

INRW 0301.3A1

Fall 2024



**LAMAR INSTITUTE  
OF TECHNOLOGY**

**INSTRUCTOR CONTACT INFORMATION**

Instructor: Daniel J. Valdez Jr., M.A.  
Email: dvaldez1@eagle.lit.edu  
Office Phone: 409-247-5242  
Office Location: TC Room 222  
Office Hours: MWF: 10:15 AM – 12:15 PM / TR 9:15 – 11:15 AM

**CREDIT**

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

**MODE OF INSTRUCTION**

Face to Face

**PREREQUISITE/CO-REQUISITE:**

1. CRC score of 910 or higher AND
2. Diagnostic level of 4 to 6 AND
3. Essay score of 4 to 8 OR other State accepted testing scores
4. Must be co-enrolled in ENGL 1301 (Composition I)

**COURSE DESCRIPTION**

Integration of critical reading and academic writing skills. This intervention is designed specifically for students assessed at BASE levels 3-4 and must be part of a student's coenrollment (co-requisite) enrollment: •as a mainstreamed intensifier providing contact hours for additional, just-in-time instructional support for the student's success in the developmental IRW course, or •as a contextualized and/or integrated basic skills instructional support for a Career/Technical Education course.

**COURSE OBJECTIVES**

Upon completion of this course, the student will be able to

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.

4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advances the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate the relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

### **REQUIRED TEXTBOOK AND MATERIALS**

A working computer with access to Blackboard, the internet, and LIT network  
All required reading materials are provided by the instructor in Blackboard.

### **ATTENDANCE POLICY**

This is a face-to-face class. Students are required to attend in person and engage. Additionally, students are expected to check Blackboard and their LIT e-mail daily. Students are required to physically attend class and participate in regular discussions and assignments to receive full credit. Students who do not attend the class will fall behind. Students will be required to meet with the professor in person or virtually once a unit as a part of this course.

### **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	Materials	Assignments and Due Date
Aug 26-Sept 1	Chapter 0: Introductions, Syllabi, and Pretest	<ul style="list-style-type: none"> <li>● Discussion Board: Introductions</li> <li>● Plagiarism Video and Quiz                             <ul style="list-style-type: none"> <li>● Unit 1 Test</li> </ul> </li> <li>● MLA Formatted Template</li> </ul> <p>LOG IN TO KHAN ACADEMY</p> <p>Comprehending Literary Texts</p> <ol style="list-style-type: none"> <li>1. Explicit Information</li> <li>2. Inferences</li> </ol>	<ul style="list-style-type: none"> <li>● Discussion 0: Introductions</li> </ul> <p>Due Sept 1 Sept 2 - Labor Day</p>
Sept 3-8	Chapter 1: MLA Formatting and Plagiarism		<ul style="list-style-type: none"> <li>● Plagiarism Video and Quiz                             <ul style="list-style-type: none"> <li>● Unit 1 Test</li> </ul> </li> <li>● MLA Formatted Template</li> <li>● Unit 1 Attendance Meeting</li> <li>● Logbook 1: Notice Board</li> </ul> <p>Due 9/8</p>
Sept 9-15	Ch 2: College-Level Reading Comprehension	<p>Comprehending Literary Texts</p> <ol style="list-style-type: none"> <li>1. Explicit Information: theme and main idea</li> <li>2. Inferences</li> <li>3. Word Choice</li> </ol> <p>KHAN ACADEMY : The Noun</p>	<ol style="list-style-type: none"> <li>1. Explicit Information Assignment</li> <li>2. Inferences Assignment</li> <li>3. Logbook 2</li> </ol> <p>Due Sept 15</p>
Sept 16-22	Ch 2:	<ol style="list-style-type: none"> <li>4. Author's Crafts                             <ul style="list-style-type: none"> <li>- Word Choice                                     <ul style="list-style-type: none"> <li>○ Plot Structure</li> </ul> </li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Word Choice</li> </ol>

	College-Level Reading Comprehension	<ul style="list-style-type: none"> <li>○ Purpose</li> <li>○ Audience</li> <li>○ Point of View</li> <li>○ Perspective</li> </ul>	<ol style="list-style-type: none"> <li>2. Plot Structure Assignment</li> <li>3. Purpose Assignment</li> <li>4. Literary Audience Assignment</li> <li>5. Point of View Assignment</li> <li>6. Perspective Assignment</li> </ol> <p>Logbook 3</p> <p>Due Sept 22</p>
Sept 23-29	Catch up week	<ol style="list-style-type: none"> <li>5. Vocabulary</li> <li>6. Synthesis</li> </ol> <p>KHAN ACADEMY : The Verb</p>	<ol style="list-style-type: none"> <li>1. Vocabulary Assignment</li> <li>2. Khan Academy: Verb</li> <li>3. Discussion 4</li> </ol> <p>Due Sept 29</p>
Sept 30-Oct 6	Unit 2: College-Level Reading Comprehension	<p>Comprehending Informational Texts</p> <ol style="list-style-type: none"> <li>1. Main Ideas and Supporting Detail</li> <li>2. Inferences</li> <li>3. Author's Crafts</li> </ol>	<p>Logbook 4</p> <ol style="list-style-type: none"> <li>1. Main idea assignment</li> <li>2. Inferences Assignment</li> <li>3. Author's Crafts Assignments <ul style="list-style-type: none"> <li>- Word Choice</li> <li>- Text Structure</li> <li>- Purpose</li> <li>- Audience</li> <li>- Point of View</li> </ul> </li> </ol> <p>Due 10/6</p>
Oct 7-13	Unit 2: College-Level Reading Comprehension	<ol style="list-style-type: none"> <li>3. Author's Crafts <ul style="list-style-type: none"> <li>○ Word Choice</li> <li>○ Plot Structure</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Author's Craft</li> <li>2. Vocabulary Reading</li> </ol>

