



**LAMAR INSTITUTE
OF TECHNOLOGY**

INRW0301 [Sec 2A4]

INSTRUCTOR CONTACT INFORMATION

Instructor: Alex Waldron

Email: awaldron@lit.edu

Office Phone:

Office Location: Technology Center 206 (upper)

Office Hours: Monday 8:00am – 9:00am and 1:00pm – 3:00pm, Tuesday 8:00am – 09:00am, Wednesday 12:30pm - 2:30pm, Thursday 8:00am – 9:00am, Friday 10:00am - 11:00am and 12:30pm – 2:30pm

CREDIT

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

MODE OF INSTRUCTION

Online

PREREQUISITE/CO-REQUISITE:

CRC score of 910 or higher AND 2, Diagnostic level of 4 to 6 AND 3. Essay score of 4 to 8 OR other State accepted testing scores 4. Must be co-enrolled in ENGL 1301 (Composition I)

COURSE DESCRIPTION

Integration of critical reading and academic writing skills. This intervention is designed specifically for students assessed at BASE levels 3-4 and must be part of a student's coenrollment (co-requisite) enrollment:

- as a mainstreamed intensifier providing contact hours for additional, just-in-time instructional support for the student's success in the developmental IRW course, or
- as a contextualized and/or integrated basic skills instructional support for a Career/Technical Education course.

COURSE OBJECTIVES

Upon completion of this 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 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.

REQUIRED TEXTBOOK AND MATERIALS

A computer with internet access

ATTENDANCE POLICY

This is an online class. Students are required to engage remotely. There are no in-person class meeting times for this class. Additionally, students are expected to check Blackboard and their LIT e-mail daily. Students are required to engage in class and participate in regular online discussions and assignments to receive full credit. Students who do not engage with the class daily will fall behind.

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.

COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS
Week 1	Orientation and college-level writing discussion	Syllabus and welcome materials	Discussion post
Week 2	Literary and Informational texts	"Fish Cheeks" "Jabberwocky"	Explicit Information and Making Inferences assignments
Week 3	Audience, Purpose, and Tone	Provided definitions of audience, purpose, and tone in academic writing	Audience, purpose, and tone assignments
Week 4	Author's Craft	Provided definitions of craft aspects.	Author's craft assignment

Week 5	Informative Essay	Peer and instructor feedback	Redraft of informative essay
Week 6	Vocabulary usage	Provided definitions	Vocabulary and MLA assignments
Week 7	Research Essay	Peer and Instructor Feedback	Redraft of Research Essay
Week 8	Plagiarism and Academic Dishonesty	Provided definitions and examples	Plagiarism assignment
Week 9	Persuasive Essay	Peer and Instructor Feedback	Redraft of persuasive Essay
Week 10	Redrafting	Presentation materials provided	Redrafting discussion board contribution
Week 11	MLA formatting	MLA samples and diagrams	MLA practice assignment
Week 12	Final Exam	Previous drafts and all previous feedback	Final professional writing submission

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Participation 10%
- Short Writing Assignments 15%
- Daily Assignments 15%
- Informative Essay 10%
- Professional Research Essay 15%
- Persuasive Research Essay- Common Assessment 15%
- Final Exam Essay – Common Assessment 20%
- 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

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

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.

It is the responsibility of the student to ensure that their technology is able to connect to the internet, access the required materials, and use Microsoft Office 365. Faulty personal technology or temporary loss of access to personal WiFi will not be accepted as reasons for missing or late assignments. If a weather event or other local area issue causes a loss of power, deadlines may be extended for all students equally at the discretion of the instructor.

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. Students are reminded that all submitted work must be their own original work unless otherwise specified. If I determine that AI has likely been used by the student in the composition or editing of their assignment when this has not been explicitly allowed in the assignment instructions, I will determine an appropriate grade adjustment for that assignment. If the use of AI appears to be minor, the grade will be reduced by 50%. If the use of AI appears to be extensive, such as being used to compose the majority of the assignment, I will award a grade of 0 for the assignment. Detection software is not used to determine whether AI has been used by the student for any assignment – this is done using the professional judgement of the instructor.

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

Due dates are subject to change.

I do not allow students to retake assignments.

Communication: I will respond to e-mails received Monday - Thursday within 24 hours, and by the end of the next class day to emails received on a Friday. Typically, I will only respond to e-mails during my office hours.

Special Populations: Please remember that it is a student's responsibility to communicate their academic accommodations to LIT. If a student requires accommodations while on LIT campus, they must contact Jamarus Corks in the Special Populations office in Student Services. If a dual credit student has accommodations through their school's special populations office, they must still contact LIT's Special Populations office at specialpopulations@lit.edu. I am not able to accept notification about accommodation through any channel other than the LIT's Special Populations department.

Plagiarism/Cheating: Academic Dishonesty is a crime that Lamar Institute of Technology and I take seriously. Most colleges expel cheating students. Examples of academic dishonesty include but are not limited to:

Directly copying a source into an essay without citing the original source.

Paraphrasing a source without citing the original source.

Self-plagiarism: submitting a piece of writing that's already received credit in another course.

Paying someone to complete an assignment, having a friend or family member complete an assignment, or using Artificial Intelligence to write a paper. If a paper has a student's name on it, I expect to see that student's work.

Making minor changes to an original source while still retaining up to 75% of the structure of the sentence.

Using AI (ChatGPT, any AI bot, or artificial intelligence learning tools that can mimic student-produced work) to write any part of the content of your essay is considered academic dishonesty and will receive consequences in congruence with plagiarism or academic dishonesty consequences.

Taking a quiz or test with another student, giving the answers to a quiz or test to another student, or **Googling the answers to the quiz or test**. My quizzes are not open-book quizzes. Students are only allowed the notes they have taken over an assignment during a quiz.

If I receive a paper that requires a works cited page and in-text citations but does not feature either of those criteria, **I will give the paper a zero.**

How to Know If Something Is Not Plagiarism: Generally, plagiarism only covers things that are not general knowledge. If a student makes the claim that the sky is blue, then they do not have to cite where they got that information, because it is something that 90% of the world already knows. However, if a student describes *why* the sky is blue, they have to cite their source, since that is not common knowledge.

How to Avoid Plagiarism: First, students should practice good paraphrasing and rewrite sentences *in their own words*. Part of the course will be discussions, assignments, and videos over good paraphrasing. Also, when students turn in their assignments, they should get a visible score from SafeAssign. SafeAssign is not perfect, and I have found plagiarism in papers with as low as a 10% score. If a paper flags anything in SafeAssign, a student must rewrite and resubmit the paper until the percentage is at zero.

Late Work: Late work is not accepted for this class. Any assignment turned in late will receive a score of 0 .In very rare and extreme cases, if you feel that you must request an extension, it must be requested at least 24 hours before the assignment is due in order to be considered, although no guarantees are promised. **Upon evaluation of an individual case, a new deadline may be determined in advance if approved by the instructor.** If a student asks for more time on an assignment the day before or the day it is due, I will not grant their request. Please be advised that late work, if accepted, will not necessarily be graded within the same timeframes as assignments that are submitted on time.