

ENGL 1301.8H1**CREDIT**

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

MODE OF INSTRUCTION

Online

PREREQUISITE/CO-REQUISITE:

TSI Complete in Reading and Writing, or co-enrolled in INRW 0301

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. This class is completely online.

COURSE OBJECTIVES

Upon completion of this course, students should 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

Upon completion of this course, students should be able to use these additional skills in their academic and professional careers:

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.

Approved: RJM/JAN 2025



INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Rita McClelland
Email: rjmcclelland@lit.edu
Office Phone: 409-247-5063
Office Location: Technology Center 238
Office Hours:

Days	Time	Where
MWF	8-10 am	Office, phone, video call
TR	11-1 pm	Office, phone, video call
TW	6-7 pm	Video call only

1. You have to schedule an appointment with me in Starfish to make sure I will be in my office during my office hours because I may have committee and department meetings during my office hours.
2. I am also available for online appointments through Collaborate outside of these office hours.
3. We can meet face to face in my office, on the phone, or on a video call.

REQUIRED TEXTBOOK AND MATERIALS

1. All required readings and materials are available for free in this class's Blackboard class.
2. This class uses an Open Education Resource textbook that is available on the class's Blackboard homepage in the Introduction Unit, and at this link, <https://oercommons.org/courseware/lesson/83531/overview>.

LIT ATTENDANCE POLICY

1. Students enrolled in online learning courses at LIT are expected to maintain ongoing course engagement to uphold positive academic standing with LIT.
2. In an online environment, "attendance" is more than just logging into a course, or the Learning Management System (LMS).

3. Online attendance is measured by your academic engagement with the course content, course tools, course instructor, and with other students in the course. The following is strongly recommended:
4. **First Week of Class**
All LIT online courses open on the first day of the term. Students are expected to login to the LMS (Blackboard) via [MyLIT](#) and access online courses during the first week of class.
5. **Throughout the Term**
As the term progresses, all students are expected to maintain an ongoing online presence in their online courses by participating in course related activities. This may include, but is not limited to reading announcements, taking exams online, participating in group work, posting to discussion forums, submitting assignments and carrying out the requirements set forth by the instructor.
6. *Note: It is good practice to login to online courses several times a week to stay informed of news, announcements, grades, assignments, and other important course information.*

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 College Calendar on the [Student Success](#) web page. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

16-WEEK COURSE CALENDAR

Course Schedule Disclaimer

The course schedule is subject to change as needed. Changes may be made to assignment due dates, topics, readings, or other course activities. Students will be informed of any changes through Blackboard and/or course announcements. Students are responsible for checking Blackboard regularly for updates.

DATE	TOPIC	READINGS (Due on this Date)	ASSIGNMENTS (Due on this Date)
Week 1 Aug 25-31	Module 1 Introduction to class • Dr. McClelland • Your classmates • Blackboard • Syllabus	1. Ch. 1: Reading & Writing in College 2. Reading assignments on graded assignments	1. Class Syllabus Quiz 2. Ethical AI Quiz 3. Purdue OWL Quiz 4. Ch. 1 Textbook Quiz 5. Essay Pre-Test
Week 2 Sept 1-7	Module 1 Introduction to college writing process	1. Ch. 2: The Writing Process 2. Reading assignments on graded assignments	1. Ch. 2 Textbook Reading Quiz 2. Thesis Statement Short Writing Assignment 3. Reporters' Questions Short Writing Assignment 4. Outlining a Rough Draft Quiz 5. How to Use AI for Academic Research Short Writing Assignment 6. Final Draft MLA Formatting Assignment

Week 3 Sept 8-14	Module 2 Expository Essay Writing	1. Ch. 6: Writing Essays 2. Reading assignments on graded assignments	1. Ch. 6 Textbook Reading Quiz 2. How to Write an Expository Thesis Statement Short Writing 3. Essay 1 Thesis Statement Short Writing Assignment
Week 4 Sept 15- 21	Module 2 Expository Essay Writing	Reading assignments on graded assignments	1. Essay 1 Prewriting Assignment 2. Essay 1 Outline Writing Assignment
Week 5 Sept 22- 28	Module 2 Expository Essay Writing	Reading assignments on graded assignments	Essay 1 Research Writing Assignment
Week 6 Sept 28- Oct 5	Module 2 Expository Essay Writing	Reading assignments on graded assignments	Essay 1 Final Draft Writing Assignment
Week 7 Oct 6-12	Module 3 Analysis Essay Writing	1. Ch. 3: Rhetorical Strategies 2. Reading assignments on graded assignments	1. Ch. 3 Textbook Reading Quiz 2. How to Write an Analysis Thesis Statement Short Writing 3. Essay 2 Thesis Statement Short Writing Assignment

