

English 0300: College Composition I Supplemental Instruction

Fall 2025

Course/Section: ENGL 0300-004

Time: T/TH 11:00am - 12:20pm

Location: College of Arts and Sciences (CAS) 258

INSTRUCTOR INFORMATION

Instructor: Bianca Guzman

Email: bguzman@uttyler.edu **NOTE:** Please contact me via my UT Tyler email rather than the Canvas Inbox feature.

Office hours: See Canvas for Zoom link to office hours

COURSE DESCRIPTION

This course is focused on the development of fundamental first-year skills including reading, writing, professionalism, and first-year experience. As supplemental instruction, our course will meet twice a week to provide additional support for students who are not yet TSI eligible. To earn credit, this course must be completed with a "C" or better. To pass the course and become "TSI Complete," you will be evaluated on three criteria: **Class Participation, Completion of Assignments and Tasks, and Demonstrated Growth.**

The first half (approximately 7 weeks) of the course will focus on learning critical skills that will aid in the completion of four major writing assignments. If students are deemed "TSI Complete" by the first half of the course, they will no longer be required to attend course meetings or complete any other course assignments aside from occasional Student-Instructor Conferences via Zoom. Attendance of the course and completion of course assignments is required past Week 7 if students need more support in the development of fundamental first-year skills.

COURSE LEARNING OUTCOMES

- Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
- Comprehend and use vocabulary effectively in oral communication, reading, and writing.
- Identify and analyze the audience, purpose, and message across a variety of texts.
- Describe and apply insights gained from reading and writing a variety of texts.
- Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
- Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

- 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.
- Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
- Recognize and apply the conventions of standard English in reading and writing.

REQUIRED TEXT(S) AND MATERIALS

Required course readings will be provided by the instructor, and accessible through the course Canvas.

Required materials for the course include pens, paper, highlighters, and a three-ring binder to keep course readings and activities organized. You will be asked to hand write every class period; therefore, you must come prepared with the necessary utensils to write. A reliable laptop or computer with internet access will also be necessary in order to access the course Canvas and submit typed assignments. If you do not have a personal laptop or computer, free computers are available for use on the 2nd and 4th floors of Muntz Library.

Additionally, access to a printer is required, as course readings and writing must be physically printed out and brought to class for discussion and revision workshops. Every UT Tyler student is given \$25 per semester for printing, which can be used for printers on the 2nd floor of Muntz Library or mobile printing via print.uttyler.edu. Coming to class unprepared (for example, without a printed copy of the day's reading) may result in a reduced score for that day's Class Participation and Engagement. It is imperative that you plan ahead and print your work before coming to class.

GRADE BREAKDOWN

Assignments	Percentage of Grade
Class Participation and Engagement	30% (includes attendance, class discussions of readings, surveys, etc.)
Essay 1: Annotated Playlist	15% (includes the submission of an outline, rough draft, and final draft)
Essay 2: Community Narrative	15% (includes the submission of an outline, rough draft, and final draft)
Essay 3: Success Roadmap	15% (includes the submission of an outline, rough draft, and final draft)
Essay 4: Reflection Portfolio	15% (includes the portfolio and reflection)
Student-Instructor Conferences	10% (2 scheduled meetings via Zoom between the student and the instructor)

Note: Students cannot pass the course if they fail to submit any of the major writing projects.

GRADING

You will receive letter grades for your writing assignments, weekly participation, and the course.

To grade your writing assignments, I will use standardized TSI grading rubrics, which are included in each assignment prompt and should be used to help guide your writing process. I also provide specific and personalized feedback on your assignments to help you continuously improve.

To compute the final course grade, the following grade scale will be utilized:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 1-59%

Students cannot pass the course if they fail to turn in a final draft of the Annotated Playlist, Community Narrative, Success Roadmap, or the Reflection Portfolio (the major assignments for Learning Units 1-4).

