ENGL 1301_3G1

CREDIT
3 Semester Credit Hours (3 hours lecture)

MODE OF INSTRUCTION
Face to Face

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 OBJECTIVE
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.

INSTRUCTOR CONTACT INFORMATION

Instructor:	Kimberly Schexnider
Email:	kschexnider@lit.edu
Cell Phone:	409-241-8024
Office Location:	N/A
Office Hours:	M-Th 7:45-8:30; 12:06-12:54, F 2-4

Approved: Initials/date

REQUIRED TEXTBOOK AND MATERIALS
An electronic device with access to the Internet. Textbook: *Successful College Composition* 3rd Ed (SCC) =Free PDF in Course (no purchase necessary)

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 and be physically present in class to receive full credit. Students who do not engage with the class daily will fall behind. Students who accrue too many absences may suffer up to a 10% loss of their final grade.

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 One: Jan 21-Jan 26	In Class activity: icebreakers and discussion (Reflection 1) Lecture 1: Course Orientation, Plagiarism and Syllabus overview MLA Formatting Email Etiquette Grammar: overview Parts of Speech	Read syllabus and intro material Textbook: *Successful College Composition (SCC)* Ch 1 (1.1 and 1.2 reading only) pg 6-16	-Reflection 1 -Plagiarism Statement and Quiz -Email Etiquette Assignment All due 1/26
Week Two: Jan 27 – Feb 2	Week 2 Lectures and Notes • MLA Formatting And citation MLA Writing Assignment – • Sampling Brainstorming	Textbook: *Successful College Composition (SCC)* Ch 1 (1.1 and 1.2 reading only) pg 6-16	• Plagiarism Video and Quiz • Unit 1 Test • Reflection 2

	• pre-writing Grammar: Nouns and Pronouns	"The Value of Grammar in the Workplace" MLA Samples Preview Informative Essay (Essay 1)	• MLA Template Assignment: Know Your Why • Grammar Quiz 1 All due 2/2
Week Three: Feb 3 – Feb 9	Week 3 Lectures Notes • The Writing Process • Rough Draft Notes • Descriptive Essays In Class activities and Practice Grammar: • Comma Splices • Commonly confused words	Req'd Textbook: *Successful College Composition (SCC)* Ch 3 (3.1) pg 88-93, Ch 1 (1.6 pg 27- 44) (optional) Textbook: *Successful College Composition (SCC)* Ch 2 (pg 44-71)	• Reflection 3 • Informative Prewriting Assignment • **Informative Essay Rough Draft** All Due 2/9
Week Four: Feb 10 – Feb 16	Week 4 Lectures • Introductions and Conclusions • Peer Review Grammar: • Comma Splices • Commonly confused words 2	*BB*- Descriptive Examples Textbook: *Successful College Composition (SCC)* Ch 2 (2.4 pg 71-87)	• Reflection 4 • Peer Review • Grammar Quiz 2 • Grammar Quiz 3 Due 2/16
Week Five: Feb 17 – Feb 23	Week 5 Lectures • Proofreading • Intro to Research	Sample MLA Essays Textbook: *Successful College Composition (SCC)* Ch 3 (3.2) pg 94-97	• Final Draft Essay 1 (Informative Essay) • Reflection 5 • Research Topic Proposal • Pre-Writing Assignment and Discussion

			• Remediation as needed All due 2/23
Week Six: Feb 24 – Mar 2	Week 6 Lectures • Evaluating Sources • Summaries/Paraphrase • Thesis Writing Brainstorming	Textbook: *Successful College Composition (SCC)* 1.3 Pg 17-19, 1.4 pg 20-23 And Ch 4 (4.1- 4.4) pg 134-158	• Reflection 6 • **Essay 2 Outline with citations** Due 3/2
Week Seven: Mar 3 – Mar 9	Week 7 Lectures • Intext Citations • Direct Quotes • Works Cited Grammar Focus: Active and Passive Voice Second Person	Textbook: *Successful College Composition (SCC)* Ch 4 (4.4-4.5) pg 145-164 and Ch 4 (4.8) pg 179- 181 and Ch 5 (5.4 -5.5) pg 240-251	• Reflection 7 • Grammar Quiz 4 • Tutoring Assignment • **Essay 2 Rough Draft** Due 3/9
Spring Break: March 10 – March 14			
Week Eight: Mar 17 – Mar 23	Week 8 Lectures • Fallacies in Writing Grammar Focus: • Comma Usage	*BB* - "Name the Logical Fallacy: COVID-19 Edition" by Charlotte A. Moser	• Reflection 8 • **Peer Review for Essay 2** • Grammar Quiz 5 All due 3/23
Week Nine: Mar 24 – Mar 30	Week 9 Lectures • Bias and Fallacies • Citation continued • The Three C's of Good Writing Essay and skills review Grammar Focus: • Quotes and Italics	Textbook: *Successful College Composition (SCC)* Ch 5 (5.1) pg 195-214	• Final Draft Essay 2 due (Professional Research and Writing Essay) • Reflection 9 • Remediation as needed • Persuasive Research Discussion Board Question

