



**LAMAR INSTITUTE
OF TECHNOLOGY**

ENGL 1301-SH1

INSTRUCTOR CONTACT INFORMATION

Instructor:
Penny Pitrucha

Email:
ppitrucha@shsu.edu

Office Phone:
936-294-4552

Office Location:
EV 258

Office Hours:
MWF 11 – 12 (and by appointment)

CREDIT

3 Semester Credit Hours (3 hours lecture, 0 hours lab)

MODE OF INSTRUCTION

Face to Face

PREREQUISITE/CO-REQUISITE:

TSI Complete in Reading and Writing.

COURSE DESCRIPTION

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing academic essays as a vehicle for learning, communicating, and critical analysis.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Core Objectives

1. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.

REQUIRED TEXTBOOK AND MATERIALS

We'll be using OER texts for this course. Any other materials will be provided on Blackboard. You will also need to have paper and something to write with as we will be doing some in-class writing. I strongly suggest that you dedicate a pocket folder with clasps to keep all your notes, handouts, and assignments in one place.

ATTENDANCE POLICY

Attendance is particularly important in writing courses because so much of the learning in these courses happens during in-class writing exercises, peer review, and discussion. Having said that, life happens. We get sick, our cars get flat tires, and sometimes we need to focus on other life needs. That's okay. Please be aware that attendance is taken every class. If you miss more than two weeks' worth of classes, your course grade will be an F (this does not include absences resulting from official SHSU responsibilities, such as athletics, clubs, etc.). If you need to miss more than a few days of class, please, *please*, PLEASE reach out sooner rather than later to discuss your attendance or absences so we can discuss your needs and your course progress.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

STUDENT EXPECTED TIME REQUIREMENT

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

Week One (Week of August 19th)**Introducing students to core concepts: Rhetorical Knowledge & the Writing Process****Making sure students can upload/turn in assignments in a low stake setting and informal “diagnostic”, so the professor has a sense of the diversity of writers.**

Wednesday August 19	Course Overview Navigating BB & Google Docs Academic Writing Assignments: Reading Response (RR) 1: 12 Problems College Students Face and How to Overcome Them - Bay Atlantic University - Washington, D.C. Due 8/21 Homework (HW) 1 Syllabus Response. Due 8/24 HW 2 Student Profile. Due 8/24 Mini Essay Assigned. Due 8/27	
Friday August 21	In-class Work: Mini Essay Prewriting MLA page format Using Google Docs	Due RR 1: “12 Problems”

Unit One: Personal Narrative: A Moment in Time**+Main Idea****+Organization****+Clear Paragraphs****Rhetoric: Balancing purpose/audience/goal Writing Process: Drafting processes, using feedback to revise Writing Skills: Main Idea (and how to support it with essay and paragraph organization), Intentional Organization, Intentional Paragraphs****Week Two (Week of August 24th)**

Monday August 24	Introduction to Rhetorical Knowledge What is story telling? Assignments RR 2: “Strong Writing and Writers Don’t Need-Revision.pdf. Due 8/26 Personal Narrative Essay Due 9/19	Due HW 1: Syllabus Response HW 2: Student Profile
-----------------------------	--	--

Wednesday August 26 Note:	College Writing (Mentimeter) Writing Process: Invention Developing a thesis and a “so what?” Assignments: HW 3: Read; “Only Disconnect” Gary Shteyngart https://www.nytimes.com/2010/07/18/books/review/Shteyngart-t.html & Handout: Shooting an Elephant-Orwell (We will discuss these in class on Friday—no response on BB) Read by class meeting on 8/28	Due Reading Response 2 “Strong Writers” Final Mini Essay due on BB Thursday 8/27
Friday August 28	Narrative Prewriting Activity in class- Speed Brainstorming Break-out group discussions. Exit Ticket	Due HW 3: Have both “Only Disconnect and “Shooting an Elephant” read by class meeting.

