# ENGL 1301.2G1 – Spring 2026

**INSTRUCTOR CONTACT INFORMATION**

Instructor: Daniel J. Valdez Jr., M.A.

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Office Phone: 409-247-5242

Office Location: TC Room 222

Office Hours: MWF: 8:00 AM -10:00 AM / TR: 12:00 PM – 2:00 PM

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

**MODE OF INSTRUCTION**
Online

**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 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**.** Your readings can be found in the specific week's folder.

**ATTENDANCE POLICY**
This is an online course. Students are expected to check BlackBoard and their LIT e-mail daily. Students who do not engage with the class daily, do not listen to posted lectures, or do not look through the notes and PowerPoints provided will fall behind. There will be Participation Journals throughout the course to show that the student is participating in the course.

**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 (Due on this Date) | ASSIGNMENTS (Due on this Date) |
|---|---|---|---|
| Week 1: Start Here | Welcome to ENGL 1301 Classroom Orientation Formal Email | Writing a Formal Email **(01/23/26)** | Professional Introduction Forum Orientation Quiz Send Me a Formal Email **(01/25/26)** |
| Week 2: The Basics | MLA Format Works Cited and In-Text Citations Nouns and Pronouns | Documents to Help with Academic Writing MLA and Works Cited Examples **(01/28/26)** | MLA Template Assignment Works Cited Page Assignment |

| | | "English is Not Normal" by John Mchorter (01/30/26) | Nouns and Pronouns Quiz **(02/01/26)** |
|---|---|---|---|
| Week 3: The Informative Essay | The Informative Essay AI Ethics Verbs and Adverbs | Essay Examples **(02/02/26)** | **INFORMATIVE ESSAY OUTLINE (02/06/26)** AI Ethics Discussion Verbs and Adverbs Quiz Participation Journal 1 **(02/08/26)** |
| Week 4: The Informative Essay cont. | Reviewing Papers Common Errors Adjectives | Essay Examples **(02/09/26)** | **INFORMATIVE ESSAY ROUGH DRAFT (02/13/26)** Adjectives Quiz Common Errors Quiz **(02/15/26)** |
| Week 5: Revising and Making Strong Papers | What is a "Good" Essay Anyway? Rhetoric Conjunctions and Prepositions | Essay and Video Examples | Spot the Difference Assignment Conjunctions and Prepositions Quiz **(02/20/26)** **INFORMATIVE ESSAY FINAL DRAFT (02/22/26)** |
| Week 6: The Research Essay | The Research Essay Thesis Statements Diction and Syntax | TBD | **RESEARCH "HOW TO" ESSAY OUTLINE (02/27/26)** Thesis Statement Practice Diction and Syntax Quiz Participation Journal 2 **(03/01/26)** |
| Week 7: The Research Essay cont. | Peer Review Punctuation Good Non-Academic Sources | "What's the Language of the Future" by Henry Hitchings **(03/06/26)** Essay and Video Examples | **RESEARCH "HOW TO" ESSAY ROUGH DRAFT (03/04/26)** Peer Review Punctuation Quiz **(03/06/26)** |

| Week 8: SPRING BREAK | SPRING BREAK | SPRING BREAK | SPRING BREAK |
|---|---|---|---|
| Week 9: The Research Essay cont. | Confidence in Writing LU Library, JSTOR, and Google Scholar Phrases, Hyphens, Dashes, and Parentheses | Video Aides | **RESEARCH ESSAY FINAL DRAFT (03/20/26)** Phrases Quiz Punctuation Quiz Participation Journal 3 **(03/22/26)** |
| Week 10: Academic Research and the Annotated Bibliography | Logical Fallacies Finding Good Sources Persuasion | Logical Fallacies Videos and Examples Biased Articles What Academic Research Looks Like | Annotated Bibliography Prewriting Logical Fallacies Quiz Sources Quiz **(03/29/26)** |
| Week 11: Academic Research and the Annotated Bibliography cont. | Annotated Bibliography Avoiding Bias Citation Practice | Annotated Bibliography Examples MLA Citation Examples | **PERSUASIVE RESEARCH ANNOTATED BIBLIOGRAPHY (04/03/26)** Bias Quiz Citations Quiz **(04/05/26)** |
| Week 12: The Persuasive Research Essay | The Persuasive Research Essay Rhetoric Overview | Reading TBD **(04/08/26)** Video Aides Essay Examples | **PERSUASIVE RESEARCH ESSAY OUTLINE (04/10/26)** Rhetoric Quiz Participation Journal 4 **(04/12/26)** |

