

ENGL 1301_[section 8U1]



**LAMAR INSTITUTE
OF TECHNOLOGY**

INSTRUCTOR CONTACT INFORMATION

Instructor: Alex Waldron

Email: awaldron@eagle.lit.edu

Office Phone: (409) 241-4519

Office Location: Online

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:

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 the academic essay 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

An electronic device with access to the Internet.

Textbook: English 1010 Composition I =Free PDF in Course (no purchase necessary). You can access the textbook [here](#).

ATTENDANCE POLICY

This is an online class. Students are required to attend and engage online. 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 online and participate in regular 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 One:	Orientation Plagiarism MLA Part of Speech		Plagiarism Quiz Syllabus Quiz
Week Two:	MLA Formatting, citations MLA Writing Assignment – - Sampling - Brainstorming - pre-writing	Textbook Chapter 1	Chapter 1 Reading Quiz MLA format assignment

	Grammar: Nouns and Pronouns	“The Value of Grammar in the Workplace” MLA Samples Preview Informative Essay (Essay 1)	
Week Three:	Informative/Descriptive Essay (1) - The Writing Process - Rough Draft Notes - Descriptive Essay Examples Grammar: - Comma Splices. - Commonly confused words	Textbook Chapter 2	-Informative Essay Rough Draft Grammar Quiz Chapter 2 Reading Quiz
Week Four:	Informative/Descriptive Essay (1) - The Writing Process - Peer Review - Revising/Editing Introductions/Conclusions Thesis Writing Grammar: - Comma Splices. - Commonly confused words 2	<i>BB</i> - Descriptive Examples Textbook Chapter 3	Grammar Quiz Chapter 3 Reading Quiz
Week Five:	Informative/Descriptive Essay (1) - The Writing Process - Proofreading - Final Draft Essay 1	Textbook Chapter 4	Final Draft Essay 1 (Informative Essay) Chapter 4 Reading Quiz
Week Six:	Research Essay (2) - The Writing Process: - Brainstorming - Prewriting/Outline - Research	Textbook Chapter 5	-Essay 2 Outline with citations Chapter 5 Reading Quiz

Week Seven:	Research Essay (2) The Writing Process: - Research - Citations and Works Cited Grammar Focus: Active and Passive Voice Second Person	Textbook Chapter 6	-Essay 2 Rough Draft Due 10/13 Chapter 6 Reading Quiz Grammar Quiz
Week Eight:	Research Essay (2) The Writing Process: - Peer Review/Revision Grammar Focus: -Comma Usage	<i>BB</i> - “Name the Logical Fallacy: COVID-19 Edition” by Charlotte A. Moser Textbook Chapter 7	-Peer Review for Essay 2 Grammar Quiz Chapter 7 Reading Quiz
Week Nine:	Research Essay (2) The Writing Process: - Editing - Revision - Final Draft Essay 2 Grammar Focus: -Quotes and Italics	Textbook Chapter 8 The Three C's of Good Writing Essay and skills review	-Final Draft Essay 2 due (Professional Research and Writing Essay) Chapter 8 Reading Quiz Grammar Quiz
Week Ten:	Persuasive Research Essay (3) The Writing Process: - Brainstorming - Prewriting/Outline - Research	Continue Brainstorming and Research LU Library Access Textbook Chapter 9 and 10	-Topic Proposal due Chapter 9 and 10 Reading Quiz
Week Eleven:	Persuasive Research Essay (3) The Writing Process: - Pre-writing/Outlining	<i>BB</i> “7 Tips on How to Avoid Bias in Your Writing” by Beth Anne Freely Rauch	Essay 3 Outline Due Chapter 11 and 12 Reading Quiz

		Textbook Chapter 11 and 12	
Week Twelve:	Persuasive Research Essay (3) The Writing Process: - Drafting	Textbook Chapter 13	-Essay 3 Rough draft due Chapter 13 Reading Quiz
Week Thirteen:	Persuasive Research Essay (3) The Writing Process: - Peer Review/Revision	Textbook Chapter 14 and 15	-Peer Review of Essay 3 Chapter 14 and 15 Reading Quiz
Week Fourteen:	Persuasive Research Essay (3) The Writing Process: - Editing - Revision - Final Draft Essay 2 Grammar Focus: Review	Read Chapter 16 and Appendix A	-Final Draft of Persuasive Research Essay (Essay 3) Chapter 16 and Appendix Reading Quiz
Week Fifteen:	Review		
Week Sixteen: FINALS	TBA	TBA	Final Exam: In Class Essay

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 20%
- Final Exam 15%
- 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. 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 Jamarcus 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.

