

Welcome to ENGLISH 0300

Welcome

Congratulations on embarking on your first semester of college. I'm so glad you are here! This will be a new journey for many of you and I will be your guide. My name is Miriam Rowntree and I have been teaching First-Year Writing for over ten years. I hope you will find that this course is not only relevant to your academic career, but also that as you begin developing writing skills and a writing process you will find much of our course relevant to your daily life. This syllabus will give you an important overview of the course, our policies, and procedures. Treat your syllabus as a contract between you and me. I agree to adhere to the policies and hope that you will as well. If you have concerns about anything in this document, please raise your concerns.

Instructor Corner

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CAS 238

I am also available via Zoom and
Canvas Chat.

Course Overview

This course is designed to help students fulfill the Texas Success Initiative (TSI) readiness requirements for college-level reading and writing. The course allows in-coming students to become TSI complete before starting their first college-level English courses in their fall semester. Emphasis on developing students' critical reading and academic writing skills.

Table of Contents

Course Learning Outcomes p. 2
Course Policies p. 3
Course Norms and Expectations p. 4
AI Policy p. 5
University Policies p. 6-11
Resources p. 11
Course Schedule & Due Dates p. 12-14

COURSE LEARNING OUTCOMES

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.
5. 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.
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

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 your 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.

Weekly Class Activities: Weekly activities will include class discussions of readings (discussion posts), grammar activities, and surveys.

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

Writing Center Visits: For at least two assignments, you should visit the Writing Center. You will write a short reflection on your session and submit your client report form.

Reflection Portfolio: In lieu of a final exam, students will write a Reflection Essay and complete a self-assessment reflecting on their experiences developing reading and writing skills throughout the course. Students will also complete a final "exit" survey to submit with the Reflection Portfolio.

COURSE POLICIES

COMMUNICATION

The best way to contact me is via Canvas Inbox. Per the UT Tyler email policy, which stipulates that "the Patriot Email account serves as the communication source for all UT-Tyler learning management systems," I will not reply to emails sent from non-UTT email addresses. The same policy is applied to Zoom office hours and conferences. While you can use any device (iPad, computer, or your phone), you must use your UT- Tyler credentials/patriots account. If you are not familiar with Zoom, you can use Canvas 101 which offers Zoom tutorials and guidelines on how to use Canvas.

Engagement is graded on a credit/no credit basis (complete/incomplete in Canvas).

Grading Scale:

90-100 - A demonstrates exceptional competence

80- 89 - B demonstrates competence

70- 79 - C demonstrates promise of competence

60- 69 - D demonstrates probability of incompetence

< 60 - F demonstrates incompetence

This course is dependent on your engagement with the course material. You will be assessed on your participation, as well as the work you submit. These will be graded as complete/incomplete and will not be available outside the class time.

It is your responsibility to communicate with me about what help you need. I cannot help you if I am not aware of your situation. One of the primary goals of this class is to ensure your success in ENGL 1301. We have a schedule of activities to help ensure your success. However, the course schedule can be flexible based on the class's needs.

CLASS NORMS AND EXPECTATIONS

The following practices are a starting point for creating our community and ensuring that everyone can participate at their best. To create this environment, we need a few base practices that we can start with. They are:

- **Actively participate.** Not only does participating help you to develop your own voice, but you help make space for better quality conversation when you engage with other class members and the instructor. You can find more about actively participating in Canvas under “Class Norms and Expectations.”
- **Engage in discussion and conversation.** Our class interaction will take place online. Much of our learning comes from these discussions. These interactions will help you as an individual to learn the course material, practice writing, and converse with your classmates and instructor.
- **Stay on track with your schedule.** This is not a self-paced course. Staying with the deadlines for assignments will ensure that you are keeping up with the material and completing valuable activities in preparation for your major assignments.
- **Be specific.** Vague language can have unintended consequences, including misunderstanding. The more specific you can be with your writing, the more effective you will communicate. We cannot read body language in a text, so it is important to refrain from making assumptions about your audience.
- **Practice Good Manners.** Sometimes without meaning to our humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your tone and language use during class discussion. Consider the way you wish to be responded to. The “golden rule” applies.

Use of Artificial Intelligence

I expect all writing you submit for this course to be your own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler’s Honor Code and academic honesty values.

Note: UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research.

You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Canvas

All your assignments will be submitted to Canvas. If you cannot log into Canvas, contact the **Office of Digital Learning** via phone at **903-566-6200** or via e-mail at canvas@uttyler.edu. You may have difficulty viewing feedback on your assignments in Canvas if using a cell phone—you'll need to use a laptop or PC to view all feedback in Canvas without problems.