| Week 13: The Persuasive Research Essay cont. | How to Use Your Research Spelling and Syntax | Essay Examples | **PERSUASIVE RESEARCH ESSAY ROUGH DRAFT (04/17/26)** Peer Review Spelling and Syntax Quiz **(04/19/26)** |
|---|---|---|---|
| Week 14: The Persuasive Research Essay cont. | Revising Overview Grammar Overview Rhetoric Extra Credit Explanation | TBD | **Extra Credit Assignments** Participation Journal 5 **(04/26/26)** |
| Week 15: The Persuasive Research Essay cont. | Workshop | N/A | Workshop Discussion **EARLY TURN-IN: PERSUASIVE RESEARCH ESSAY FINAL DRAFT (04/29/26)** |
| Week 16: Final Prep | Final Exam Prep | | **OFFICIAL TURN-IN DATE: PERSUASIVE RESEARCH ESSAY FINAL DRAFT (05/06/26)** **OPTIONAL FINAL EXAM (05/11/26) BY 5 PM** |

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

- Participation 10%
- Short Writing Assignments 15%
- Daily Assignments 15%
- Essay One – Informative 10%
- Essay Two – Research "How to" 15%
- Essay Three – Common Core Persuasive Research Assignment 20%
- Final Exam 15%
- Total 100%

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**GRADING SCALE**
90-100 A
80-89 B
70-79 C
60-69 D
0 – 59 F

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. 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.

**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**
**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.

**ADDITIONAL COURSE POLICIES/INFORMATION:**

- **Personal Responsibility**:
    - It is *my* responsibility to convey the course information to students in a clear and concise manner that is aligned with the course objectives. It is *the student's* responsibility to interact with the material, ask questions as needed, complete assignments in a timely manner, and check Blackboard and their email **daily**.
    - It is the student's responsibility to reach out to me with any questions or concerns they may have.
    - Students *must* listen to lectures and take notes in this course. Failure to do so will result in the student falling behind, and if a question is asked that has been mentioned in the lecture, I will simply refer the student to the lecture.
    - Technical issues are not a valid excuse for not completing an assignment if the student waits until the day the assignment is due. The student should work on assignments before the day they are due. I will not accept the work, and the student will receive a 0. This is especially true if one does not stay up-to-date with one's LIT passwords. Forgetting one's log-in information is not a valid excuse for missing an assignment.
    - I use a lock-down browser for quizzes in this course. It is the student's responsibility to download the lock-down browser software and do their best to troubleshoot it if there are any issues. However, if the student has tried getting it

to work multiple times, it is the student's responsibility to reach out to me to let me know if it is not working.

- o Students must advocate for themselves in this course. Please, always contact me first if there is any issue involving something in the course, whether that be grades, content, or anything else. For dual-credit students: Emails and messages from counselors will be ignored unless the student and I have thoroughly discussed the issue.

