



# NCBI 0101 - Non-Course-Based Integrated Reading and Writing Course Syllabus

## Description

Integration of critical reading and academic writing skills. Successful completion of this intervention fulfills TSI requirements for English Language Arts.

**Prerequisites** Appropriate scores on TSI Assessment in English Language Arts

**Corequisites** Credit-level reading/writing intensive course approved by advisor

## Semester Offered

Fall

Spring

& Summer

**Credits** 1

**Lecture Hours** 0

**Lab Hours** 1

**Extended Hours** 0

**Contact Hours** 16

**State Approval Code** 32.0108.60.12

**Instructor Name** Jayna Morrow

**Semester/Year** Fall 2025

## Meeting Time and Location

Online—students are expected to spend at least 3-4 hours per week\*\* reading, reviewing, and participating in assigned activities for successful completion of this course.

## Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

## Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit [panola.edu/resources](http://panola.edu/resources).

## Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

### **Pregnant/Parenting Policy**

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

### **Artificial Intelligence (AI) Course Policy**

**No use of Generative AI permitted.**

This option assumes that all work submitted by students will be generated by the students themselves, whether they are working individually or in groups. Students should not have another person or entity do the writing of any portion of an assignment, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

### **Instructional Goals and Purposes**

The purpose of this course is to provide students with opportunities to improve reading comprehension, increase academic proficiency in written expression, improve vocabulary and fluency, and to develop effective study skills.

### **Learning Outcomes**

After studying all materials and resources presented in the course, the student 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 length.
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
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.

### **Course Content**

General descriptions of topics included in this course are listed in the Learning Outcomes section of this syllabus.

Students in all sections of this course will meet the following objectives with at least 70% mastery, as evidenced by performance on course assignments:

1. Locate information, analyze, and draw inferences from texts of varying length and genres.
2. Apply strategies to develop and expand vocabulary.
3. Use strategies to increase reading fluency.
4. Read from a variety of texts and sources.
5. Compose a variety of texts that are logically developed and demonstrate a clear focus.
6. Develop well-organized paragraphs that cohesively sit in a body of text written to an appropriate audience.
7. Use appropriate language, structure, syntax, and format to accomplish the author's purpose.
8. Apply strategies to analyze and understand information in content area textbooks.
9. Use editing marks and procedures to increase alignment between concept and application of text.
10. Analyze personal reading challenges and habits and plan for remediation.

### **Methods of Instruction/Course Format/Delivery**

This course is offered online and face-to-face with online lab components. Students use the Canvas Learning Management System and an online language lab to complete assignments. Instructors facilitate and monitor progress.

### **Major Assignments/Assessments**

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

#### **Assignments**

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1. Completion of assignments from co-requisite college-level English course
2. Instructor-assigned activities that support development of the basic reading/writing skills necessary for successful completion of the co-requisite college-level course-may include sentence, paragraph, and essay construction, grammar activities, reading assignments, or other activities relevant to skill development.
3. Individual Study Plan-includes 16 hours of participation in an online reading/writing lab; mastery of objectives as indicated by a 70% overall average for the Study Plan is required for course credit.

### **Course Grade**

Students who achieve a grade of C or above in the corequisite college-level course will receive a grade of PASS in the NCBI course regardless of current course average. Students who do not complete the corequisite college-level class with a grade of C or above will complete the activities listed below to achieve TSI-Met status. The grading scale is as follows:

- 70 to 100% = PASS
- 0 to 69% = FAIL

### **Texts Materials, and Supplies**

- Computer access
- Canvas Account (provided by Panola College)
- Panola College EdReady language lab software (provided by Panola College)

## Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- The Accommodations & Disability Support (A&DS) Office at Panola College provides and facilitates support services and accommodations for students with disabilities. The A&DS office works under the federal guidelines included in Section 503 of the Rehabilitation Act of 1973 and the American with Disabilities Act. Please contact the Accommodations & Disability Support (A&DS) Office located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/disabilitysupport> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)