COURSE POLICIES

Attendance and Participation: This is an in-person course that is reliant on your consistent attendance and participation. Students are expected to be on time and engage in class discussions and activities. Any student who misses more than 2 classes without a university-approved excuse will fail the course automatically. Arriving late or leaving early 2 times will count as 1 absence.

A substantial portion of your course grade is based on your attendance and engagement.

Engagement includes the following:

- Being prepared by having done whatever reading and writing are assigned before the start of class
- Attending class and engaging in class discussions and workshops
- Completion of assignments and weekly in-class activities

The Writing Process: Writing is a process that consists of many stages including prewriting, drafting, and revision. Additionally, writing is often a recursive, non-linear process—you may find yourself frequently moving back and forth between various writing stages rather than following a strict one-way path.

This course will largely center the exploration of different writing processes and practices, with the hope that you will gain a greater understanding of what works best for you as a writer. For

example, there are many opportunities for you to revise your work built into this course through peer review workshops, rough draft submissions, and so on. As we approach writing as an act of discovery, it is important to note that rough drafts are not expected to be fully polished works; in fact, they are usually clunky, underdeveloped, and perhaps even disorganized. Yet, they still showcase an active mind fully engaged in thinking about the writing assignment at hand. This is to say that there are no expectations for your rough drafts to be perfect; instead, focus on critically engaging with the writing assignment's prompt to the best of your ability. The ultimate goal of writing rough drafts in this course is to develop writing that you can receive feedback on, and that you can rework into your final draft.

Communication: E-mail is my preferred method of one-on-one communication. Generally, I make an effort to reply to email inquiries within 24 hours, unless you email during the weekend. You can email me at bguzman@uttyler.edu.

Email correspondence should be respectful and appropriate, utilizing full sentences, reasonably correct grammar, and a succinct overview of the topic. I will only accept correspondence from your UT Tyler email, per the UT Tyler Email Policy. I will not review rough drafts of assignments via email.

Otherwise, all assignments (including the assignment prompts and assignment submission pages) will be available in our course Canvas. Please check your Canvas Announcements daily, as I send out regular reminders about assignment due dates.

Late Work: Late assignments will be penalized half of a letter grade (e.g., A to B+) for the first day late, and after that, a full letter grade (e.g., A to B). Late assignments will be accepted no more than 3 days after the due date.

There may be situations which warrant consideration for exceptions to the late draft policy. For consideration of an exception, you should establish your credibility as a student by engaging in substantive class discussion and submitting work on time. If you expect an assignment of yours to be late and wish to ask for an extension, please contact me as early as possible so that we can address and remediate any issues. Extensions are unlikely to be given on the day of the assignment's due date, so please plan and communicate accordingly.

Electronic Devices: Most in-class assignments will be completed using pen and paper, however, laptops may be brought to class and utilized if appropriate for the given assignment (for example, revising rough drafts during revision days). However, use of cell phones is not permitted except for specific class activities where use of the internet may be helpful for research. Otherwise, if you need to use your cell phone, please step into the hallway.

Use of Artificial Intelligence: For this course, Artificial Intelligence (AI) use is not allowed unless previously discussed by the instructor. Therefore, AI is permitted only for specific assignments, and appropriate acknowledgement and evidence is required.

This course has specific assignments and in-class activities where AI tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default understanding is that AI is not allowed during any stage of an assignment unless explicitly stated otherwise by the instructor.

Cheating and plagiarism through the use of AI on any assignment for this course will result in failure of the assignment (0%) and an Academic Dishonesty Report.

Plagiarism/Academic Honor Code: You are expected to complete and submit your own work for this course. You are guilty of plagiarism if you try to take credit for work done by someone else. Work written with artificial intelligence assistance will be considered plagiarized, if not explicitly permitted for use for an assignment. Do not turn in a composition written or largely edited by someone else; do not use someone else's words or ideas without using quotation marks and proper documentation; do not utilize AI to generate writing for credit. The College expects every member of its community to abide by the Academic Honor Code. Please consult the Student Handbook for more information.

