

ENGL_1302_9L2_202410



**LAMAR INSTITUTE
OF TECHNOLOGY**

INSTRUCTOR CONTACT INFORMATION

Instructor: Amy Jones
Email: amjones7@lit.edu
Office Phone: 409-679-3324 (cell – text only)
Office Location: No office on campus
Office Hours: Text, email, or by appointment

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 – 1/16-1/21	Introductions, basics of literature, and critical approaches to literature	All readings should be completed by Sunday, January 21.	Introduction Discussion Board (Sun. 1/21)
Week 2 – 1/22-1/28	Critical approaches to literature	“Little Red Riding Hood” and related readings	Discussion Board (initial post Wed. 1/24; responses to classmates Sun. 1/28)
Week 3 – 1/29-2/4	Fiction	“Hills Like White Elephants” and related readings	Discussion Board (initial post Wed. 1/31; responses to classmates Sun. 2/4)
Week 4 – 2/5-2/11	Fiction	“The Yellow Wallpaper” and related readings	Reading Response Quiz (Sun. 2/11) Essay 1 Rough Draft (Sun. 2/11)
Week 5 – 2/12-2/18	Fiction	“The Lottery” and related readings	Discussion Board (initial post Wed. 2/12; responses to classmates Sun. 2/18) Essay 1 Final Draft (Sun. 2/18)

Week 6 – 2/19-2/25	Fiction	“Where Are You Going, Where Have You Been” and related readings	Discussion Board (initial post Wed. 2/21; responses to classmates Sun. 2/25)
Week 7 – 2/26-3/3	Fiction	<i>The Giving Tree</i> and related readings	Discussion Board (initial post Wed. 2/28; responses to classmates Sun. 3/3) Essay 2 Rough Draft (Sun. 3/3)
Week 8 – 3/4-3/10	Poetry Midterm Exam	Read all poems and related readings included in this week’s folder	Discussion Board (initial post Wed. 3/6; responses to classmates Sun. 3/10) Essay 2 Final Draft (Sun. 3/10) Midterm (Sun. 3/10)
Spring Break March 11-15			
Week 9 – 3/18-3/24	Fiction	“A Rose for Emily” and related readings	Discussion Board (initial post Wed. 3/20; responses to classmates Sun. 3/24)
Week 10 – 3/25-3/31	Fiction	“Everyday Use” and related readings	Reading Response Quiz (Sun. 3/31)
Week 11 – 4/1-4/7	Fiction	“The Tell-Tale Heart” and related readings	Reading Response Quiz (Sun. 4/7) Essay 3 Rough Draft (Sun. 4/7)
Week 12 – 4/8-4/14	Drama	<i>A Streetcar Named Desire</i> performance and related readings	Reading Response Quiz (Sun. 4/14) Essay 3 Final Draft (Sun. 4/14)
Week 13 – 4/15-4/21	Research Project	Instructions for project	Topic Proposal (Wed. 4/17) Annotated Bibliography (Sun. 4/21)
Week 14 – 4/22-4/28	Research Project		Rough Draft (Fri. 4/26)
Week 15 – 4/29-5/1	Research Project		Final Draft (Wed. May 1)
Final Exam – available 5/2-5/5	Final Exam		Final Exam (Due by 11:59PM on Sunday 5/5)

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

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

Instructor Availability: I teach for LIT completely online and do not have an office on campus. I am available via email (amjones7@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.

Due dates are subject to change. I will post an announcement as soon as possible if I need to change a due date. I will never make an assignment due sooner than the original due date.

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: **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.** 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. **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.**

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.

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*. 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.

Diversity and Inclusion: LIT wishes to create a safe and understanding environment for students of all genders, ethnicities, religions, sexualities, and backgrounds. Literature in particular is a landscape full of authors with various personalities and cultures. I personally embrace diversity of thought and opinions. In class discussions, I want to be sure that everyone has the chance to voice their thoughts on a matter without unnecessary judgment. However, slurs or jokes pointed at minority groups are unacceptable, even if the student is a member of that group. **I expect all students to treat each other and themselves with respect in my classroom.** Students will read works that are challenging and controversial in this class. Please ensure classroom discussions remain civil.