

Composition I (ENGL 1301 8M5)



**LAMAR INSTITUTE
OF TECHNOLOGY**

CONTACT INFORMATION

Instructor: Felix Gouge

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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

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**)

- Link to Textbook:
https://oercommons.s3.amazonaws.com/media/courseware/relatedresource/file/1010_textbookv2024_zGFFIbc.pdf

ATTENDANCE POLICY

This is an online class. Students are required to attend and engage remotely. There are not in-person class meeting times for this class. Attendance is determined by your participation in discussion boards and by submitting assignments on-time. 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. Remember that you are taking a **college** class; high school events (e.g. Sports, Pep Rallies, etc.) are not excuses for missing class/work.

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

DATE	TOPIC	READINGS	ASSIGNMENTS
Week One:	Module 01 Orientation - <i>Intro to MLA</i> Plagiarism & AI	Content in Week 1 folder	Syllabus Quiz Format Assignment AI Discussion Board Plagiarism Quiz
Week Two:	Module 01 History of English Parts of Speech	Content in Week 2 folder Chapter 1 of Textbook	Reflective Journal: English Evolution Parts of Speech Quiz Chapter 1 Reading Quiz
Week Three:	Module 02 Introduce Informative Essay Writing Process: Prewriting & Drafting	Content in Week 3 folder Chapter 2 of Textbook	Chapter 2 Reading Quiz Informative/Descriptive Essay Writing Discussion Essay 1 Discussion: Brainstorm Topics First Draft: Informative Essay
Week Four:	Module 02 Writing Process: Peer Review, Revising, & Editing	Content in Week 4 folder Chapter 3 of Textbook	Peer Review for Informative Essay Reflect on Essay 1 Discussion Chapter 3 Reading Quiz
Week Five:	Module 02	Content in Week 5 folder	Informative Essay

	Writing Process: Publishing Grammar Pitfalls	Chapter 4 of textbook	Chapter 4 Reading Quiz
Week Six:	Module 03 Introduce Research Essay Writing Process: Prewriting	Content in Week 6 folder Chapter 5 of textbook	Best Thesis Discussion Remediation Opportunity 1 Research & Prewriting Assignment (Outline) Chapter 5 Reading Quiz
Week Seven:	Module 03 Writing Process: Drafting	Content in Week 7 folder Chapter 6 of textbook	First Draft: Research Essay Chapter 6 Reading Quiz
Week Eight:	Module 03 Writing Process: Peer Review, Revising, & Editing	Content in Week 8 folder Chapter 7 of textbook	Peer Review for Research Essay Chapter 7 Reading Quiz
Week Nine:	Module 03 Writing Process: Publishing More Grammar Pitfalls	Content in Week 9 folder Chapter 8 of textbook	Research Essay Chapter 8 Reading Quiz
Week Ten:	Module 04 Introduce Persuasive Essay Writing Process: Research	Content in Wk 10 folder Chapter 9 of textbook	Remediation Opportunity 2 Chapter 9 Reading Quiz Research Discussion
Week Eleven:	Module 04 Writing Process: Prewriting	Content in Wk 11 folder Chapter 10-11 of textbook	Topic Proposal Discussion Practice Citing Assignment Persuasive Research Prompt Assignment Persuasive Research Discussion Board

			Persuasive Research Prewriting Assignment Chapter 10 Reading Quiz Chapter 11 Reading Quiz
Week Twelve:	Module 04 Writing Process: Drafting	Content in Wk 12 folder Chapter 12-13 of textbook	First Draft: Persuasive Essay Chapter 12 Reading Quiz Chapter 13 Reading Quiz
Week Thirteen:	Module 04 Writing Process: Peer Review, Revising, & Editing	Content in Wk 13 folder Chapter 14-15 in textbook	Peer Review for Persuasive Essay Chapter 14 Reading Quiz Chapter 15 Reading Quiz
Week Fourteen:	Module 04 Writing Process: Publishing More Grammar Pitfalls	Content in Wk 14 folder Chapter 16 & Appendix in textbook	Persuasive Essay Final Draft Chapter 16 Reading Quiz Appendix A Reading Quiz
Week Fifteen:	Module 05 Review	TBA	Remediation Opportunity 3 Reflective Journal: End of Term
Week Sixteen:	Module 05	ENGL 1301 Review Sheet	Final Exam

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Participation 10%
- Short Writing Assignments 15%
- Daily Assignments 15%
- Essay One 10%
- Essay Two 15%

- Essay Three- Common Core Research Assignment 20%
- Final Exam 15%
- **Total** 100%

GRADE SCALE

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

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.