ENGL 1301

INSTRUCTOR CONTACT INFORMATION

      Instructor: JW Skinner

      Email: jskinner@eagle.lit.edu

      Office Phone: see Blackboard collaborate

      Office Location: Virtual; online

      Office Hours: by appointment

CREDIT

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

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
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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.

ATTENDANCE POLICY
This is an asynchronous course. Students are not required to attend any online class. However, students are expected to check BlackBoard and their LIT e-mail daily. 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 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 (Due on this Date)	ASSIGNMENTS (Due on this Date)
Week One:	*Introduction to Composition I* Lecture In-Class Exercise: Tape Ball	"English Is Not Normal" by John McWhorter	Orientation Quiz Professional Introductions Forum "English Is Not Normal" Peer Review
Week Two:	*Nouns and Pronouns* Lecture *MLA Formatting* Lecture *Works Cited Page* Lecture	Sample MLA Essays	Nouns and Pronouns Quiz Spot the Difference Assignment MLA Template Due

			Create a Works Cited Page Assignment
Week Three:	*Verbs* Lecture *In-Text Citations* Lecture *Introduction to Rhetorical Analysis* Lecture In-Class Exercise: "Telephone"	"Dear Pedants: Your Fave Grammar Rule Is Probably Fake" by Chi Luu "Your Ability to Can Even: A Defense of Internet Linguistics" by Tia Baheri "What's the Language of the Future" by Henry Hitchings "What the F***" by Steven Pinker	Verb Quiz In-Text Citations Quiz "Your Fave Grammar Rule" Peer Review Rhetorical Analysis Essay Prewriting due Wednesday **Rhetorical Analysis Essay outline**
Week Four:	*Adjectives and Adverbs* Lecture In-Class Exercise: Infomercials *To Infinitive and Beyond* Lecture		Adjectives and Adverbs Quiz Infinitive Quiz Introductions and Conclusions Quiz **Rhetorical Analysis Essay Rough Draft**
Week Five:	*Conjunctions and Prepositions* Lecture *Revising* Lecture Rhetorical Analysis Workshop and Tutoring Session	Sample MLA Essays	Conjunctions and Prepositions Quiz Spot the Difference Assignment 2 **Rhetorical Analysis Essay Peer Review**
Week Six:	*The Thesis Statement* Lecture *The Seven Cs of Good Writing* Lecture *Constructing Sentences* Lecture		Sentences quiz Forum Debate! Does Your Paper Sail the Seven Cs? Assignment One due on Wednesday **Rhetorical Analysis Final Draft**
Week Seven:	*How to be Unfazed by Phrases* Lecture *Fragments of Memories: Common Sentence Errors* Lecture *How to Persuade and Influence People* Lecture		Phrases Quiz Persuasive Essay Prewriting

Week Eight:	*Fallacious Reasoning* Lecture *Punctuation* Lecture In-Class Exercise: Presidential Debate Persuasive Essay Workshop and Tutoring Session	"Name the Logical Fallacy: COVID-19 Edition" by Charlotte A. Moser	Punctuation Quiz One Fallacious Reasoning Quiz **Persuasive Essay Early Draft**
Week Nine:	*Quotations and Apostrophes* Lecture *Hyphens Dashes Parentheses and Brackets* Lecture *Capitalization Abbreviation and Numbers* Lecture		**Persuasive Essay Peer Review**
Week Ten:	*The Annotated Bibliography* Lecture *The University Library Presentation* Lecture *Finding Good Sources* Lecture In-Class Exercise: Looking up an Article Together		Sources Quiz Does Your Paper Sail the Seven Cs? Assignment Two due on Wednesday Research Essay Prewriting **Persuasive Essay Final Draft**
Week Eleven:	*The Elements of Style* Lecture *Common Mistakes in Papers and How to Avoid Them* Lecture Annotated Bibliography Workshop and Tutoring Session		Common Mistakes Quiz Annotated Bibliography Prewriting due on Wednesday **Research Persuasive Essay Annotated Bibliography**
Week Twelve:	*Spelling Tips and Tricks* Lecture *How to Avoid Bias in Writing* 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 Early Draft**
Week Thirteen:	In-Class Exercise: Research Essay Topic Discussions	Students can turn in their research essay for anonymous in-class	Does Your Paper Sail the Seven Cs? Assignment Three

	In-Class Exercise: Revising a Research Essay Together Research Essay Workshop and Tutoring Sessions	corrections for a chance at five extra points on the research essay.	**Research Persuasive Essay Peer Review**
Week Fourteen:	*Grammar Review: The Least You Need to Know* Lecture In-Class Exercise: Research Essay Topic Discussions Research Essay Workshop and Tutoring Sessions		**Research Persuasive Essay Final Draft**
Week Fifteen:	*The American Scholar: What You Can Do as a Writer and a Reader* Lecture Final Exam Workshop and Tutoring Sessions	Read or listen to "The American Scholar" by Ralph Waldo Emerson	**Final Exam: "The American Scholar"**
Week Sixteen:	TBA	TBA	TBA

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.

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.

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: 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. The new deadline will be three days after original deadline.** If a student asks for more time on an assignment the day before or the day it is due, I will not respond to their e-mail.

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.