

ENGL 1301-2B2

Online



**LAMAR INSTITUTE  
OF TECHNOLOGY**

**INSTRUCTOR CONTACT INFORMATION**

Instructor: Cori Robinson-Gregg  
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Office Phone: 4092420984  
Office Location: TC112B  
Office Hours: Mon, Wed 11-3pm, Tue, Thurs 8:30-9:30/11-12:30, Fri 8-9am

**CREDIT**

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

**MODE OF INSTRUCTION**

Face to Face

**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

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: Successful College Composition 3rd Ed (SCC) =Free PDF in Course (no purchase necessary)*

### **ATTENDANCE POLICY**

This is an online class. Students are required to attend remotely on a weekly basis. Additionally, students are expected to check BlackBoard and their LIT e-mail daily. Students are required to engage. Students who do not engage with the class weekly will fall behind. Students who accrue more than 3 weekly absences may be subject to a 10% reduction in final average.

### **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
Jan 16-18	Lecture: Course Orientation, Plagiarism and Syllabus overview  MLA Formatting Email Etiquette Grammar: overview Parts of Speech	Read syllabus and intro material  Textbook: <i>Successful College Composition (SCC)</i> Ch 1 (1.1 and 1.2 reading only) pg 6-16	-Reflection 1 -Plagiarism Statement and Quiz -Email Etiquette Assignment  All due 1/18
Jan 18-21	Lectures and Notes <ul style="list-style-type: none"> <li>- MLA Formatting And citation</li> </ul> MLA Writing Assignment – <ul style="list-style-type: none"> <li>- Sampling</li> <li>- Brainstorming</li> <li>- pre-writing</li> </ul> Grammar: Review Parts of Speech	Textbook: <i>Successful College Composition (SCC)</i> Ch 1 (1.1 and 1.2 reading only) pg 6-16  MLA Samples  Preview Informative Essay (Essay 1)	-Reflection 2 -MLA Template -Assignment: Know Your Why -Grammar Quiz 1  All due 1/21
Jan 21- Jan 28	Lectures and Notes <ul style="list-style-type: none"> <li>- The Writing Process</li> <li>- Rough Draft Notes</li> <li>- Descriptive Essays</li> </ul> BlackBoard activities and Practice  Grammar: <ul style="list-style-type: none"> <li>- Comma Splices.</li> <li>- Commonly confused words</li> </ul>	Req'd Textbook: <i>Successful College Composition (SCC)</i> Ch 3 (3.1) pg 88-93, Ch 1 (1.6 pg 27-44)  (optional) Textbook: <i>Successful College</i>	-Reflection 3 due 1/25 -Informative Prewriting Assignment due 1/25 <b>-Informative Essay Rough Draft due 1/28</b> -Grammar Quiz 2 due 1/28

		<i>Composition (SCC)</i> Ch 2 (pg 44-71)	
Jan 29- Feb 1	Lectures <ul style="list-style-type: none"> <li>- Introductions and Conclusions</li> <li>- Peer Review</li> </ul> Grammar: <ul style="list-style-type: none"> <li>- Comma Splices.</li> <li>- Commonly confused words 2</li> </ul>	<i>BB- Descriptive Examples</i>  Textbook: <i>Successful College Composition (SCC) Ch 2 (2.4 pg 71-87)</i>	-Reflection 4 due 2/4 -Peer Review due 2/4 -Grammar Quiz 3 due 2/1
Feb 1-4	Lectures <ul style="list-style-type: none"> <li>- Proofreading</li> <li>- Intro to Research</li> </ul>	Sample MLA Essays  Textbook: <i>Successful College Composition (SCC) Ch 3 (3.2) pg 94-97</i>	<b>Final Draft Essay 1 (Informative Essay) due 2/8</b>  -Reflection 5 -Research Topic Proposal due 2/4
Feb 5-8	Lectures <ul style="list-style-type: none"> <li>- Evaluating Sources</li> <li>-Summaries/Paraphrase</li> <li>-Thesis Writing</li> </ul> Brainstorming	Textbook: <i>Successful College Composition (SCC) 1.3 Pg 17-19, 1.4 pg 20-23</i> And Ch 4 (4.1-4.4) pg 134-158	-Reflection 6 --Pre-Writing Assignment and Discussion  all due 2/8
Feb 8-11	Lectures <ul style="list-style-type: none"> <li>-Intext Citations</li> <li>- Direct Quotes</li> <li>- Works Cited</li> </ul> Grammar Focus: Active and Passive Voice Second Person	Textbook: <i>Successful College Composition (SCC) Ch 4 (4.4-4.5) pg 145-164 and Ch 4 (4.8) pg 179-181 and Ch 5 (5.4 -5.5) pg 240-251</i>	-Reflection 7  -Grammar Quiz 4  -Tutoring Assignment <b>Essay 2 Rough Draft Due 2/11</b>