Week 8 Oct 13-19	Module 3 Analysis Essay Writing	Reading assignments on graded assignments	1. Essay 2 Prewriting Assignment 2. Essay 2 Outline Writing Assignment
Week 9 Oct 20-26	Module 3 Analysis Essay Writing	Reading assignments on graded assignments	Essay 2 Research Writing Assignment
Week 10 Oct 27-Nov 2	Module 3 Analysis Essay Writing	Reading assignments on graded assignments	Essay 2 Final Draft Writing Assignment
Week 11 Nov 3-9	Module 4 Persuasive Essay	- Ch. 5: Developing Critical Thinking - Reading assignments on graded assignments	1. Ch. 5 Textbook Reading Quiz 2. How to Write a Persuasive Thesis Statement Short Writing
Week 12 Nov 10-16	Module 4 Persuasive Essay Writing	Reading assignments on graded assignments	3. Essay 3 Prewriting Assignment 4. Essay 3 Outline Writing Assignment
Week 13 Nov 17-23	Module 4 Persuasive Essay Writing Research and MLA assignment	Reading assignments on graded assignments	Essay 3 Research Writing Assignment
Week 14 Nov 24-30	Module 4 Persuasive Essay Writing	Reading assignments on graded assignments	Essay 3 Final Draft Writing Assignment
Week 15 Dec 8-11	Module 5 Final Exams Essay Final Exam		Essay Final Exam

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

• Essay #1	10%
• Essay #2	15%
• Persuasive Research Essay	20%
• Short Writing Assignments	15%
• Daily Grades	15%
• Participation/Attendance	10%
• <u>Final Examination Essay</u>	<u>15%</u>
Total	100%

GRADE SCALE

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F

LIT 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-computerrequirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

LIT 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 \(lit.edu\)](https://www.lit.edu/specialpopulations).

LIT 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.

LIT 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

LIT 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.

LIT 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. Remember that these are estimates and you may spend either more or less time on your class at any point in the semester.

INSTRUCTOR'S ADDITIONAL COURSE POLICIES

DR. MCCLELLAND'S TEACHING PHILOSOPHY

College level writing is much closer to workplace writing than it is to high school writing, in content, in tone, and in purpose. My purpose is to work with all students learning an efficient writing process they can use whether they go on with their education, or go on with their chosen careers, after LIT. The writing process I use also helps students improve their critical thinking skills by giving them plenty of opportunities to think critically about their own, and others, writing. I also believe that good editing is more important than good writing. I want to work with students as they work through editing and resubmitting step of their writing process. Making mistakes in our writing and correcting them is how we sharpen our critical thinking skills and what makes our writing good writing.

DR. MCCLELLAND'S RESPONSE TIME POLICIES

1. I answer my phone only when I am in my office and return calls only if you leave a voicemail.
2. The best way to contact me is through my LIT email at rjmcclelland@lit.edu.
3. I respond to phone calls, LIT emails, and Blackboard messages within 48 hours Monday through Friday and within 72 hours over the weekend.

4. I answer emails Monday through Thursday from 8:00 am to 1:00 pm and on Mondays and Tuesdays from 6:00 pm to 6:30 pm, and Fridays from 8:00 am to noon.
5. I do not respond to messages on weekends or campus holidays.
6. If you email on a weekend or I miss your message during office hours, I will respond on the next work morning.
7. If you contact me on the day an assignment is due, wait for my response before submitting. You will not be penalized for late work.
8. If you do not receive a response within 48 hours during the work week, please contact me again.

