

ENGL 1302.9U2 Spring 2025

INSTRUCTOR CONTACT INFORMATION

Instructor: Daniel J. Valdez Jr., M.A.

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Office Location: TC 222

Office Hours: MWF: 10 AM-12 PM / TR: 12:30 PM-2:30 PM



**LAMAR INSTITUTE
OF TECHNOLOGY**

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 literature and literary devices, along with practice in the strategies and techniques for developing research based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

COURSE OBJECTIVES

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

- 1) Demonstrate knowledge of individual and collaborative research processes.
- 2) Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- 3) Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
- 4) Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- 5) Apply the conventions of style manuals for specific academic disciplines, APA, CMS, MLA, or other style manuals.

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

Textbook: *The Norton Introduction to Literature Shorter 14th Edition* (ISBN: 978-0393886306)

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-Module 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 1 (01/21 – 01/24)	Welcome to ENGL 1302 Intro to Literature	“The Lady or the Tiger?” (01/24/25)	Orientation Quiz “The Lady or the Tiger?” Discussion (01/24/25)
Week 1 Pt. 2 (01/21 – 01/24)	Fiction Plot	“And of Clay Are We Created” – Isabel Allende “Where Are You Going, Where Have You Been?” – Joyce Carol Oates (01/28/25)	Plot Discussion “And of Clay...” Quiz “Where Are You Going...?” Quiz Freytag’s Pyramid Assignment (01/28/25)
Week 2 (01/27 – 01/31)	Character POV	“A Good Man is Hard to Find” – Flannery O’Connor “The Black Cat” – Edgar Allan Poe (01/31/25)	Character Discussion POV Discussion “A Good Man...” Quiz “The Black Cat” Quiz (01/31/25)
Week 3 (02/03 – 02/07)	Setting Tone and Style	“A Flawless Silence” – Yiyun Li “The Lottery” – Shirley Jackson (02/07/25)	Setting Discussion Tone and Style Discussion “A Flawless Silence” Quiz “The Lottery” Quiz (02/07/25)

<p>Week 4 (02/10 – 02/14)</p>	<p>Symbolism Figurative Language</p>	<p>“A Wall of Fire Rising” – Edwidge Danticat “Barn Burning” – Haruki Murakami (02/14/25)</p>	<p>Symbolism Discussion Figurative Language Discussion “A Wall of Fire...” Quiz “Barn Burning” Quiz (02/14/25) ESSAY 1 ROUGH DRAFT (02/16/25)</p>
<p>Week 5 (02/17 – 02/21)</p>	<p>Theme Author’s Message</p>	<p>“A Rose for Emily” – William Faulkner “The Ones Who Walk Away from Omelas” – Ursula K. LeGuin (02/21/25)</p>	<p>Theme Discussion Author’s Message Discussion "A Rose..." Quiz "The Ones..." Quiz (02/21/25)</p>

<p>Week 6 (02/24 – 02/28)</p>	<p>Intro to Poetry Poetic Terms 1</p>	<p>(Pick 2) “The New Colossus” “Sacred Objects” “I wandered lonely as a cloud” (Pick 2) “The Sky is low—the Clouds are mean” “Nebraska” “Poetry Makes Nothing Happen” (02/28/25)</p>	<p>ESSAY 1 FINAL DRAFT Intro to Poetry Discussion Reading and Writing About Poetry Discussion Poetic Terms Quiz (02/28/25)</p>
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Week 7 (03/03 – 03/07)	Speaker Setting	“Hades Welcomes His Bride” “I celebrate myself, and sing myself” “Humanity 101” “The Flea” (03/07/25)	Setting Discussion Speaker Discussion (03/07/25)
Week 8 (03/10 – 03/14) SPRING BREAK			
Week 9 (03/17 – 03/21)	Meter Stanza and Form	“Dulce et Decorum Est” “The Tyger” “Stopping by Woods on a Snowy Evening” (03/21/25)	Meter Discussion Stanza and Form Discussion Song Lyrics Activity (03/21/25) ESSAY 2 ROUGH DRAFT (03/23/25)
Week 10 (03/24 – 03/28)	Language Imagery	“My Papa’s Waltz” “Sex Without Love” “The Harlem Dancer” “The Republic of Motherhood” (03/28/25)	Language Discussion Imagery Discussion (03/28/25)
Week 11 (03/31 – 04/04)	Symbolism Poetic Terms 2	“The Raven” “The Leap” “One Perfect Rose” “Punishment” “Church Going” (04/04/25)	Symbolism Discussion Poetic Terms 2 Quiz ESSAY 2 FINAL DRAFT (04/04/25)

Week 12 (04/07 – 04/11)	Intro to Drama Reading and Watching Drama <i>Trifles</i>	<i>Trifles</i> (04/11/25)	Intro to Drama Discussion <i>Trifles</i> Discussion <i>Trifles</i> Quiz (04/11/25)
Week 13 (04/14 – 04/18)	Analyzing Drama <i>Fences</i>	<i>Fences</i> (04/18/25)	Analyzing Drama Discussion <i>Fences</i> Discussion <i>Fences</i> Quiz (04/18/25) ESSAY 3 ROUGH DRAFT (04/20/25)
Week 14 (04/21 – 04/25)	Elements of Drama Dramatic Terms Shakespeare <i>Hamlet</i>	<i>Hamlet</i> (04/25/25)	Elements of Drama Discussion Dramatic Terms Quiz <i>Hamlet</i> Discussion <i>Hamlet</i> Quiz (04/25/25)
Week 15 (04/28 – 05/02)	Sophocles <i>Antigone</i>	<i>Antigone</i> (05/02/25)	<i>Antigone</i> Discussion <i>Antigone</i> Quiz (05/02/25) ESSAY 3 FINAL DRAFT (05/04/25)
Week 16 (05/05 – 05/07)	Final Prep Extra Credit Week	Final Exam Readings (05/07/25)	Extra Credit Assignments (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%
- Short Writing Assignments - 15%
- Daily Work Assignments - 25%
- Essay 2 - 15%
- Essay 3 – Common Assignment - 20%
- Final Exam - 15%
- 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-computerrequirements>. 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.

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.
- **Contact:**
 - 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.
 - If you email me after 3 PM on Friday, you will most likely not receive a reply until the following Monday.
 - 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.

RETAKE 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.