Feb 12-15	Lectures - Fallacies in Writing  Grammar Focus: -Comma Usage	<i>BB</i> - “Name the Logical Fallacy: COVID-19 Edition”	-Reflection 8 <b>-Peer Review for Essay 2</b> All due 2/15
Feb 15-18	Lectures  - Bias and Fallacies  - Citation continued  - The Three C’s of Good Writing Essay and skills review	Textbook: <i>Successful College Composition (SCC) Ch 5 (5.1) pg 195-214</i>	-Reflection 9  -Practice Citing Assignment  <b>-Final Draft Essay 2 due (Professional Research and Writing Essay)</b>  <b>all due 2/18</b>
Feb 18-21	Lectures - Library Intro - Persuasive Essay Organization/tips/guidelines - Citation  Grammar Focus: -Long form/short form  In-Class Exercise: Looking up an Article Together	Continue Brainstorming and Research	-Persuasive Research Discussion Board Question 2/21  -Persuasive Research Prompt Assignment 2/21  -Reflection 10 due 2/21  -Topic Proposal due 2/21
Feb 21-25	Lectures - Persuasive Essay Tips	<i>BB</i> “7 Tips on How to Avoid Bias in Your Writing” by Beth Anne Freely Rauch	-Essay Prewriting Assignment due 2/25  -Reflection 11 due 2/25
Feb 26-29	Lectures - Rhetorical Elements  Essay Workshopping		<b>-Essay 3 Rough draft due 2/29</b>  -Reflection 12 due 2/29
Feb 29- Mar 3	Lectures - Counterclaim and rebuttal  Grammar Focus: Review		-Reflection 13 due 3/  <b>-Peer Review of Essay 3 due 3/3</b>

Mar 3-7	Lectures: Final Essay Tips Final Exam Overview		-Reflection 14  <b>- Final Draft of Persuasive Research Essay (Essay 3)</b>  All Due 3/7
Mar 7-8	Final Exam		<b>Final Exam: Real Time Essay TBA</b>

### **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 10%
- Persuasive Research Essay 15%
- Final Exam 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.

### **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](mailto: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](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### **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 within 24 hours during the week and within 48 hours over the weekend. Typically, I will only respond to e-mails during my office hours.

**Special Populations:** If a student requires accommodations while on LIT campus, they must contact Jarmarcus 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](mailto:specialpopulations@lit.edu).

**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.

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.

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:** Students who turn in late work are subject to penalty of a 5-point deduction up a maximum of 10 days, or the last day of class, whichever comes first. If a student turns in their work late, they will get a zero. Once an assignment is turned in late, it cannot be redone or resubmitted. It is important that students not get behind in a class. Typically, if a student gets in the habit of turning in all assignments within the first three weeks, they can build that habit for the rest of the class.



**Make-Up Work:** I can make accommodations on deadlines for extenuating circumstances (family emergencies, sickness, mental health, chronic health issues, etc.) However, communication is necessary in these circumstances. **I need to know at least three days before a deadline if a student cannot complete an assignment on time. Upon evaluation of case by case circumstances, a new deadline will 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.

**Diversity and Inclusion:** LIT wishes to create a safe and understanding environment for students of all genders, ethnicities, religions, sexualities, and backgrounds. Literature in particular is a landscape full of authors with various personalities and cultures. I personally embrace diversity of thought and opinions. In class discussions, I want to be sure that everyone has the chance to voice their thoughts on a matter without unnecessary judgment. However, slurs or jokes pointed at minority groups are unacceptable, even if the student is a member of that group. I expect all students to treat each other and themselves with respect in my classroom. Students will read works that are challenging and controversial in this class. Please ensure classroom conversation remains civil.

**COVID-19 Requirements:** LIT no longer requires masks in the classroom. However, you are still allowed to wear a mask if it makes you feel comfortable. If you receive a positive COVID test, please do not come to class. Instead, send me an e-mail/phone call/text, and I will do what I can to ensure you have access to daily lectures and assignments.