- **Grading**:
  - o For essays: If a student receives their rough draft and does not correct any of the suggestions from the instructor for the final draft, their grade will be 10 points lower than the rough draft. If they only corrected half of their work from the instructor, then their grade will be at least 5 points lower than the rough draft. More points could be deducted based on what the student needed to do for the rough draft.
  - o After the first 2 weeks of class, I will begin taking off 5 points automatically for improper MLA format.
  - o Assignment due dates are subject to change at instructor discretion.
  - o Any assignment containing *any* AI generated work will receive a zero. I do not recommend using AI for grammar correction, as it is sometimes flagged as AI generated content by the checkers I use (ZeroGPT, QuillBot, Scribb, GPTZero, and Undetectable). However, if you need to use it to help you understand a grammatical error, please make sure you are the one typing in the correction, not the AI itself.
  - o Plagiarized assignments will receive a 0.
  - o Students who collude on assignments will receive zeroes.
  - o <u>I do not mark every little error on a students' essay</u>. I mark the most frequent errors I notice a student is committing, leave feedback for correction, and it is then up to the student to go through their own essay and find errors on their own.
  - o Gradebook will be updated weekly, but essays may take up to 2 weeks to grade.
  - o I will not reopen quizzes for any reason. Students are to pay close attention to all directions, questions, time limits, and buttons for all quizzes and tests.

- **Contac**t:
  - o I am typically out of the office by 1 PM on MW, 2 PM on TR, and 11 AM on Fridays. Phone calls will not be answered after that time. Feel free to leave a message, but if you have an urgent matter, email me and place "URGENT" in the subject line. I reserve the right to determine what matters are urgent or not.
  - o If you email me after 12 PM on Friday, you will most likely not receive a reply until the following Monday unless the matter is urgent.
  - o Please use my LIT email address to contact me, not Blackboard messenger.

- **Miscellaneous Policies**:
  - o Students are to keep their "Version History" on throughout the course whether they are using Microsoft Word, Google Docs, Apple Pages, or any other

document software. If I suspect plagiarism or AI use from the student, I will ask for his or her document to be shared with me through email. The student will then have to "share" his or her document with me, so I am able to search through his or her version history. The student is given 48 hours (on weekdays) for this to be done. The student is to make sure that they are using different documents for different assignments to avoid any kind of suspicious activity. Lastly, one should not write his or her work on one document and then "copy and paste" it to another document. The student will be suspected of cheating and will receive a 0 if this occurs.

- o Students who collude with each other on discussion boards, quizzes, or essays will receive automatic zeroes.
- o I allow 2 attempts on certain assignments. However, once the 1st attempt has been graded the student may no longer submit a 2nd attempt. It will be deleted if the student does so.
- o Going out of town, leaving one's electronic device used for schoolwork somewhere, and working late are not valid excuses for not turning in one's work. The student will need to contact me if they are going out of town so that we can work on getting his or her work completed early.
- o If the student has a job, please note that I am not unsympathetic to those that are working while pursuing an education. However, as stated, the student will need to keep up with due dates. Failure to do so will result in a 0. The student should let me know if his or her work schedule hinders them from completing an assignment on time at least 24 hours prior to the assignment's due date.

- **<u>I reserve the right to update my syllabi as needed throughout the semester.</u>**

**LATE WORK**

**All late work will receive a zero**. Students must tell me **at least twenty-four hours before the due date** if they are going to miss work. The assignment must *only* be turned into Blackboard. Once the student turns in the assignment, they *must* immediately email me, or I will not know to look at the assignment. **Students who turn in late assignments but do not notify me will not get the chance to have their assignments re-graded.**

Some assignments may be turned in late if approved because of extenuating circumstances, but the student will have to reach out to me so we can discuss them. I reserve the right to define what counts as an extenuating circumstance.

Approved late assignments will be re-graded for full credit. Students who turned in assignments late may not get detailed feedback on how to improve their assignments. Depending on the excuse, I will most likely ask for some kind of proof that the excuse is valid. Extenuating circumstances such as severe illness or death of a loved one are valid excuses for missing assignments.

Extenuating circumstances do **not** include going out of town, going on vacation, Internet/technology issues that can quickly be solved by IT/Blackboard support, time management issues, etc.

**RETAKING ASSIGNMENTS**

Other than late work and the major assignments I allow remediation for, I do not allow students to retake assignments. However, I may ask students to resubmit assignments if they do them incorrectly. Once an assignment is graded, it cannot be revised and resubmitted.