ENGL 1301

ONLINE

INSTRUCTOR CONTACT INFORMATION

Instructor:	Vicki L. Marshall, Ed.D.
Email:	vmarshall@lit.edu
Office Phone:	409-245-8749
Office Location:	TC-116
Office Hours:	Online by appointment.

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

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.
Textbook: Successful College Composition 3rd Ed *(SCC)* =Free PDF in Course (no purchase necessary)

ATTENDANCE POLICY
This is a virtual class. Students are required to attend and engage remotely. There are no in-person class meeting times for this class. Additionally, students are expected to check Blackboard and their LIT e-mail daily. Students are required to engage in class and participate in regular discussions and assignments to receive full credit. Students who do not engage with the class daily will fall behind.

DROP POLICY
If a student wishes to drop a course, the student is responsible for initiating and completing the drop process by the specified drop date as listed on the Academic Calendar. A student who stops participating in class yet fails to drop the course 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 12 to 18 hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time on this course as in the traditional, face-to-face class.

COURSE CALENDAR

DUE DATE	TOPIC		ASSIGNMENTS (Due on this Date)
MODULE 1: June 2 – June 4			
6/4	MLA formatting	Review the Perdue OWL APA website.	Short Writing Assignment 1: MLA Format
6/4	Introduce yourself	Read Chapter 1 in the online textbook. Read and follow instructions for Discussion Post 1.	Discussion Post 1: Introductions
6/4	Review of plagiarism information	Read and follow instructions for Discussion Post 2.	Discussion Post 2: Plagiarism
6/4	How to avoid plagiarism	Review information in Blackboard and take the quiz provided.	Plagiarism Presentation and Quiz

MODULE 2: June 5 - June 11			
6/8	Writing clear, concise, and well-organized essays.	Read Chapter 2 in the online textbook.	Short Writing Assignment 2: The Writing Process
6/8	The all-important thesis statement!	Read and follow instructions for Discussion Post 3.	Discussion Post 3: Thesis Statements
6/8	Informative Essay	Read and follow instructions in Blackboard.	Essay 1 Draft
6/11	Each paragraph must have a topic sentence.	Read and follow instruc07tions for Discussion Post 4.	Discussion Post 4: Paragraphs
6/11	Resubmit revised essay.	See comments on draft.	Essay 1 Final with revisions
MODULE 3: June 12 – June 18			
6/15	Sentence structure	Read	Short Writing Assignment 3: Run-on sentences
6/15	Introduction and conclusion paragraphs	Read and follow instructions for Discussion Post 5.	Discussion Post 5: Introduction and Conclusion Paragraphs
6/15	Professional Research Essay (learning how to cite sources)	Refer to Perdue OWL APA website for citation examples. Also see instructions in Blackboard.	Essay 2 Draft
6/18	Active and Passive Voice	Read and follow instructions in Blackboard.	Short Writing Assignment 4: Active and Passive Voice
6/18	Resubmit revised essay.	See comments on draft.	Essay 2 Final with revisions
MODULE 4: June 19 – July 2			
6/22	Identify topic for Persuasive Research Essay.	Read 4.2 in the online textbook.	Short Writing Assignment 5: Topic Proposal Paragraph
6/22	What is an annotated bibliography?	Read and follow instructions for Discussion Post 6.	Discussion Post 6: Annotated Bibliography
6/29	**Common Assignment:** Persuasive Research Draft	Read 3.8 in the online textbook.	Essay 3 Persuasive Essay Draft with Annotations (Common Assignment)
7/2	Inferences and Assumptions	Read and follow instructions for Discussion Post 7.	Discussion Post 7: Inferences and Assumptions
7/2	Resubmit revised essay.	See comments on draft.	Essay 3 Persuasive Essay Final with revisions (Common Assignment)
MODULE 5: July 3 – July 8			
7/6	Review of course	Read and follow instructions for Discussion Post 8.	Discussion Post 8: Course review
7/6	Demonstrate what you have learned in your final exam essay.		**Final Exam Essay Due July 6**
7/8	Last Class Day – Last Day to submit anything.		

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

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

. 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.

Special Populations: If a student requires accommodations while on LIT campus, they must contact Jarmarcus Corks in 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.
- 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, then 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.
- 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 the 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 to review.

Late Work: Late work is not accepted for this class. Any assignment turned in late will receive a zero. In very rare and extreme cases, if a student must request an extension, the extension must be requested at least 24 hours before the assignment is due to be considered, although no guarantees are promised. It is important that students not get behind in a 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.**