

ENGL\_1302\_921



**LAMAR INSTITUTE  
OF TECHNOLOGY**

**INSTRUCTOR CONTACT INFORMATION**

Instructor: Amy Jones  
Email: amstrickland@lit.edu  
Office Phone: 409-679-3324 (cell)  
Office Location: N/A  
Office Hours: Text 7am-8pm

**CREDIT**

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

**MODE OF INSTRUCTION**

Online

**PREREQUISITE/CO-REQUISITE:**

A D or better in ENGL 1301 (Composition I)

**COURSE DESCRIPTION**

Intensive study of and 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.

**REQUIRED TEXTBOOK AND MATERIALS**

No major text is required for this course. The instructor will provide information for required reading resources.

## ATTENDANCE POLICY

This course is completely online and requires students to login to Blackboard and complete assignments according to the course calendar.

## 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 (Complete early in the week)	ASSIGNMENTS (Due on this Date)
Week 1 – 1/17-1/22	Introductions, basics of literature, and critical approaches to literature	All readings should be completed by Sunday, January 22.	Introduction Discussion Board (Sun. 1/22)
Week 2 – 1/23-1/29	Critical approaches to literature	“Little Red Riding Hood” and related readings	Discussion Board (initial post Wed. 1/25; responses to classmates Sun. 1/29)
Week 3 – 1/30-2/5	Fiction	“Hills Like White Elephants” and related readings	Discussion Board (initial post Wed. 2/1; responses to classmates Sun. 2/5)
Week 4 – 2/6-2/12	Fiction	“The Yellow Wallpaper” and related readings	Reading Response Quiz (2/12) Essay 1 Rough Draft (2/12)
Week 5 – 2/13-2/19	Fiction	“The Lottery” and related readings	Discussion Board (initial post Wed. 2/15; responses to classmates Sun. 2/19) Essay 1 Final Draft (2/19)

Week 6 – 2/20-2/26	Fiction	“Where Are You Going, Where Have You Been” and related readings	Discussion Board (initial post Wed. 2/22; responses to classmates Sun. 2/26)
Week 7 – 2/27-3/5	Fiction	<i>The Giving Tree</i> and related readings	Discussion Board (initial post Wed. 3/1; responses to classmates Sun. 3/5) Essay 2 Rough Draft (3/5)
Week 8 – 3/6-3/12	Poetry	Read all poems and related readings included in this week’s folder	Discussion Board (initial post Wed. 3/8; responses to classmates Sun. 3/12) Essay 2 Final Draft (3/12) Midterm (3/12)
<b>SPRING BREAK 3/13-3/19</b>			
Week 9 – 3/20-3/26	Fiction	“A Rose for Emily” and related readings	Discussion Board (initial post Wed. 3/22; responses to classmates Sun. 3/26)
Week 10 – 3/27-4/2	Fiction	“Everyday Use” and related readings	Reading Response Quiz (4/2)
Week 11 – 4/3-4/9	Fiction	“The Tell-Tale Heart” and related readings	Quiz (4/9) Essay 3 Rough Draft (4/9)
Week 12 – 4/10-4/16	Drama	<i>A Streetcar Named Desire</i> performance and related readings	Quiz (4/16) Essay 3 Final Draft (4/16)
Week 13 – 4/17-4/23	Research Project	Instructions for project	Topic Proposal (4/23)
Week 14 – 4/24-4/30	Research Project		Rough Draft and Annotations (4/30)
Week 15 – 5/1-5/5	Research Project		Final Draft (Friday 5/5)
Week 16 – 5/5-5/9	Final Exam		Final Exam (Tuesday 5/9)

### **COURSE EVALUATION**

Final grades will be calculated according to the following criteria:

- Participation 10%
- Daily Work Assignments 40%

- Mid-Term Exam 15%
- Research Paper--Common Assignment 15%
- Final Exam 20%
- Total 100%

#### **GRADING SCALE**

<b>90-100</b>	<b>A</b>
<b>80-89</b>	<b>B</b>
<b>70-79</b>	<b>C</b>
<b>60-69</b>	<b>D</b>
<b>0-59</b>	<b>F</b>

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 \(lit.edu\)](#).

#### **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.

### **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**

I teach for LIT completely online and do not have an office on campus. I am available via email ([amstrickland@lit.edu](mailto:amstrickland@lit.edu)) or text message (409-679-3324). You may email me any time, but please limit text messages to between the hours of 7am and 8pm. I try to get back to students within a few hours; if your message is sent after 8pm, it may be the next day before you hear back from me. My availability on the weekends varies.

All assignments are due to Blackboard by 11:59pm on the due date listed. For Discussion Boards, initial posts must be completed by Wednesdays and a minimum of two substantive responses to classmates are due by Sundays. If the minimum number of responses is not included, you will receive a 0 for the discussion board. If initial posts are submitted after 11:59 on Wednesday, you will receive a deduction of points.

Late work is not accepted unless you get with me before the due date and there is a legitimate reason for you not being able to turn in an assignment on time. If an emergency arises, email me and let me know before the time an assignment is due. Blackboard, internet, or computer issues do not constitute an emergency.