Cheating or plagiarism, including the unauthorized usage of AI, on any assignment for this course will result in failure of the assignment (0%) and an Academic Dishonesty Report.

OVERVIEW OF ASSIGNMENTS

Annotated Playlist (Essay 1): Music is a central aspect of shared culture and individual human experience. For this assignment, you will create an annotated playlist of 5 songs that have special significance to you. Perhaps the song reflects a key moment in your life, or maybe the lyrics taught you an important lesson or remind you of someone you miss. The songs can be from any genre or time period, and each song must be accompanied by an annotation of at least 150 words.

Community Narrative (Essay 2): For this writing project, you will craft a 2-page essay about how a specific community that you belong to has played a role in your own personal development. Such communities might form around personal interests or hobbies like board games, video games, or stamp collecting. Perhaps your community is a sports team, or a church, or a book club.

Success Roadmap (Essay 3): For this assignment, you will develop an argument about the most important characteristics you believe students need to succeed in college and in a career. In writing the essay, you should draw upon your own experiences and observations, as well as conversations you have with individuals you deem successful in their own rights. This paper needs to be 2-3 pages in length.

Reflection Portfolio (Essay 4): In lieu of a final exam, you will write a Reflection Essay and complete a self-assessment reflecting on your experiences developing reading and writing skills throughout the course. This assignment will also make the case for whether you feel you are “TSI Complete” or not after the first half of the ENGL 0300 courseload. You will also complete an “exit” survey to submit with the Reflection Portfolio.

Course Readings and 3-2-1 Responses: In preparation for class discussions, it is expected that you will have read any assigned readings before the start of class. Additionally, for each reading I will ask you to complete a 3-2-1 Response to prepare you for class discussion.

3-2-1 Responses are your handwritten thoughts, questions, and reflections about the readings. These responses will also help you prepare for class discussion by giving you concrete ideas and questions to speak about. During or after reading, I will ask you to handwrite the following (either directly on the reading, or written on a separate piece of paper):

- 3 main takeaways from the reading
- 2 questions you have OR 2 connections you can make to other things we’ve read/discussed in class
- 1 short paragraph (3-4 sentences) describing why the reading matters in the context of what we’re learning about/the context of the class

Please come to class with a printed, annotated copy of the assigned reading and your handwritten 3-2-1 Response. Coming unprepared for class (for example, not having done the reading, not having printed the reading, and not having done your 3-2-1 Response) may result in a decreased Participation score for that day.

Weekly Class Activities: Weekly activities will include course readings, class discussions of readings, 3-2-1s, free writes, essay outlines, essay rough drafts, peer review workshops, grammar activities, and surveys. Some preparation before class may be needed to participate in activities (for example, completing a reading in order to participate in class discussion, and writing a rough draft to participate in peer review workshops).

Unit Surveys: At the end of each unit, you will complete an online survey. The surveys are a way to measure your experience with the learning unit, as well as your overall experience with reading and writing.

Student-Instructor Conferences: You will meet individually with your instructor by the end of Units 1 and 3. These meetings will be held in virtual format via Zoom. During these meetings, we will review your course progress and discuss individual assignments. You must schedule these conferences yourself through [Instructor Guzman's Bookings page](#).

Assignment Formatting: All writing assignments will be submitted as Word documents via Canvas. Hand-written outlines may be submitted as images in their respective Canvas submission pages. Linked Google Docs will not be accepted.

All essays should follow MLA format, unless otherwise stated. Papers should be left justified and double spaced, formatted in Times New Roman or Arial, 12 pt. font, 1" margins all around. All assignments should have a centered, original title and page numbers in the upper right corner in this format: [Last name #].

In the upper left corner of all assignments, please use the following, double-spaced heading (ensure there is no "space before/after paragraph"):

[Your name]

English 0300

Instructor Guzman

[Date]

COURSE OUTLINE / CALENDAR

Note: This schedule may change with reasonable advance notice, per university policy.

