ENGL 1301.3F1 Spring 2025

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 AM – 11:15 AM

CREDIT

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

MODE OF INSTRUCTION

In-Person

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

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**.** Your readings can be found in the specific week's folder.

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: (01/21 – 01/24)	Introduction to Composition I How to Compose and Email	"English Is Not Normal" by John McWhorter **(01/24/25)**	Orientation Quiz Professional Introductions Forum "English Is Not Normal" Peer Review **(01/24/25)**
Week Two: (01/27 – 01/31)	Nouns and Pronouns MLA Formatting Works Cited Page	Sample MLA Essays Purdue OWL **(01/27/25)**	Nouns and Pronouns Quiz Spot the Difference Assignment MLA Template Due

	Capitalization, Abbreviation, and Numbers		Create a Works Cited Page Assignment **(01/31/25)**
Week Three: (02/03 – 02/07)	Verbs In-Text Citations The Thesis Statement Introduction to Rhetorical Analysis Quotations and Apostrophes	"Dear Pedants: Your Fave Grammar Rule Is Probably Fake" by Chi Luu **(02/03/25)** "What's the Language of the Future?" by Henry Hitchings "What the F***" by Steven Pinker **(02/05/25)**	Verb Quiz In-Text Citations Quiz "Your Fave Grammar Rule" Peer Review **Rhetorical Analysis Essay outline (02/07/25)**
Week Four: (02/10 – 02/14)	Adjectives and Adverbs To Infinitive and Beyond Punctuation Hyphens, Dashes, Parentheses, and Brackets	TBD **(02/12/25)**	Adjectives and Adverbs Quiz Infinitive Quiz Introductions and Conclusions Quiz **Rhetorical Analysis Essay Rough Draft (02/14/25)**
Week Five: (02/17 – 02/21)	Conjunctions and Prepositions Lecture Revising Lecture Rhetorical Analysis Workshop and Tutoring Session	Sample MLA Essays **(02/17/25)**	**Rhetorical Analysis Essay Peer Review (02/17/25)** Conjunctions and Prepositions Quiz Punctuation Quiz One Spot the Difference Assignment 2 **(02/21/25)**
Week Six: (02/24 – 02/28)	The Seven Cs of Good Writing Constructing Sentences	TBD **(02/24/25)**	**Rhetorical Analysis Final Draft (02/23/25)** Sentences quiz Forum Debate! Does Your Paper Sail the Seven Cs? Assignment One **(02/28/25)**
Week Seven: (03/03 – 03/07)	How to be Unfazed by Phrases Lecture Fragments of Memories: Common Sentence Errors	TBD **(03/03/25)**	Phrases Quiz Persuasive Essay Prewriting **(03/07/25)**

	How to Persuade and Influence People Lecture		
Week Eight: SPRING BREAK (03/10 – 03/14)	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week Nine: (3/17 – 03/21)	Fallacious Reasoning Persuasive Essay Workshop and Tutoring Session	"Name the Logical Fallacy: COVID-19 Edition" by Charlotte A. Moser **(03/19/25)**	Fallacious Reasoning Quiz **Persuasive Essay Early Draft (03/21/25)**
Week Ten: (03/24 – 03/28)	Avoiding Absolutes Introduction to Avoiding Bias	Biased Articles Videos **(03/24/25)**	Does Your Paper Sail the Seven Cs? Assignment Two **Persuasive Essay Peer Review (03/28/25)**
Week Eleven: (03/31 – 04/04)	The Annotated Bibliography The University Library Presentation Finding Good Sources	LU Library Document Academic Articles **(03/31/25)**	Sources Quiz Research Essay Prewriting **(04/04/25)** **Persuasive Essay Final Draft (04/06/25)**
Week Twelve: (04/07 – 04/11)	The Elements of Style Common Mistakes in Papers and How to Avoid Them Annotated Bibliography Workshop and Tutoring Session	Example Annotated Bibliography **(04/07/25)**	Common Mistakes Quiz Annotated Bibliography Prewriting **(04/07/25)** **Research Persuasive Essay Annotated Bibliography (04/11/25)**
Week Thirteen: (04/14 – 04/18)	Spelling Tips and Tricks How to Avoid Bias in Writing Research Persuasive Essay Workshop and Tutoring Session	"7 Tips on How to Avoid Bias in Your Writing" by Beth Anne Freely Rauch **(04/14/25)**	**Research Persuasive Essay Early Draft (04/18/25)**
Week Fourteen:	In-Class Exercise: Research Essay Topic Discussions	Biased Essay Examples **(04/21/25)**	Does Your Paper Sail the Seven Cs? Assignment Three

