by 11:59 PM**
* **Thesis Statement Practice Assignment Due by 11:59 PM**
* **Achieve Assignment “Sentence Grammar” due by 11:59 PM**

**Week #4 (9/15 – 9/21): Module 1, Chapters 3-4**

Monday 9/15

* **Assigned Reading: Begin Chapters 3-4**
* **Watch Grammar Review videos**
* Assign Revision and Editing Handout

Wednesday 9/17

* Continue reading Chapters 3-4
* Continue Revision and Editing assignment
* Begin Achieve Assignments “Punctuation, Style, and Mechanics”

Friday 9/19

* Continue Achieve Assignments “Punctuation, Style, and Mechanics”
* **Discussion 3 initial post due by 11:59 PM**

Sunday 9/21

* **Discussion 3 responses due by 11:59 PM**
* **Revision and Editing Assignment due by 11:59 p.m.**
* **Achieve Assignments “Punctuation, Style, and Mechanics” due by 11:59 PM**

**Week #5 (9/22 - 9/28): Module 2, Chapter 5**

Monday 9/22

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

Wednesday 9/24

* Review requirements for Narrative Essay Assignment and pages 71-73
  + Assign and begin writing rough draft of Narrative Essay

Friday 9/26

* Continue writing rough draft of Narrative Essay
* **Discussion 4 initial post Due by 11:59 PM**

Sunday 9/28

* **Discussion 4 Responses Due by 11:59 p.m.**
* **“Fish Cheek” Questions on *Meaning, Writing Strategy, and Language* Due by 11:59 p.m.**
* Continue writing Narrative Essay rough draft

**Week #6 (9/29 – 10/5): Narrative Essay**

Monday 9/29

* **Rough Drafts due by 11:59 PM**

Wednesday 10/1

* **Peer Reviews of Narrative Essay due by 11:59 PM.**
* Review feedback from instructor and peers
* Begin editing/revising

Friday 10/3

* Review feedback from instructor and peers
* Continue Editing/Revising Rough Draft

Sunday 10/5

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

**Week #7 (10/6 – 10/12): Module 3, Chapter 6**

Monday 10/6

* **Assigned reading: begin Chapter 6**
* **Watch video on Descriptive Writing**
* **Assigned reading: “My Summer of Scooping Ice Cream” by Shonda Rhimes pg. 131-134**
  + Answer questions on *Meaning, Writing Strategy, and Language*

Wednesday 10/8

* Review requirements for Descriptive Essay Assignment
  + Assign and begin writing Descriptive Essay rough draft

Friday 10/10

* Continue writing Descriptive Essay Rough Draft
* **Discussion 5 initial post Due by 11:59 PM**

Sunday 10/12

* **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 (10/13 – 10/19): Descriptive Essay**

Monday 10/13

* **Rough Drafts due by 11:59 PM**

Wednesday 10/15

* **Peer Reviews of Descriptive Essay due by 11:59 PM.**
* Review feedback from instructor and peers
* Begin editing/revising

Friday 10/17

* Review feedback from instructor and peers
* Continue Editing/Revising rough draft

Sunday 10/19

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

**Week #9 (10/20 – 10/26): Module 4, Chapter 8**

Monday 10/20

* **Assigned Reading: Chapter 8**
* **Watch videos on Comparison and Contrast**
* **Assigned reading: “Neat People vs Sloppy People” pg. 224-226**
  + Answer questions on *Meaning, Writing Strategy, and Language*

Wednesday 10/22

* Review Compare and Contrast writing format and requirements.
  + Assign and begin writing Compare and Contrast rough draft

Friday 10/24

* Continue writing Compare and Contrast rough draft
* **Discussion 6 initial post Due by 11:59 PM**

Sunday 10/26

* **Discussion 6 Responses Due by 11:59 p.m.**
* **“Neat vs Sloppy” Questions on *Meaning, Writing Strategy, and Language* Due by 11:59 p.m.**
* Continue writing Comparison and Contrast Essay rough draft

**Week #10 (10/27 – 11/2): Comparison and Contrast Essay**

Monday 10/27

* **Rough Drafts due by 11:59 PM**

Wednesday 10/29

* **Peer Reviews of Compare and Contrast Essay due by 11:59 PM.**
* Review feedback from instructor and peers
* Begin editing/revising

Friday 10/31

* Review feedback from instructor and peers
* Continue Editing/Revising rough draft

Sunday 11/2

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

**Week #11 (11/3 – 11/9): Module 5, Chapter 14**

Monday 11/3

* **Assigned Reading: Chapter 14**
* **Watch Argumentative videos**
* Review requirements for Argument Essay Assignment
  + Begin planning Topic Selection/Thesis Statement

Wednesday 11/5

* **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*

Friday 11/7

* Continue writing Topic Selection/Thesis Statement
* **Discussion 7 initial post Due by 11:59 PM**

Sunday 11/9

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

**Week #12 (11/10 – 11/16): Module 5, Chapter 16**

Monday 11/10

* Review feedback on thesis/topic approval
* **Assigned Reading: Chapter 16**
* **Watch Library Resources videos**
* Begin doing research for Argument Essay

Wednesday 11/12

* **Watch How to Build a Works Cited page tutorial**
* Review Works Cited assignment instructions
  + Begin Works Cited assignment
* **Library Resources Quiz due by 11:59 PM**

Friday 11/14

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

Sunday 11/16

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

**Week #13 (11/17 – 11/23): Module 5, Chapter 16**

Monday 11/17

* **Watch Credible Sources videos**
* **Watch In-Text Citation videos**
* Review Credible Sources assignment instructions
  + Begin Credible Sources assignment

Wednesday 11/19

* Review Essay Outline assignment instructions
  + Begin Essay Outline

Friday 11/21

* Continue Credible Sources assignment
* Continue Essay Outline

Sunday 11/23

* **Credible sources assignment due by 11:59 pm**
* **Essay Outline Assignment due by 11:59 PM**

**Week #14 (11/24 – 11/30): Module 5, Chapter 16**

Monday 11/24

* Review requirements for Argument Essay
  + Begin drafting Argument Essay rough draft over the break

THANKSGIVING BREAK 11/26-11/28

Sunday 11/30

* Continue Writing Argument Essay rough draft

**Week #15 (12/1 – 12/7): Argument Essay**

Monday 12/1

* **Rough Drafts due by 11:59 PM**

Wednesday 12/3

* **Peer Reviews of Argument Essay due by 11:59 PM.**
* Review feedback from instructor and peers
* Begin editing/revising rough draft

Friday 12/5

* Review feedback from instructor and peers
* Continue Editing/Revising rough draft

Sunday 12/7

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

**Week #16 (128 – 12/11): FINALS WEEK (NO CLASS for INRW 0302!!)**

**MERRY CHRISTMAS!!**