UNIVERSITY POLICIES AND RESOURCES

Resource	Description
UT Tyler Honor Code	<p>Every member of the Ut Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal nor to accept the actions of those who do.</p> <p>https://www.uttyler.edu/center-for-ethics/</p>
Students Rights and Responsibilities	<p>To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:</p> <p>http://www.uttyler.edu/wellness/rightsandresponsibilities.php</p>
Campus Carry	<p>We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at:</p> <p>http://www.uttyler.edu/about/campus-carry/index.php</p>
UT Tyler a Tobacco-Free University	<p>All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors and visitors.</p> <p>Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.</p> <p>There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit:</p> <p>www.uttyler.edu/tobacco-free</p>
Grade Replacement/ Forgiveness and Census Date Policies	<p>Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade</p>

	<p>Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic calendar, or in the information pamphlets published each semester by the Office of the Registrar.</p> <p>Failure to file a Grade Replacement Contract will result in the both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler: graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.</p> <p>The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:</p> <ul style="list-style-type: none"> • Submitting Grade Replacement contracts, Transient forms, request to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit • Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.) • Schedule adjustments (section changes, adding a new class, dropping without a "W" grade) • Being reinstated or re-enrolled in classes after being dropped for non-payment • Completing the process for tuition exemptions or waivers through Financial Aid
State-Mandated Course Drop Policy	<p>Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the Census Date (See Academic Calendar for the specific date).</p> <p>Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the</p>

	extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.
Disability/Accessibility Services	<p>IN accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application.</p> <p>The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices , the SAR office located in the University Center, # 3150 or call 903.566.7079.</p>
Student Absence due to Religious Observance	Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.
Student Absence for University-Sponsored Events and Activities	If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
Social Security and FERPA Statement	It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks

	violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.
Emergency Exits and Evacuation	Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Student Standards of Academic Conduct	<p>Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.</p> <p>i. "Cheating" includes, but is not limited to:</p> <ul style="list-style-type: none"> • copying from another student's test paper; • using, during a test, materials not authorized by the person giving the test; • failure to comply with instructions given by the person administering the test; • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

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| | <p>iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.</p> <p>iv. All written work that is submitted will be subject to review by plagiarism software.</p> |
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UT Tyler Resources for Students

- [UT Tyler Writing Center](#) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](#) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](#) (903.566.7254)

Life Happens

Due dates for every module are provided on the course schedule (and posted in Canvas). However, I recognize that sometimes things come up, the pandemic rears its head, or even personal life happens.

Contact me as soon as possible to discuss extensions or revisions to deadlines.

COURSE SCHEDULE

All surveys will be completed in class.

	FOCUS AND ASSIGNMENTS	
WEEK 1 8/25-8/31	<p>Overview of Unit 1</p> <p>Goal setting</p> <p>Time management</p> <p>University resources</p>	<p>Due by Wednesday</p> <ul style="list-style-type: none"> • Self-Introductions • Labor Contract • Grammar Practice 1 <p>Due by Sunday</p> <ul style="list-style-type: none"> • Class Discussion of “The Sanctuary of School,” by Lynda Barry • Essay 1 Outline
WEEK 2 9/1-9/7	<p>Work on Annotated Playlist</p> <p>Listening Strategies</p>	<p>Due Wednesday</p> <ul style="list-style-type: none"> • Grammar Practice 2 <p>Due by Sunday</p> <ul style="list-style-type: none"> • Essay 1: Annotated Playlist • Unit 1 Survey
WEEK 3 9/8-9/14	<p>Overview of Unit 2</p> <p>Effective reading practices</p>	<p>Due Wednesday</p> <ul style="list-style-type: none"> • Grammar Practice 3 <p>Due Sunday</p> <ul style="list-style-type: none"> • Class Discussion of “Comparison is the Thief of Joy,” by Daniel Crosby • Essay 2 Outline • Writing Center Visit #1

WEEK 4 9/15-9/21	Work on Community Narrative Discourse Communities	Due Wednesday <ul style="list-style-type: none"> Grammar Practice 4 Due Sunday <ul style="list-style-type: none"> Essay 2: Community Narrative Essay Unit 2 Survey
WEEK 5 9/22-9/28	Overview of Unit 3 Effective writing strategies	Due Wednesday <ul style="list-style-type: none"> Grammar Practice 5 Due Sunday <ul style="list-style-type: none"> Class Discussion of “Are Tattoos Unprofessional?” by Macy Maxwell Essay 3 Outline Writing Center Visit #2
WEEK 6 9/29-10/5	Work on Success Roadmap Preview Reflection Portfolio	Due Wednesday <ul style="list-style-type: none"> Grammar Practice 6 Due Sunday <ul style="list-style-type: none"> Essay 3: Success Roadmap Unit 3 Survey
WEEK 7 10/6-10/12	Reflection Portfolio	Due Friday <ul style="list-style-type: none"> Self-Assessment Reflection Essay Exit Survey
WEEK 8 10/13-10/20	Conferences	
WEEKS 9-15	TSI Complete students will finish the course. Those who are not yet TSI complete will continue to work on their reflection portfolio, revisions, and grammar practice.	