



**INSTRUCTOR CONTACT INFORMATION**

Instructor: Brian Noel  
Email: bnoel@lit.edu  
Office Phone: N/A  
Office Location: N/A  
Office Hours: Email (anytime)

**CREDIT**

1 Semester Credit Hours (1 hour lecture, 0 hours lab)

**MODE OF INSTRUCTION**

Online

**PREREQUISITE/CO-REQUISITE:**

AFTER Jan. 11 2021 Scores  
College Readiness Classification, CRC, score of 910-944 AND  
Diagnostic level of 1 to 3 AND  
Does not have an essay score AND  
Co-enrollment in INRW 0173  
BEFORE Jan. 11 2021 Scores  
TSI Reading score of 339 or below OR  
TSI Writing score of 339 or below AND  
ABE is below 4 AND  
Four or lower on the essay AND  
Co-enrollment in INRW 0173

**COURSE DESCRIPTION**

Integration of critical reading and academic writing skills. Successful completion of this intervention if taught at the upper (exit) level fulfills TSI requirements for reading and writing.

**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. INRW 0373 Master Course Syllabus Approved May 2021
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 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

All required reading materials are provided by the instructor in Blackboard.

## 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 must 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 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	ASSIGNMENTS
Week One: June 2-6	<b>Orientation:</b> Introduction Syllabi MLA Format	Khan Academy: Nouns Orientation Module Study Questions MLA Unit 1 Test <b>All due June 8</b> <b>(Appointment: June 13)</b>
Week Two: June 9-13	<b>Descriptive Informative Reading &amp; Writing</b> Literary & Informational Text Explicit Information: Ideas Making Inferences	Khan Academy: Nouns "Fish Cheeks" Questions Literary Inferences <b>All due June 15</b>
Week Three:	<b>Descriptive Informative Reading &amp; Writing</b>	Khan Academy: Verbs

June 16-20	Audience, Purpose, and Tone	Academic Audience Purpose in Writing Tone <b>All Due June 22</b>
Week Four:  June 23-27	<b>Descriptive Informative Reading &amp; Writing</b>  Vocabulary  Plagiarism and Academic Honesty	Khan Academy: Verbs Vocabulary Plagiarism Quiz Essay Final Draft <b>All Due June 29th</b>
Week Five:  June 30 – July 3	<b>Professional Reading &amp; Writing</b>  Comprehending Informational/Non-Fiction Texts	Khan Academy: Pronouns Main Idea Inferences  <b>All Due July 6th</b>
Week Six:  July 7-11	<b>Professional Reading &amp; Writing</b>  Author's Craft: Info Text Info Text Vocabulary Citations	Khan Academy: Pronouns Informational Text  <b>All Due July 13th</b>
Week Seven:  July 14-18	<b>Professional Reading &amp; Writing</b>	Khan Academy: Modifiers Unit 2 Test <b>All due July 20th</b>
Week Eight:  July 21-25	<b>Persuasive Research &amp; Writing</b>  The Writing Process	Khan Academy: Modifiers Effective Essays Outline Discussion <b>All due July 27th</b>

<p>Week Nine:</p> <p>July 28 – Aug 1st</p>	<p><b>Persuasive Research &amp; Writing</b></p> <p>Essay Structure</p>	<p>Khan Academy: Prepositions &amp; Conjunctions</p> <p>Essay Structure: Intro</p> <p>Essay Structure: Body</p> <p>Essay Structure: Conclusion</p> <p><b>All due Aug 3rd</b></p>
<p>Week Ten:</p> <p>Aug 4 -8</p>	<p><b>Persuasive Research &amp; Writing</b></p> <p>Sample Persuasive Essay</p>	<p>Khan Academy: Prepositions &amp; Conjunctions</p> <p>Persuasive Research Essay Rough Draft</p> <p>Unit 3 Test</p> <p>Research Persuasive Essay <b>All due Aug 10th</b></p>
<p>Week Eleven:</p> <p>Aug 11-15</p>	<p><b>Final Exam</b></p>	<p>Persuasive Research Essay Final Draft</p> <p>Final Exam</p> <p><b>All due Aug 15th</b></p>

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Writing Assignments 25%
- Khan Academy 25%
- Unit Tests 25%
- Final Exam 25%
- 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

## **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 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](https://lit.edu)).

## **STUDENT CODE OF CONDUCT STATEMENT**

All registered Lamar Institute of Technology students are responsible for accessing, reading, understanding 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 instructor's discretion. 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 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](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 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 is not accepted for this class. Any assignment turned in late will receive a zero. In exceedingly 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 to be considered, although no guarantees are promised. It is important that students do not get behind in 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.

**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 the 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.