DR. MCCLELLAND'S LIT EMAIL AND BLACKBOARD MESSAGES POLICY

1. Not communicating with me because your LIT email is not working is not a valid reason for not responding to my emails, or for not emailing me.
2. If you are emailing for help on an assignment, include screenshots of the assignment you submitted to Blackboard, the assignment's instructions, and any comments I left in the text box on the left side of the assignment screen. I will ask for these screenshots if you do not include them.
3. I will email an announcement to your LIT email by the first day of class. Respond to it by the due date so we will both know your LIT email is working.
4. Check the Send to Email box above Blackboard Messages textbox if you want a faster response.

DR. MCCLELLAND'S BLACKBOARD ANNOUNCEMENTS

1. Read all announcements, as they contain important information.
2. Announcements are posted in Blackboard and sent to your LIT email.
3. Announcements may include updated information or messages that require a response by a due date.

DR. MCCLELLAND'S TECHNOLOGY WARNINGS

1. Chrome or Firefox are the most compatible browsers with Blackboard.
2. Some computers may not open some of the links in my class. Let me know ASAP if this happens to you.
3. If you use Edge or Safari with Blackboard, schedule extra time in case they don't work.
4. Cell phones, tablets, and some laptops do not work well with Blackboard, and the Blackboard app may not show you the complete course.
5. If you do assignments in this class on a cell phone, a tablet, or a netbook, make sure you see all assignments as they are presented on a desktop computer.
6. Not having the correct technology or internet is not a valid excuse for not doing assignments or tests.

DR. MCCLELLAND'S STUDENT BEHAVIOR EXPECTATIONS

1. This is a reading, writing, and thinking class.
2. As a result, students may disagree on various topics during class discussions.
3. Disagreements lead to critical thinking, scholarly debates, and learning only when each member of the class respects the different opinions of others.
4. We can disagree with each other respectfully.
5. Disrespect of any kind for others will not be tolerated.

DR. MCCLELLAND'S ASSIGNMENT DUE DATES AND GRADING SCHEDULE

1. All assignments have due dates.
2. Reading quizzes will not be reopened for any reason. They are attendance assignments and they show me that you are attending and participating in class. Two or three missed quizzes will not significantly lower your overall grade.
3. I do not usually accept late assignments or tests. However, I understand that unexpected circumstances can occur. If you are unable to submit an assignment by the deadline, I encourage students to talk with me as soon as possible. Each student may be granted one late assignment during the semester, as long as the procedure above is followed. After this one exception has been used, additional late assignments may not be accepted. Communication is important. If you are having difficulty meeting a deadline, please contact me rather than simply not submitting the assignment.
4. I leave questions or comments on all assignments, except for quizzes. Be sure to respond to all my questions and comments before assignments' due dates.
5. I do not comment on late assignments. I only mark the grading rubric. You will need to talk to me one-on-one if you want my comments.
6. Late assignments may not be graded until the last two weeks of the semester.
7. I use a grading schedule to make sure students know the weekday they can expect me to start grading their assignments.

Class	Assignment Due Day of the Week	Weekly Grading Days
Engl 1301.8H1	Fridays	Mondays

NOTE: These are not the only weekdays I will be grading any class's assignments.

DR. MCCLELLAND'S GRADING POLICIES

1. If you submit your assignments early enough before the due date, I will grade them and return them to you for editing. You may then resubmit them by their due date for a higher grade.
2. All grades are recorded in Gradebook on Blackboard, and the highest grade for multiple attempts is the grade that will be recorded.
3. Students are responsible for making sure their grades on their assignments match their grades in Blackboard Gradebook.
4. If there is a discrepancy, email me the assignment title so I can correct it.
5. All assignments, except the pre-essay test and the final exam have unlimited attempts.
6. Missing assignments will be given a 0 in Blackboard Gradebook until the assignments are submitted and graded.
7. I do not mark specific grammar, punctuation, spelling, usage, and style errors on writing assignments.
8. Instead, I provide a list of writing errors at the end of this syllabus that will lower students' writing assignments' grades.
9. Together we discuss what you think are your grammar, punctuation, spelling, usage, and academic style errors.