(04/21 – 04/25)	In-Class Exercise: Revising a Research Essay Together Research Essay Workshop and Tutoring Sessions		**Research Persuasive Essay Peer Review (04/23/25)**
Week Fifteen: (04/28 – 05/02)	Grammar Review: The Least You Need to Know In-Class Exercise: Research Essay Topic Discussions Research Essay Workshop and Tutoring Sessions	None.	**Research Persuasive Essay Final Draft (05/04/25)**
Week Sixteen: (05/05 – 05/07)	The American Scholar: What You Can Do as a Writer and a Reader Final Exam Prep	Read or listen to "The American Scholar" by Ralph Waldo Emerson **(05/05/25)**	"The American Scholar" Discussion **(05/07/25)**
FINAL EXAM DUE 05/11/25 BY 5 PM	**FINAL EXAM DUE 05/11/25 BY 5 PM**	**FINAL EXAM DUE 05/11/25 BY 5 PM**	**FINAL EXAM DUE 05/11/25 BY 5 PM**

COURSE EVALUATION
Final grades will be calculated according to the following criteria:

- Essay #1 10%
- Essay #2 15%
- Persuasive Research Essay--Common Assignment 20%
- Short Writing Assignments 15%
- Daily Grades 25%
- Final Exam 15%
- Total 100%
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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

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.

ADDITIONAL COURSE POLICIES/INFORMATION
- **Personal Responsibility**:
  - It is *my* responsibility to convey the course information to students in a clear and concise manner that is aligned with the course objectives. It is *the student's* responsibility to interact with the material, ask questions as needed, complete assignments in a timely manner, and check Blackboard and their email daily.
  - It is the student's responsibility to reach out to me with any questions or concerns they may have.
  - Students *must* listen to lectures and take notes in this course.
  - Technical issues are not a valid excuse for not completing an assignment if you wait until the day the assignment is due. You should work on assignments before the day they are due.
- **Grading**:
  - If a student receives their rough draft and does not correct any of the suggestions from the instructor for the final draft, they will receive an even lower grade than the rough draft.
  - Assignment due dates are subject to change at instructor discretion.
  - Any assignment containing *any* AI generated work will receive a zero. I do not recommend using AI for grammar correction, as it is sometimes flagged as AI generated content by the checkers I use (ZeroGPT, QuillBot, Scribb, GPTZero, and Undetectable). However, I understand that sometimes students may need it to identify a comma place or misplaced modifier. Be wary. Using AI to generate ideas or compose sentences is not allowed for any reason.
  - Plagiarized assignments will receive a zero.
  - Students who collude on assignments will receive zeroes.
  - I do not mark every little error on a students' essay. I mark the most frequent errors I notice a student is committing, leave feedback for correction, and it is then up to the student to go through their own essay and find errors on their own.
  - Gradebook will be updated weekly, but essays may take up to 2 weeks to grade.
- **Contac**t:

- o I am typically out of the office by 3 PM. Phone calls will not be answered after that time. Feel free to leave a message, but if you have an urgent matter, email me and place "URGENT" in the subject line. I reserve the right to determine what matters are urgent or not.
    - o If you email me after 3 PM on Friday, you will most likely not receive a reply until the following Monday.
    - o Please use my LIT email address to contact me, not Blackboard messenger.
- **I reserve the right to update my syllabi as needed throughout the semester.**

LATE WORK

All late work will receive a zero. Students must tell me **at least twenty-four hours before the due date** if they are going to miss work. The assignment must *only* be turned into Blackboard. Once the student turns in the assignment, they *must* immediately email me, or I will not know to look at the assignment. **Students who turn in late assignments but do not notify me will not get the chance to have their assignments re-graded.** Approved late assignments will be re-graded for full credit. Students who turned in assignments late may not get detailed feedback on how to improve their assignments. Depending on the excuse, I will most likely ask for some kind of proof that the excuse is valid. Extenuating circumstances such as severe illness or death of a loved one are valid excuses for missing assignments.

Extenuating circumstances do **not** include going out of town, going on vacation, Internet/technology issues that can quickly be solved by IT/Blackboard support, time management issues, etc.

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.

RETAKING ASSIGNMENTS

Other than late work and the major assignments I allow remediation for, I do not allow students to retake assignments. However, I may ask students to resubmit assignments if they do them incorrectly. Once an assignment is graded, it cannot be revised and resubmitted *unless* it is a major assignment.