Week Three (Week of August 31st)

Monday August 31	Sensory Details: Field Trip Assignments RR 3: Writing Spaces 4 “What’s That Supposed to Mean” Due 9/9 Exit Ticket: Completed Worksheet	
Wednesday September 2	Coherence Transitions (handout) Continue discussion of organization. Class work on Organization Plan	
Friday September 4	Creating Class Rubric Revision Plan Author’s Note - Importance Troubleshooting Q&A Assignments: Submit a copy for me on BB by Sunday 9/6 Homework: PRINT two copies of WIP for Workshop for Monday 9/7	

Week Four (Week of September 7th)

Monday September 7	No Class Meeting - Labor Day Holiday	
Wednesday September 9	Writers' Workshop Using Feedback and Creating a Revision Plan Assignments Create your revision plan. Sign up for your Instructor/Student Workshop on Google Sheet in BB. Thursday 9/10 and Friday 9/11; Monday 9/14, Tuesday 9/15, Wednesday 9/16 and Thursday 9/17	Due Two printed copies of your draft (WIP) RR 3: "What's That Supposed to Mean?"
Thursday September 10 Friday September 11	No Class Meeting Mandatory Instructor Workshop: We will not meet in class. Conferences will be held in my office (EV 258). Keep your appointment: Bring both the printed workshop draft done in class and a printed copy of your revised essay. Do not forget to create and bring a copy of your revision plan (Note: If you do not have a printed copy for me to review, you may be asked to reschedule.	Due Workshopped Drafts Revision Plan Revised Essay

Week Five (Week of September 14th)**Conference times will be available Monday through Thursday**

Monday September 14 – Thursday September 17	No class meeting Mandatory Instructor Workshop We will not meet in class. Conferences will be held in my office (EV 258). Keep your appointment: Bring both the printed workshop draft done in class and a printed copy of your revised essay. Do not forget to create and bring a copy of your revision plan (Note: If you do not have a printed copy for me to review, you may be asked to reschedule.	Due Workshopped Drafts Revision Plan Revised Essay
--	---	---

Friday September 18	We will meet in class! Unit 1 Review Final revision Q & A	Due Saturday 9/19 Final Draft of Personal Narrative Essay
--------------------------------	--	--

Unit Two: Analysis - The Impact of Social Media
--

+Intros and Conclusions

+Starting with Source Material

Rhetoric: Balancing purpose/audience/goal, framing source material for audience. **Writing**

Process: Drafting processes, using feedback and self-reflection to revise. **Writing Skills:**

Using source material in writing, strengthening introductions and conclusions.

Week Six (Week of September 21st)

Monday September 21	Analysis & Review-Rhetorical Situation Elements of an Analysis Check-in day! Assignments Homework 3: Rhetorical Situation Video and Rhetorical Knowledge Quiz. Due 9/23 Social Media Impact Essay Due 10/16	Due
Wednesday September 23	Sample drafts- focus on Introduction, Thesis & Conclusion Group Discussions Assignments HW 4: Media Exploration-Activity Sheet begin in class Due Friday 9/25	Due HW 3: Rhetorical Situation Video & Quiz
Friday September 25	Group Work – Elements of an Analysis	Due HW 4: Media Exploration Activity Sheet

Week Seven (Week of September 28th)

Monday September 28	In-text citations & Works Cited – Practice Worksheet SWAGG method	
Wednesday September 30	Co-create rubric. Assignments: Submit copy of WIP on BB for me. Due Thursday 10/1 Print two copies of WIP for workshop 10/2.	

Friday October 2	Editing & Revision Revision Plan Writers' Workshop: Two rough drafts are required to participate for full credit.	Due Two printed copies of WIP in class

Week Eight (Week of October 5th)

Monday October 5 - Friday October 9	No class meeting Mandatory Instructor Workshop We will not meet in class. Conferences will be held in my office (EV 258). Keep your appointment: Bring both the printed workshop draft done in class and a printed copy of your revised essay. Do not forget to create and bring a copy of your revision plan (Note: If you do not have a printed copy for me to review, you may be asked to reschedule.	Due Workshopped Drafts Revision Plan Revised Essay
--	---	---

Week Nine (Week of October 12th)

Monday October 12	NO CLASS MEETING - Fall Break	
Wednesday October 14	In class, for working on essay. Unit 2 Review	
Friday October 16	Introduction to Unit 3 Assignment Researched Multimodal: Collaborative Project Due 11/18	Due Final Draft of Social Media Impact essay

Unit Three: Researched Multimodal Project
--

+intro to research

+main idea

+organization

Rhetoric: Read and evaluate writing across genres with attention to purpose and audience

Writing Process: Drafting processes, using feedback and self-reflection to revise **Writing**

Skills: Introduction to research, using research to support/inform a main idea, organizing research in writing.

