



INSTRUCTOR CONTACT INFORMATION

Instructor: Joyce Blain
Email: jeblain@lit.edu
Office Hours: Email for a conference

CREDIT

3 Semester Credit Hours (Lec hours lecture, Lab hours lab)

MODE OF INSTRUCTION

In-person

PREREQUISITE/CO-REQUISITE:

AFTER Jan. 11 2021 Scores

- College Readiness Classification, CRC, score of 910-944 AND
- Diagnostic level of 1 to 3 AND
- Does not have an essay score AND
- Co-enrollment in INRW 0173

BEFORE Jan. 11 2021 Scores

- TSI Reading score of 339 or below OR
- TSI Writing score of 339 or below AND
- ABE is below 4 AND
- Four or lower on the essay AND
- Co-enrollment in INRW 0173

COURSE DESCRIPTION

Integration of critical reading and academic writing skills. Successful completion of this intervention if taught at the upper (exit) level fulfills TSI requirements for reading and writing.

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. INRW 0373 Master Course Syllabus Approved May 2021
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance 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 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

All required reading materials are provided by instructor in Blackboard.

ATTENDANCE POLICY

Come to class. 20% of the class grade/final average is tied to attendance.

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)
Jan 27	Course Info	Syllabus 0173, 0373	Discussion Jan 30
Jan 29	Work from home	Class will not meet	Unit 1 Test Feb 2
Feb 3	MLA Formatting, Plagiarism	Unit 1	MLA Reflection Feb 7
Feb 5	Explicit Information, Inferencing	Unit 2	Explicit Info Feb 9
Feb 10	Explicit Information, Inferencing	Unit 2	Informational Inferences Feb 16
Feb 12	Literary Inferences	Unit 2	Literary Inferences Feb 23
Feb 17	Reflection Assignments help	Unit 2	Reflection 2 Feb 23 Reflection 3 Feb 23
Feb 19	Author’s Craft-Informational	Unit 2	Author’s Craft Feb 23
Feb 24	Vocabulary, Synthesis	Unit 2	Vocabulary Reading Mar 2 Synthesis Mar 2
Feb 26	Review for Unit 2 Test	Unit 2	Unit 2 Test Mar 2
Mar 3	Author’s Craft-Fiction, Synthesis-Claims & Counterclaims	Unit 3	Reflection 5 Mar 2
Mar 5	Audience in Academic Writing	Unit 3	Audience in Academic Writing Mar 23
Mar 10- Mar 14	Spring Break		
Mar 17	Purpose in Academic Writing Tone in Academic Writing		Purpose in Academic Writing Mar 30 Tone in Academic Writing Mar 30
Mar 19	Intro Paragraphs	Unit 3	Intro Paragraphs Apr 6
Mar 24	Body Paragraphs and Organization Concluding Paragraphs	Unit 3	Body Paragraphs Apr 6 Concluding Paragraphs Apr 6
Mar 26	Essay Prewriting	Unit 3	Essay Prewriting Apr 6
Mar 31	Main and Supporting Ideas	Unit 3	Main and Supporting Ideas Apr 13

Apr 2	Reflection 5	Unit 3	Reflection 5 Apr 13
Apr 7	Outlining and First Drafts, Unit 3 Test	Unit 3	Outlining Writing Apr 13 First Draft Apr 13 Unit 3 Test Apr 15
Apr 9	Paragraph Final Draft Writing Works Cited	Unit 3	Paragraph Final Draft Apr 13 Works Cited Apr 13
Apr 14	Essay Writing First Draft	Unit 4	Essay First Draft Apr 17
Apr 16	Peer Review	Unit 4	Peer Review Apr 23
Apr 21	Practice Citing	Unit 4	Practice Citing Apr 27
Apr 23	Unit 4 Test	Unit 4	Unit 4 Test
Apr 28	Essay Peer Review	Unit 4	Peer Review May 1
Apr 30	Final Essay prep	Unit 4	Final Essay May 6 Essay is the final exam
May 5	Final essay due May 6		Final Essay May 6 Essay is the final exam
May 7	TBD		

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Attendance--20%
- Reading assignments--20%
- Writing Assignments--20%
- Unit Tests--20%
- Final Exam--20%

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. Blackboard likes Chrome.

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 \(lit.edu\)](https://www.lit.edu/specialpopulations).

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

Emails will be responded to within 24 hours, unless over a weekend or I am unavailable. In that is ever the case, students will be given advance notice.

Late work will be accepted within one month of the due date, or until May 1 for work due from April 1-April 22. Only assignments due from April 23 and later may be submitted from May 2-May 5. Final exams, which will be the essay that has been worked on in class, is due at 11 pm on May 6. Exams will not be accepted after 11 pm.

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. Submitted work that AI detectors mark written by a computer/AI are subject to a score of zero. Resubmission eligibility and/or requirements will be at the discretion of the instructor. Students who do not comply with the required course

of action will earn a zero and possibly additional penalties up to being removed from the course. Instructor reserves the right to not allow a student to resubmit or revise work.

Let me also say that the point of this class is to learn to write at a collegiate level and exactly what I am paid to teach. If you are having difficulties, let's work together. I promise that putting in the effort is less daunting and yields a much better result when we (you) figure out ways to break through writer's block. I want you to succeed. Let's do this.