



**LAMAR INSTITUTE  
OF TECHNOLOGY**

## ENGL 1302.2C1

### **INSTRUCTOR CONTACT INFORMATION**

Instructor: Tonya Blivens  
Email: tblivens@lit.edu  
Office Phone: (469) 407-1820  
Office Location: Online: Virtual Hours  
Office Hours: T/R: 3:00-3:30 PM  
Other times by request

### **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 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.

### **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.

### ATTENDANCE POLICY

This is an asynchronous course. Students are not required to attend any online class. However, students are expected to check BlackBoard and their LIT e-mail daily. 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-Module 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- 1<sup>st</sup> 8 Week Course

	DATE	MODULES	READINGS	ASSIGNMENTS
1	Jan16-21			<b>No assignments</b>
2	Jan 22-28	<b>CI-Classroom</b> Orientation Lecture ENGL 1302 Introduction Academic Dishonesty Presentation	<b>CI-</b> “That It Will Never Come Again” by Emily Dickinson	<b>Due 1/28 by 11:59pm</b> Orientation Quiz Academic Dishonesty Quiz Class Reading Contract
		<b>F1- <i>The Art of Fiction</i></b> Lecture <i>MLA Refresher</i> Lecture <i>Critical Approaches to Literature</i> Lecture	<b>F1-</b> “The Lady, or the Tiger?” by Frank Stockton	MLA Template Due Literary Criticism Assignment

		<b>F2- Plot Lecture</b> <i>Point of View Lecture</i> <i>Characters Lecture</i> <i>Works Cited Page Lecture</i>	<b>F2- Read either:</b> “Everyday Use” by Alice Walker <b>Or</b> “Cathedral” by Raymond Carver	Short Story Journal 1 Works Cited Page Assignment Midterm Prewriting
3	Jan 29-4  <b>Fiction</b> Modules 3 & 4	<b>F3- Setting Lecture</b> <i>Tone and Style Lecture</i> <i>In-Text Citations Lecture</i>	<b>F3 Read either:</b> “The Storm” by Kate Chopin <b>Or</b> “To Build a Fire” by Jack London	<b>Due 2/4 by 11:59pm</b> MLA In-Text Citations Assignment Midterm Outline
		<b>F4-Symbols Lecture</b> <i>Theme Lecture</i> <i>How to Structure a College Essay Lecture</i>	<b>F4 Read either:</b> “The Yellow Wallpaper” by Charlotte Perkins Gilman <b>Or</b> “The Lottery” by Shirley Jackson	Short Story Journal 2 <b>Midterm Rough Draft Due</b>
4	Feb 4-11 <b>Poetry</b> Modules 1 & 2	<b>P1- The Seven Cs of Good Writing Lecture</b> <i>The Art of Poetry Lecture</i> <i>Peer Review Lecture</i>	<b>P1-Read either:</b> “To a Locomotive in Winter” by Walt Whitman <b>Or</b> “Speech to the Young. Speech to the Progress-Toward” by Gwendolyn Brooks <b>Or</b> “Dog Haiku” by Anonymous	<b>Due 2/11 by 11:59pm</b> Poetry Journal 1 Does Your Paper Sail the Seven Cs? Assignment 1 <b>Midterm Peer Review</b>
		<b>P2- The Pleasure of Poetic Pattern Lecture</b> <i>Poetic Meter Lecture</i> <i>Steps of Poetry Analysis Lecture</i>	<b>P2- Read either:</b> “The winter evening settles down” by T.S. Eliot <b>Or</b> “The Fish” by Elizabeth Bishop <b>Or</b> “Sonnet 18: Shall I Compare Thee to a Summer’s Day” by William Shakespeare <b>Or</b>	Steps of Poetry Analysis Assignment <b>Midterm Final Draft</b>

			“Metaphors” by Sylvia Plath	
5	Feb 12-18 <b>Poetry</b> Modules 3 & 4 <b>Research</b> Module	<b>P3-</b> <i>Stanza</i> Lecture <i>Rhyme</i> Lecture <i>The Research Essay</i> Lecture	<b>P3-</b> Read either: “We Real Cool” by Gwendolyn Brooks <b>Or</b> “Break, Break, Break” by Alfred Lord Tennyson <b>Or</b> “Dream Boogie” by Langston Hughes	<b>Due 2/18 by 11:59pm</b> Poetry Journal 2 Research Topic Discussion Board <b>Literary Criticism Research Essay Topic Proposal</b>
		<b>P4-</b> <i>Poetic Devices Part One</i> Lecture <i>Poetic Devices Part Two</i> Lecture <i>Works Cited and In-Text Citations</i> Refresher	<b>P4-</b> Read either: “The Second Coming” by William Butler Yeats <b>Or</b> “Lady Lazarus” by Sylvia Plath <b>Or</b> “Cinderella” by Anne Sexton	Literary Criticism Research Essay Prewriting Assignment Works Cited and In-Text Citations Refresher Assignment
		<b>R-</b> <i>The Annotated Bibliography</i> Lecture <i>The University Library Presentation</i> Lecture <i>Finding Good Sources</i> Lecture		
6	Feb 19-25 <b>Drama</b> Modules 1 & 2	<b>D1-</b> <i>Analyzing a Play</i> Lecture <i>The Parts of a Play</i> with <i>Trifles</i> Lecture	<b>D1-</b> Read or watch “Trifles” by Susan Glaspell	<b>Due 2/25 by 11:59pm</b> Drama Journal 1 Parts of a Play Assignment <b>Annotated Bibliography</b> <b>Literary Criticism Research Essay Outline</b>
		<b>D2-</b> <i>Greek Tragedy</i> Lecture	<b>D2-</b> Read or watch <i>Oedipus the King</i>	Drama Journal 2 <b>Literary Criticism Research Essay Rough Draft</b>
7	Feb 26-3 <b>Drama</b> Modules 3 & 4	<b>D3-</b> <i>Shakespearean Theatre</i> Lecture	<b>D3-</b> Read or watch <i>Romeo and Juliet</i> by William Shakespeare	<b>Due 3/3 by 11:59pm</b> Does Your Paper Sail the Seven Cs? Assignment 2 <b>Literary Criticism Research Essay Peer Review</b>

		<b>D4- The Modern Play</b> Lecture	<b>D4-</b> Read or watch <i>A Doll's House</i> by Henrik Ibsen <b>Or</b> Read or watch <i>Waiting for Godot</i> by Samuel Beckett	<b>Literary Criticism Research Essay Final Draft</b>
8	Mar 4-8 <b>Final Module</b>	<b>FM-The Literary World</b> Lecture		<b>Due 3/6 by 11:59pm</b> <b>Final Exam</b>

### 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](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**

- On major essay papers, like the research paper, students may resubmit a revised final draft they failed for regrading, though the grade for this paper will not be above a B. This excludes the final exam or final paper.
- Students who can prove they took the rough draft of their midterm and/or research paper to Tutor.com or the on-campus English tutor will receive five extra points on the final draft of their midterm and/or research paper.
- Assignment due dates are subject to change at instructor discretion.

### **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. Once they have confirmation from me, students will be able to turn in assignments on the following makeup days:

- If the assignment was originally due Sunday, the assignment must be turned in by the next Wednesday.

- If the assignment was originally due Wednesday, the assignment must be turned in by the next Sunday.

The assignment must *only* be turned in to Blackboard. Once the student turns in the assignment, they *must* immediately e-mail 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 regraded.** Approved late assignments will be regraded for full credit. Students who turned in assignments late may not get detailed feedback on how to improve their assignments.

### **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 conversation remains civil.

### **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 *unless* it is a major assignment.