			All due 3/30
Week Ten: Mar 31 – Apr 6	Week 10 Lectures • Library Intro • Persuasive Essay Organization/tips/guidelines • Citation In-Class Exercise: Looking up an Article Together	Continue Brainstorming and Research	• Practice Citing Assignment Due • Persuasive Research Prompt Assignment • Reflection 10 due • Remediation Opportunity All due 4/6
Week Eleven: Apr 7 – Apr 13	Weel 11 Lectures • Persuasive Essay Tips 4/8 Library Log in	*BB* "7 Tips on How to Avoid Bias in Your Writing" by Beth Anne Freely Rauch	• Essay Prewriting Assignment due • Reflection 11 All due 4/13
Week Twelve: Apr 14 – Apr 20	Week 12 Lectures • Rhetorical Elements Essay Workshopping		• **Essay 3 Rough draft due** • Reflection 12 due All due 4/20
Week Thirteen: Apr 21 – Apr 27	Week 13 Lectures • Rhetorical Elements • In-Class Exercise: Research Essay Topic Discussions • In-Class Exercise: Revising a Research Essay Together • Research Essay Workshop and Tutoring Sessions		• Reflection 13 due • **Peer Review of Essay 3 due 4/27**
Week Fourteen: Apr 28 – May 4	Week 14 Lecture • Counterclaim and Rebuttal Grammar Focus: Review		• Reflection 14 • **Final Draft of Persuasive Research**

			Essay (Essay 3) All Due 5/4
Week Fifteen: May 5 – May 8	Week 15 Lecture Notes • Review of Skills and Organizing Final Exam Workshop and Tutoring Sessions		• Reflection 15 • Remediation as needed • **Final Exam: In Class Essay** All due 5/8
Week Sixteen: May 8-14 FINALS Week	TBA	TBA	TBA

COURSE EVALUATION
Final grades will be calculated according to the following criteria:
- Participation 10%
- Short Writing Assignments 15%
- Daily Assignments 15%
- Informative Essay 10%
- Professional Research Essay 15%
- Persuasive Research Essay - Common Assessment 20%
- Final Exam 15%
- Total 100%

GRADE SCALE
90 – 100 A
80 – 89 B
70 – 79 C
60 – 69 D
0 – 59 F
LIT does not use +/- grading scales

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.

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 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.

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.

Consequences for Academic Dishonesty:
Violations of this policy will result in academic and disciplinary consequences, which may include:

1. Receiving a zero on the assignment, quiz, or exam.
2. Failing the course.
3. Referral to the college's disciplinary process, which may lead to probation, suspension, or expulsion.

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 Policy
Assignments are expected to be submitted on time to keep the course on schedule and provide timely feedback. However, late work will be accepted under the following conditions:
Late Work Guidelines:
- **Penalty:** Assignments submitted after the deadline will incur a deduction of 10 **points per calendar day** late.
- **Maximum Time Frame:** Late assignments will only be accepted up to **five days after the original deadline**. After five days, the assignment will receive a grade of zero.

Grading Timeline for Late Work:
Please note that late submissions may not be graded with the same priority as on-time work. If you submit an assignment late, expect a delay in receiving your grade and feedback.
Avoiding Late Submissions:
To avoid losing points:
- Manage your time effectively and plan ahead for due dates.
- Communicate with the instructor **before the deadline** if you anticipate any issues.
- Submit work early whenever possible to account for potential technical difficulties.

This policy aims to balance flexibility with accountability while maintaining fairness to all students.

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; this will then fall under the **Late Work Policy.**