

Base Integrated Reading & Writing (INRW 0373 3A1)



**LAMAR INSTITUTE
OF TECHNOLOGY**

CONTACT INFORMATION

Instructor: Felix Gouge

Email: mgouge@lit.edu

Office Phone: (409) 247-5235

Office Location: TC 206

Office Hours:

Mondays & Wednesdays: 8:15 – 9:15 a.m. and 2:15 – 4:15 p.m.

Tuesdays & Thursdays: 3:00 – 4:30 p.m.

Fridays: 8:15 – 9:15 a.m.

CREDIT

3.0 Hours (3 Lecture, 1 Lab)

MODE OF INSTRUCTION

Face to Face.

Location: TC 200

Meeting Times: Monday, Wednesdays, & Fridays 11:15am-12:05pm

PREREQUISITE/CO-REQUISITE:

AFTER Jan. 11 2021 Scores:

- College Readiness Classification, CRC, score of 910-944 AND
- Diagnostic level of 1 to 3 AND
- Does not have an essay score AND
- Co-enrollment in INRW 0173

BEFORE Jan. 11 2021 Scores:

- TSI Reading score of 339 or below OR
- TSI Writing score of 339 or below AND
- ABE is below 4 AND
- Four or lower on the essay AND
- Co-enrollment in INRW 0173

COURSE DESCRIPTION

Integration of critical reading and academic writing skills. Successful completion of this intervention if taught at the upper (exit) level fulfills TSI requirements for reading and writing.

COURSE OBJECTIVES

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 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

All required materials are provided by the instructor via Blackboard.

ATTENDANCE POLICY

This is a face-to-face class. Your attendance is **NOT** optional. A large part of your course grade is attendance and participation, so you need to come to class. Students must be in attendance **at least 70%** of the semester to receive a passing grade for attendance. Additionally, students are expected to check Blackboard and their LIT e-mail daily. Again, students are required to engage in class 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 date as listed in the Academic Calendar on the [Student Success](#) web page. If you simply stop coming to class and fail to drop the course, you will earn an “F” in the course.

COURSE CALENDAR

UNITS	TOPIC	ASSIGNMENTS
Unit 1: Introductions, Syllabi, & Pretest (Weeks 1-2)	• Introductions • Plagiarism • MLA Formatting • Khan Academy	• Discussion Board: introductions • Plagiarism Video and Quiz • Unit 1 Test • MLA Formatted Template
Unit 2: College-Level Reading Comprehension (Weeks 3-5)	• Explicit Information • Making Inferences • Author’s Craft ○ Word Choice (Diction) ○ Post Structure ○ Purpose ○ Audience ○ Point of View ○ Perspective • Vocabulary • Synthesis	<i>Literary Texts:</i> 1. Explicit Information 2. Inferences 3. Author’s Craft ○ Word Choice ○ Post Structure ○ Purpose ○ Audience ○ Point of View ○ Perspective 4. Vocabulary <i>Informational Texts:</i> 1. Main Ideas & Supporting Details 2. Inferences 3. Author’s Craft ○ Word Choice ○ Post Structure ○ Purpose ○ Audience

		○ Point of View ○ Perspective 4. Vocabulary 5. Synthesis Unit 2 Test
Unit 3: College-Level Writing (Weeks 6-9)	● Audience, Purpose, and Tone ● Writing Topic Sentences ● Writing Paragraphs ● Writing Introductions ● Writing Conclusions ● Writing Process for Academic Writing	● Audience in Academic Writing ● Purpose in Academic Writing ● Tone in Academic Writing ● Introductory Paragraphs ● Body Paragraphs ● Concluding Paragraphs ● Paragraph Pre-Writing ● Paragraph Organization ● Paragraph First Draft ● MLA Paragraph Writing ● Proofreading ● Paragraph Final Draft ● Unit 3 Test
Unit 4: Five-Paragraph Research Essay (Weeks 10-14)	● Introduce Five-Paragraph Persuasive Research Essay ● Writing Process: ○ Pre-Writing ○ Organization ○ Research ○ Rough Draft ○ Proofreading ○ MLA Formatting ○ Final Draft ○ Publishing	● Essay Pre-Writing ● Essay Organization ● Essay First Draft ● Essay Writing with Research ● MLA Essay Writing ● Essay Proofreading ● Essay Final Draft ● Unit 4 Test
Unit 5: Final Exam (Weeks 15-16)	Final Exam: Persuasive Essay	Final Exam

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Attendance – 20%
- Reading Assignments – 20%
- Writing Assignments – 20%
- Unit Tests – 20%
- Final Exam – 20%

GRADE SCALE

- 90-100 **DA**
- 80-89 **DB**
- 70-79 **DC**
- 0-69 **DF**

TECHNICAL REQUIREMENTS

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the [LIT Online Experience](#) page. 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

Due dates are subject to change.

Communication: Please send emails to mgouge@lit.edu. Do **not** send emails through Blackboard. On regular business days (Mondays - Fridays), you should expect a response within 24 hours. On the weekends, you can expect a response within 48 hours or by the next class day.

Late Work Policy: I understand that life happens. That being said, part of your responsibility as a student is managing due dates and communicating with me. **In this class, I will NOT accept late work. Assignments turned in late will receive a zero!** 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. It is important that students not get behind in a class.

Instructor's AI Policies:

Acceptable uses of AI on assignments for this course include:

- for proofreading or to check your grammar (e.g. using Grammarly or the built-in Editor feature in Word)

- to brainstorm (Just be aware that any ideas you put into AI will be owned by the company as additional training data for the AI.)

Unacceptable uses of AI on assignments for this course include:

- to **write/generate** any part of the content of your essay (This is considered academic dishonesty and will receive consequences in congruence with plagiarism or academic dishonesty consequences.)

Keep in mind: AI generates content from a collection of training data. In other words, AI only repeats what other *people* have already said or written. Using AI to generate content for your assignments means you are using other people's work – that's plagiarism.

Plagiarism/Cheating:

Academic Dishonesty is a crime that both 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 or quoting a source in your own work without a proper citation crediting the original source.
- Paraphrasing information from a source without including a proper citation crediting the original source. Even when you put someone else's information into your own words, you still need to give credit to that source for the information!
- Self-Plagiarism: submitting work to this course that has already received credit in another course. Don't turn in a paper that you already wrote for another class!
- Submitting work that has been written by someone else. Your sister cannot write your essay for you. Your friend cannot write your essay for you. A classmate cannot write your essay for you. AI cannot write your paper for you. I want to see a paper that **YOU** wrote!
- Re-writing information from another source while retaining 75% of the original source material. Changing a few words in a sentence does not make that sentence your own.
- Taking a quiz or test with another student, giving the answers to a quiz or test to another student, or **Googling the answers** to a quiz or test.

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 must cite their source, since that is not common knowledge.

How to Avoid Plagiarism: First, students should practice good paraphrasing and rewriting source information *in their own words*. We will go over good examples of paraphrasing in this course. Additionally, you should keep track of **every** source you consult when working on an assignment. Losing a link to a website is not a valid excuse for using but *not citing* information

from that website. I recommend using bookmark features in your browser when conducting online research.

Our Responsibilities:

Student Responsibilities:

- Monitor class regularly and participate in discussion boards **on-time**.
- Be respectful towards your fellow students.
- Stay on top of your work - don't get behind on assignments.
- Be an honest and ethical student/scholar.

Instructor Responsibilities:

- Be available for student questions & conferences.
- Be respectful towards students.
- Grade assignments & provide feedback in a timely fashion.
- Respond to emails in a timely fashion.

Special Populations: If a student requires accommodations while on LIT campus, they must contact 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.