Week Ten (Week of October 19th)

Monday October 19	Multimodal Collaborative Project Team Forming Activity Assignment: Reader Profile 10/26 Style Guide (extra credit) Due 10/26 Multimodal Collaborative Project Due 11/18 Exit Ticket: Team Name & Members	
Wednesday October 21	Rhetorical Situation: Audience & Purpose Gallery Walk Exit Ticket: Notes & Questions	
Friday October 23	Incorporating Sources using SWAGG review Citing images and sources Assignments: RR 4: stedman--annoying-ways.pdf “Annoying Ways People Use Sources” Kyle D. Stedman. Due 10/26	

Week Eleven (Week of 26th)

Monday October 26	Finding Sources Internet Sources Bias and Credibility	Due RR 4: “Annoying Ways” Reader Profile Style Guide
------------------------------	--	---

Wednesday October 28	Co-created rubric Breakout groups	
Friday October 30	Editorial Board: Pitch & Pivot Editorial Revision Roadmap	

Week Twelve (Week of November 2nd)

Monday November 2 – Friday November 6	No class meeting. Mandatory Instructor Workshop with each group as assigned. (Meet in Classroom)	
--	---	--

Week Thirteen (Week of November 9th)

Monday November 9	Revision Activities Assignments RR 6: Reflective Writing Guide UNSW Current Students Due 11/16	
Wednesday November 11	Editorial Board: Pitch & Pivot Editorial Revision Roadmap	
Friday November 13 *Last day to drop courses with a “Q”: after this date full- term students will receive course grade earned	No Class Meeting	

Week Fourteen (Week of November 16th) Reflection Essay

Monday November 16	Team Collaboration Breakout	Due RR 6: “Reflective Writing”
Wednesday November 18	Assignments Course Reflection Essay Assigned Due as Final Exam	Final Draft of Collaborative Group Project
Friday November 20	Course Review	

Week Fifteen (Week of November 23rd): Course Conclusion and Reflection Essay

Monday November 23	Optional attendance/conferences (I will be in the classroom)	
Wednesday November 25	NO CLASS MEETING – READING DAY	
Friday November 27	NO CLASS MEETING – UNIVERSITY HOLIDAY/ THANKSGIVING	

Week Sixteen (Week of November 30th)

Monday November 30	Course/Instructor Evaluations
Wednesday December 2 Thursday December 3 *Last day to resign by 4 PM	Course Outro
Friday December 4	NO CLASS MEETING – READING DAY

Finals: Reflection Essay

Final Reflection Essay Due by CHECK FINAL TIMES

No class meeting for final.

Submit your reflection letter on BB by the end of your section's assigned final day and time.

ENGL 1301.61	Monday	December 7TH	12:45 – 2:45/ 5:30 – 7:30?
ENGL 1301.12	Tuesday	December 8TH	12:45 – 2:45
ENGL 1301.30	Wednesday	December 9TH	3:00 – 5:00

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Class Participation: 20%

Syllabus Response	100 pts
Student Profile	100 pts
In-class work/Homework	200 pts
Reading Responses	600 pts

Essay Projects: 80%

Mini Essay	05%
Narrative	20%
Analysis	20%
Multimodal	25%
Reflection Letter	10%

Total 100%

GRADING SCALE

90-100 A

80-89 B

70-79 C

60-69 D

0 – 59 F

LIT does not use +/- grading scales

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the LIT Catalog and Student Handbook. The LIT Catalog and Student Handbook may be accessed at www.lit.edu. Please note that the online version of the LIT Catalog and Student Handbook supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT

ADDITIONAL COURSE POLICIES/INFORMATION

Plagiarism and Artificial Intelligence (AI) Policy

Plagiarism, whether intentional or unintentional, may result in failing the assignment and--if repeated--may result in failing the course. Submitting another person's work, using AI generative software to write your assignment (in part or in full), or using sources you didn't cite will receive a zero, and a second offense is grounds for failing the course. Plagiarism includes not attributing source material. Please don't plagiarize.

