



INSTRUCTOR CONTACT INFORMATION

Instructor: Joyce Blain
Email: jeblain@lit.edu
Office Hours: Before/After class

CREDIT

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

MODE OF INSTRUCTION

Face to face

PREREQUISITE/CO-REQUISITE:

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 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. No textbook is required.

ATTENDANCE POLICY

Attend class and log in regularly.

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

Expect to spend at least two hours/week outside of class time.

COURSE CALENDAR

DATE	TOPIC	READINGS (Due on this Date)	ASSIGNMENTS (Due on this Date)
Module One Jan 16-21	Folders 1 and 2 <i>Introduction to Composition I</i> Lecture		*Orientation Quiz *Professional Introductions Forum
Module Two Jan 22-31	<i>Nouns and Pronouns</i> Lecture <i>MLA Formatting</i> Lecture <i>Works Cited Page</i> Lecture <i>Verbs</i> Lecture	Sample MLA Essays	*Nouns and Pronouns Quiz *Verb Quiz
Module Two Folder Two Jan 30-Feb 1	<i>In-Text Citations</i> Lecture <i>Introduction to Rhetorical Analysis</i> Lecture <i>Conjunctions and Prepositions</i> Lecture	“Dear Pedants: Your Fave Grammar Rule Is Probably Fake” by Chi Luu “What’s the Language of the Future” by Henry Hitchings	*In-Text Citations Quiz * Essay 1 rough draft * Essay 1 Quotes
Module Two Folder Three Feb 1-6	<i>Adjectives and Adverbs</i> Lecture In-Class Exercise: Infomercials <i>To Infinitive and Beyond</i> Lecture	Schoolhouse Rock video	*Adjectives and Adverbs Quiz *Infinitive Quiz
Module Three Feb 6-12	<i>Revising</i> Lecture Rhetorical Analysis Workshop and Tutoring Session <i>Conjunctions and Prepositions</i> Lecture	Sample MLA Essays <i>Constructing Sentences</i> Lecture	*Conjunctions and Prepositions Quiz
Module Three Folder Two Feb 6-12	<i>The Thesis Statement</i> Lecture <i>The Seven Cs of Good Writing</i> Lecture		*Forum Debate * Essay 1 Final Draft
Module Four Feb 13-20	<i>How to be Unfazed by Phrases</i> Lecture <i>Fragments of Memories: Common Sentence Errors</i> Lecture <i>How to Persuade and Influence People</i> Lecture		*Phrases Quiz *Persuasive Essay Prewriting
Module Four Folder Two Feb 13-22	<i>Fallacious Reasoning</i> Lecture <i>Punctuation</i> Lecture Persuasive Essay Workshop and Tutoring Session	“Name the Logical Fallacy: COVID-19 Edition” by Charlotte A. Moser	*Punctuation Quiz One Fallacious Reasoning Quiz * Essay Two Rough Draft

Module Four Folder Three Feb 13-23	<i>Quotations and Apostrophes</i> Lecture <i>Hyphens Dashes Parentheses and Brackets</i> Lecture <i>Capitalization Abbreviation and Numbers</i> Lecture		*Essay Two Annotated Bibliography
Module Four Folder Four Feb 24-29	<i>The Annotated Bibliography</i> Lecture <i>The University Library Presentation</i> Lecture <i>Finding Good Sources</i> Lecture In-Class Exercise: Looking up an Article Together		*Sources Quiz *Research Essay Prewriting *Essay Two Final Draft
Module Five Mar 1-31	<i>The Elements of Style</i> Lecture <i>Common Mistakes in Papers and How to Avoid Them</i> Lecture Annotated Bibliography Workshop and Tutoring Session		*Common Mistakes Quiz *Prewriting due *Research Persuasive Essay Annotated Bibliography
Module Five Folder Two Apr 1-8	<i>Spelling Tips and Tricks</i> Lecture <i>How to Avoid Bias in Writing</i> Lecture Research Persuasive Essay Workshop and Tutoring Session	"7 Tips on How to Avoid Bias in Your Writing" by Beth Anne Freely Rauch	*Research Persuasive Essay Rough Draft
Module Five Folder Three Apr 9-25	In-Class Exercise: Research Essay Topic Discussions In-Class Exercise: Revising a Research Essay Together Research Essay Workshop and Tutoring Sessions	Students can turn in their research essay for anonymous in-class corrections for a chance at five extra points on the research essay.	*Research Persuasive Essay Peer Review *Research Persuasive Essay Final Draft
Module Six May 2-6	<i>The American Scholar: What You Can Do as a Writer and a Reader</i> Lecture Final Exam Workshop and Tutoring Sessions	Read or listen to "The American Scholar" by Ralph Waldo Emerson	*Final Exam

Late Work: Students may submit assignments late until April 15. All assignments from earlier in the semester must be submitted by then. From April 16-May 6, assignments will not be accepted late.

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Essay #1 10%
- Essay #2 15%
- Persuasive Research Essay--Common Assignment 15%
- Short Writing Assignments 15%
- Daily Grades 15%
- Participation/Attendance 10%
- Final Examination Essay 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. 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.

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. Students will be notified in class and via BlackBoard announcement.

Communication Email from your LIT email account to mine (jeblain@lit.edu). Emails from other accounts will not be responded to due to the possibility of nefarious intentions by sneaky phishing email senders.

Special Populations: If a student requires accommodation 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.

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**. 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, **the essay will earn 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 99% 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.

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.