		<ul style="list-style-type: none"> <li>○ Purpose</li> <li>○ Audience</li> <li>○ Point of View</li> <li>○ Perspective</li> </ul> <p>4. Vocabulary</p> <p>5. Synthesis</p> <p>Unit 2 Review and Test</p>	<p>3. Synthesis Reading Assignments</p> <ul style="list-style-type: none"> <li>- Rhetorical Relationships Reading Assignment</li> <li>- Claims and Counterclaims Reading Assignment</li> </ul> <p>3. Discussion 4 Due Oct 13</p> <p>Unit 2 Test Oct 14</p>
Oct 14-20	Unit 3: College-Level Writing	<p>Intro</p> <ul style="list-style-type: none"> <li>● Audience, Purpose, and Tone</li> <li>● Review</li> </ul>	<p>College Level Writing</p> <ol style="list-style-type: none"> <li>1) Audience Assignment</li> <li>2) Purpose Assignment</li> <li>3) Tone assignment</li> </ol> <ul style="list-style-type: none"> <li>● Unit 2 Attendance Meeting</li> <li>● Discussion 5 Due 10/20</li> </ul>
Oct 21-27		<ul style="list-style-type: none"> <li>● Audience, Purpose, and Tone</li> <li>● Review</li> </ul> <p>KHAN ACADEMY : The Pronoun</p> <p>KHAN ACADEMY : The Modifier</p>	<ol style="list-style-type: none"> <li>1. Tone Assignment</li> <li>2. Khan Academy: Pronoun Modifier</li> </ol> <p>Due 10/27</p>
Oct 28- Nov 3  Happy Halloween	Unit 3: College-Level Writing	<p>Types of Academic Paragraphs</p> <ul style="list-style-type: none"> <li>○ Introduction Paragraph</li> <li>○ Body Paragraphs</li> <li>○ Conclusion Paragraph</li> </ul>	<p>Discussion 6</p> <p>Paragraphs</p> <ol style="list-style-type: none"> <li>1) Introduction paragraph assignment</li> <li>2) Body Paragraph assignment</li> </ol>

		<ul style="list-style-type: none"> <li>● Review</li> </ul> <p>KHAN ACADEMY : Punctuation 1</p>	<p>3) Conclusion paragraph assignment</p> <p>4) Review Assignment</p> <p>Due 11/3</p>
Nov 4-10	Unit 3: College Level Writing	<p>Writing Academic Paragraphs</p> <ul style="list-style-type: none"> <li>● Prewriting</li> <li>● Organization</li> <li>● Paragraph First Draft</li> <li>● MLA Formatting</li> </ul> <p>KHAN ACADEMY : Punctuation 2</p>	<p>Discussion 7</p> <ul style="list-style-type: none"> <li>● Unit 3 review and test</li> <li>- Mini Essay Preplanning, Drafting Peer Review Edit Publishing</li> <li>● Unit 3 Attendance Meeting</li> </ul> <p>Due 11/10</p>
Nov 11-17	Unit 4: Five-Paragraph Research Essay	<p>Writing Academic Paragraphs</p> <ul style="list-style-type: none"> <li>● Paragraph Proofreading</li> <li>● Paragraph Final Draft</li> </ul> <p>KHAN ACADEMY : Syntax</p>	<ul style="list-style-type: none"> <li>● Paragraph Pre-writing Assignment</li> <li>● Paragraph Organization Writing Assignment</li> </ul> <p>Due 11/17</p>
Nov 18-20 21-22 Thanksgiving Holiday	Unit 4: Five-Paragraph Research Essay	<p>Writing Academic Paragraphs con't</p> <p>Workshopping</p> <p>Rough Draft Research Essay due</p>	<ul style="list-style-type: none"> <li>● First Draft Writing Assignment</li> <li>● Paragraph MLA Writing Assignment</li> <li>● Peer Review</li> <li>●</li> </ul> <p>Due 11/25</p>
Nov 25- Dec 1	Unit 4: Five- Paragraph Research Essay	<p>Writing Academic Paragraphs con't</p>	

		Workshopping Peer Review Research Essay due	<ul style="list-style-type: none"> <li>● Paragraph Proofreading Assignment</li> <li>● Peer Review Assignment</li> <li>● Unit 4 Attendance Meeting</li> </ul> Due 12/1
Dec 2-8	Unit 4: Five- Paragraph Research Essay	Unit 4 Test	Test due 12/8
Dec 9-11	Unit 5	Essay Final Draft Due Course Evaluations Due	Due 12/11

### COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Attendance/Participation--20%  
(For an online class, you'll have to meet with me virtually once per Unit to get credit)
- Reading assignments--20%
- Writing Assignments--20%
- Unit Tests--20%
- Final Exam--20%

### GRADING SCALE

90 – 100 DA

80 – 89 DB

70 – 79 DC

60 – 69 DF

0 – 59 DF

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.

## **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.

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.

Using AI to complete any part of your content is considered Academic Dishonesty and has the same consequences as plagiarism/academic dishonesty/cheating. Your assignment will receive a zero if any part of your assignment, unless explicitly asked for, uses an AI generator to complete it. All work must be completely original.

**Late Work:** Late work is not accepted for this class. Any assignment 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. 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 24 hours before a deadline if a student cannot complete an assignment on time. Upon evaluation of case-by-case circumstances, a new deadline 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.