10. This is a student-led discussion of their own writing, not a list of things you need to edit from me.
11. Students are welcome to use editing software on their writing assignments. There are many good tools available free online; however, they don't recognize all the errors on my list of errors, especially academic style errors.
12. All writing assignments must use correct academic style, grammar, punctuation, spelling, and usage, and MLA formatting. It is the student's responsibility to know, or find out, what these requirements are.
13. All writing assignments' topics must be approved by me before you start your writing assignments.
14. I do not accept any assignments if I have not approved of the topic.

DR. MCCLELLAND'S PARTICIPATION POLICIES

1. Attendance in this class is based on your physical participation, your digital participation, and your mental participation in class, including interacting with the instructor in email, and in assignments.
2. As a college student, thoughtful and active participation is a critical element for success in any type of college class, including face-to-face, hybrid, and online classes.
3. My policy is designed to emphasize the importance of participating over simply attending class with a physical or digital presence.
4. I expect active participation and engagement from all of my students in all forms of learning, online and face-to-face.
5. Even face-to-face classes include online interactions because all assignments are submitted to Blackboard.

6. I also want to foster an environment of responsibility where students hold themselves accountable for their academic engagement, regardless of course format.
7. I prefer to base attendance on students' participation rather than just their physical and digital presence in my classes.
8. Attendance in this class is based on your physical participation, your digital participation, and your mental participation in class, including interacting with me in email, in assignments, and in synchronous meetings.
9. Students need to reply to my LIT and Starfish emails, and Blackboard Messages sent to the entire class and to emails and messages I send only to them within three days of my sending them.
10. Students need to reply within a timely manner to questions I leave on their assignments.
11. You will receive a Starfish email from me weekly if you do not have a physical, digital, and mental presence in my class.
12. Starfish emails go to students, to students' advisors, to students' program directors, and to Student Services. People in these areas will also contact students to offer help to students to help them succeed at LIT. Take advantage of LIT's programs. Your success is our top priority.

DR. MCCLELLAND'S ONLINE CLASS PARTICIPATION REQUIREMENTS

1. Students must log into the course platform and interact with the materials and resources regularly.
2. This includes watching lecture videos, completing reading assignments, submitting coursework, and engaging in online discussions.

3. Interaction with classmates, including participation in forums, peer feedback, and group projects, is considered part of active participation.
4. An absence will be recorded if the student fails to engage with the online course content every three days.
5. Starfish or Blackboard will notify you if you have not logged in every three days.
6. If students know in advance that they will miss online participation due to extenuating circumstances, they are encouraged to inform the instructor and make alternative arrangements to stay caught up.

DR. MCCLELLAND'S PLAGIARISM POLICIES

1. I do not tolerate plagiarism of any sort.
2. There are different types of plagiarism, and all are serious violations of academic honesty.
3. I check all writing assignments for direct plagiarism, the word-for-word copying of someone else's work, and plagiarized work without citation. I also check for self-plagiarism, when students submit their own previous work, or mixes parts of previous work, from a previous class at LIT, even previous classes from me; mosaic plagiarism, using words or phrases from a source without using citation, such as cobbling together words, phrases, and clauses from search lists; and replacing an author's words with synonyms while keeping to the same general structure and meaning of the original. These are not the only types of plagiarism that I check.
4. All writing assignments are submitted to plagiarism checkers in Blackboard to be reviewed for plagiarism.

5. I also detect plagiarism using the skills I have learned in my 30 plus years of teaching college-level English classes.
6. Students' suspected assignment will be flagged with a 0, and I will email students for a meeting to talk about the flagged assignments.
7. We will decide in our meeting whether the student is going to restart the assignment or assignments from the beginning, or whether they will be heavily edited to remove plagiarism issues.
8. Students' other assignments will not be graded until students' plagiarism issues have been addressed to my satisfaction.

DR. MCCLELLAND'S AI USE PHILOSOPHY

This class includes an AI proofreading tool, an AI research tool, and AI based assignments for students to use as part of the learning process. AI tools can plagiarize and lie, so they are used in this course as learning and revision tools, not as creators of student work. Students may use AI to check grammar, punctuation, spelling, usage, academic style errors listed on the writing errors list, and MLA formatting, as well as to assist with research and understanding course concepts. All ideas, analysis, and written content must be created by the student, and AI may not be used to generate their assignments or their responses. Students are responsible for disclosing to me any AI assisted changes before submitting their work.