Unit 1 Strategies for Academic Success	
Week	Assignments Due
Week 1 August 25–August 31	Due by Class Time on Thursday (August 28) <ul style="list-style-type: none">Early Semester Reflection Survey Due by Sunday at 11:59 PM (August 31)

	<ul style="list-style-type: none"> Outline of Essay 1: Annotated Playlist
Week 2 September 1–September 7	<p>Due by Class Time on Tuesday (September 2)</p> <ul style="list-style-type: none"> Read “‘Is This for a Grade?’ Understanding Assessment, Evaluation, and Low-Stakes Writing Assignments” by Jason McIntosh 3-2-1 for “Is This for a Grade?” <p>Due by Class Time on Thursday (September 4)</p> <ul style="list-style-type: none"> Rough draft of Essay 1: Annotated Playlist <p>Due by Sunday at 11:59 PM (September 7)</p> <ul style="list-style-type: none"> Final draft of Essay 1: Annotated Playlist Unit 1 Survey
Unit 2 Reading and Responding to Complex Texts	
Week	Assignments Due
Week 3 September 8–September 14	<p>Due by Class Time on Tuesday (September 9)</p> <ul style="list-style-type: none"> Read “Constructing Scholarly Ethos in the Writing Classroom” by Kathleen J. Ryan 3-2-1 for “Constructing Scholarly Ethos in the Writing Classroom” <p>Due by Thursday (September 11)</p> <ul style="list-style-type: none"> Student-Instructor Conference #1 <p>Due by Sunday (September 14)</p> <ul style="list-style-type: none"> Outline of Essay 2: Community Narrative

Week 4 September 15–September 21	Due by Class Time on Tuesday (September 16) <ul style="list-style-type: none"> • Read “How to Read Like a Writer” by Mike Bunn • 3-2-1 for “How to Read Like a Writer” Due by Class Time on Thursday (September 18) <ul style="list-style-type: none"> • Rough draft of Essay 2: Community Narrative Due by Sunday (September 21) <ul style="list-style-type: none"> • Essay 2: Community Narrative • Unit 2 Survey
Unit 3 Developing Proficiency in Standard Writing Conventions	
Week	Assignments Due
Week 5 September 22–September 28	Due by Class Time on Tuesday (September 23) <ul style="list-style-type: none"> • Read “Critical Thinking in College Writing: From the Personal to the Academic by Gita DasBender • 3-2-1 for “Critical Thinking in College Writing” Due by Class Time on Thursday (September 25) Due by Sunday (September 28) <ul style="list-style-type: none"> • Essay 3: Success Roadmap Outline
Week 6 September 29–October 5	Due by Class Time on Tuesday (September 30) <ul style="list-style-type: none"> • Read “The Evolution of Imitation: Building Your Style” by Craig A. Meyer • 3-2-1 for “The Evolution of Imitation”

	<p>Due by Thursday (October 2)</p> <ul style="list-style-type: none"> • Rough draft of Essay 3: Success Roadmap <p>Due by Sunday (October 5)</p> <ul style="list-style-type: none"> • Essay 3: Success Roadmap • Unit 3 Survey • Student-Instructor Conference #2
Unit 4 Reflection Portfolio	
Week	Assignments Due
<p>Week 7</p> <p>October 6–October 12</p>	<p>Due by Class Time on Tuesday (October 7)</p> <ul style="list-style-type: none"> • Read “Reflective Writing and the Revision Process: What Were You Thinking?” by Sandra L. Giles • 3-2-1 for “Reflective Writing and the Revision Process” <p>Due by Thursday (October 9)</p> <ul style="list-style-type: none"> • Rough draft of Essay 4: Reflection Essay <p>Due Sunday (October 12)</p> <ul style="list-style-type: none"> • Reflection Essay • Unit 4 Survey