Artificial Intelligence

Both in service of composition's learning outcomes and because of the unethical business practices and environmental impact of AI, **the use of AI software to generate writing (even in part) is prohibited in composition classes and will be treated as plagiarism**. This composition course requires you to complete your writing assignments in Google Docs, where your instructor will have access to your draft history (i.e.: your instructor can see, word by word, how you drafted your essay over time). This ensures you are not accused of using AI software when you did not. If you believe you have been falsely accused of plagiarism/AI use, you may appeal, starting with the department chair. Again, your instructor wants you to be successful. If you have questions or concerns about this policy, please contact me.

Late Work Policy

Due dates are listed for each essay on the assignment sheet and on Blackboard. These deadlines are necessary to help you keep pace with the course; however, I will work with you if you let me know in advance of the due date (this is very important). We will see if an extension, albeit a short one, would be helpful. See FAQ for further requirements to get an extension. Please note that due to time constraints, you may get limited or no feedback on essays turned in after the original due date. Essays turned in late will receive a 10% deduction for every 24 hours it is late. See FAQ for more details about late work, extensions and rewrites posted on BB in the Start Here module.

Classroom Conduct

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Phones, laptops, and tablets are not allowed to be used in class unless explicitly allowed for certain activities in class or for necessary accommodations. Using any unapproved device in class may result in an absence for the day.

Please try to arrive in class prepared and ready to engage with discussions and activities. Collaboration with your instructor and classmates is critical to acquiring the skills practiced in this course.

You are expected to show respect for anyone speaking, including the instructor and fellow students. Pay attention to what is being said or asked because the discussion or answer may be relevant to you.

Inclusion and Access Statement

All of us learn differently. I strive to make classrooms that are inclusive for all learners and students, and I endeavor to maximize access. If there is anything about this course (the course, format, materials, communication, etc.) that creates barriers to your learning, please let me know as soon as possible. You do not need to have documentation from the [Office of Services for Students with Disabilities](#) to communicate about your access needs. Students are encouraged to approach the instructor with any other life circumstances that may affect students' participation in the course. These may be personal, health-related, family-related issues, or other concerns. The sooner your instructor knows about these, the earlier we can discuss possible adjustments or alternative arrangements as needed for homework, exams, or class.

Basic Needs and Security Statement

Your personal well-being is important to me. If you find yourself struggling, reach out. Though I am only qualified to be an English teacher, we can work together to locate the resources you do need. Here are a few linked resources should you need them: +++[SHSU Counseling Center](#) +++
[SHSU Food Pantry](#) +++[SAAFE House](#)+++[Student Money Management](#)+++

Land Acknowledgment Statement

Sam Houston State University was established on the traditional and ancestral homeland of the Bidais and Tonkawa Tribes. In this class, we recognize and respect the enduring relationship that

exists between many Indigenous peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal governments.

Sam Houston State University Policies
--

Academic Dishonesty

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Please be aware that plagiarized work and any form of academic dishonesty will result in an “F” on the assignment. SHSU [Academic Policy Statement 810213](#) outlines the definition of academic honesty and the related disciplinary procedures.

You should also familiarize yourself with [Academic Policy Statement 900823](#), which outlines the procedures for students to file an academic grievance should you wish to appeal your grade for reasons other than academic dishonesty. Please read over these policies.

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, United States Tax Code. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time. For more information, please review the University [Policy 861001 Statement](#).

Visitors in the Classroom

In the event an unannounced visitor attends a class, the instructor should request identification in the form of a current and official Sam Houston State University Bearkat OneCard identification card. If the visitor is not a registered Sam Houston State University student, the faculty member should act at their own discretion or refer the visitor to the department chair.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the instruction thereof.

Sam Houston State University Resources

University Writing Center: I encourage you to take advantage of the Academic Success Center's [Writing Center](#), which offers online tutoring.

Student Advising and Mentoring Center: The [SAM Center](#) provides mentoring and study skills help for online students.

Student Money Management: [Student Money Management Center \(SMM\)](#) is a financial outreach and educational program that is administered by the Division of Enrollment Success. The SMM offers personal, one-on-one coaching sessions about your personal finances in order for you to be a successful Bearkat! The SMM is known for giving out scholarships and food at our workshops.

Food Pantry: Just a reminder that SHSU provides a [food pantry](#) to help students who struggle with food insecurity.