

Spring 2025

INRW 0301\_3C1



**LAMAR INSTITUTE  
OF TECHNOLOGY**

**INSTRUCTOR CONTACT INFORMATION**

Instructor: Cori Robinson-Gregg  
Email: crobinsongregg@lit.edu  
Office Phone: 409-245-8749  
Office Location: TC 112B  
Office Hours: M/W 8-11,2-3:30, T/R 8-8:30,10:30-2, F 8-12

**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 an in-person class. Students are required to attend each scheduled class in person. Additionally, students are expected to check Blackboard and their LIT e-mail daily. Students are required to engage (participate in classroom activities) and be physically present in class to receive full credit. Students who do not engage with the class daily will not be given full attendance credit for the day, and will instead receive partial credit. Examples of this include but are not limited to failing to participate in class activities, being on electronics during instructional time, and not being present for more than 15 minutes of class. Your full attention and participation is required to aid you in mastering the skills needed for this class. If you feel that an exception should be made (for example, in case of an emergency), please communicate with your professor to be considered for leniency.

### **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
Week 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> LOG IN TO KHAN ACADEMY  Comprehending Literary Texts <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> Due Jan 26
Week 2	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> Due Feb 2
Week 3	Ch 2: College-Level Reading Comprehension	Comprehending Literary Texts <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>	<ol style="list-style-type: none"> <li>1. Explicit Information Assignment</li> <li>2. Inferences Assignment</li> <li>3. Logbook 2</li> </ol> Due Feb 9

		KHAN ACADEMY : The Noun	
Week 4	Ch 2: College-Level Reading Comprehension	<ul 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>o Plot Structure</li> <li>o Purpose</li> <li>o Audience</li> <li>o Point of View</li> <li>o Perspective</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1. Word Choice</li> <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> </ul> <p>Logbook 3</p> <p>Due Feb 16</p>
Week 5	Catch up week	<ul style="list-style-type: none"> <li>5. Vocabulary</li> <li>6. Synthesis</li> </ul> <p>KHAN ACADEMY : The Verb</p>	<ul style="list-style-type: none"> <li>1. Vocabulary Assignment</li> <li>2. Khan Academy: Verb</li> <li>3. Discussion 4</li> </ul> <p>Due Feb 23</p>
Week 6	Unit 2: College-Level Reading Comprehension	<p>Comprehending Informational Texts</p> <ul style="list-style-type: none"> <li>1. Main Ideas and Supporting Detail</li> <li>2. Inferences</li> <li>3. Author's Crafts</li> </ul>	<ul 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> </ul> <p>Workshopping - Outline for Essay 2 (ENGL 1301)</p> <p>Due March 2</p>

Week 7	Unit 2: College Level Reading Comprehension	<p>Comprehending Informational Texts – Author’s Crafts Vocabulary Synthesis</p> <p>KHAN ACADEMY : The Pronoun</p>	<p>4. Author’s Crafts Assignments</p> <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> <p>Synthesis Reading Assignments</p> <ul style="list-style-type: none"> <li>-Rhetorical relationships</li> <li>-Claims/Counterclaims</li> </ul> <p>Logbook 4</p> <p>Workshopping - Outline for Essay 2 (ENGL 1301)</p> <p>Study and Take Unit 2 Test</p>
Week 8	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>● Logbook 5</li> </ul> <p>Due March 23</p>
Week 9		<ul style="list-style-type: none"> <li>● Audience, Purpose, and Tone</li> <li>● Review</li> </ul> <p>KHAN ACADEMY : The Modifier</p>	<ol style="list-style-type: none"> <li>1. Tone Assignment</li> <li>2. Khan Academy: Modifier</li> </ol> <p>Due March 30</p>
Week 10	Unit 3:		Logbook 6

	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> <li>● Review</li> </ul> <p>KHAN ACADEMY : Punctuation 1</p>	<p>Paragraphs</p> <ol style="list-style-type: none"> <li>1) Introduction paragraph assignment</li> <li>2) Body Paragraph assignment</li> <li>3) Conclusion paragraph assignment</li> <li>4) Review Assignment</li> </ol> <p>Due April 6</p>
Week 11	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>Logbook 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 April 13</p>
Week 12	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 April 20</p>
Week 13	Unit 4: Five-Paragraph Research Essay	<p>Writing Academic Paragraphs con't</p> <p>Workshopping</p>	<ul style="list-style-type: none"> <li>● First Draft Writing Assignment</li> </ul>

		Rough Draft Research Essay due	<ul style="list-style-type: none"> <li>● Paragraph MLA Writing Assignment</li> <li>● Peer Review</li> <li>●</li> </ul> Due April 27
Week 14	Unit 4: Five- Paragraph Research Essay	Writing Academic Paragraphs con't  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 May 4
Week 15	Unit 4: Five- Paragraph Research Essay	Unit 4 Test	Unit 4 Test due May 7
Week 16	Unit 5	Essay Final Draft Due  Course Evaluations Due	FINAL – May 9  ALL Final work must be submitted by 5/9 (Last day of class)

### 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](http://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. The use of AI for this course for anything other than minor grammar aid is prohibited with the consequence of earning a zero on an assignment with no opportunity to resubmit. This is a writing class and course objectives dictate that students must be able to fulfill these objectives without the aid of generative predictive text programs such as ChatGPT. All submissions unless explicitly stated by the instructor must be verifiable and original from the mind of the student. Some assignments may require quotations and proper citation from approved sources. You can read more about appropriate representation of outside sources in the following sections.

## **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 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.

Self-plagiarism: submitting a piece of writing that's already received credit in another course.

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 original work.

Making minor changes to an original source while still retaining up to 75% of the structure of the sentence.

Using AI (ChatGPT, any AI bot, or artificial intelligence learning tools that can mimic student-produced work) to write any part of the content of your essay is considered academic dishonesty and will receive consequences in congruence with plagiarism or academic dishonesty consequences.

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: Late work for this class is accepted for 50% penalty. Any assignment turned in late will receive up to a 50%, up to professor's discretion. 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. Be prepared to show documentation if requested. 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. No late work will be accepted after the last day of 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. Be prepared to show documentation if requested.