


ENGL 1301: Composition I




Meeting Time and Place:


0014 and T014: TTH 12:30-1:50 pm
RBS 2019

INSTRUCTOR

 Dr. Zita Hüsing

 Office: CAS (College of Arts and Sciences) 239

 zhusing@uttyler.edu

 Office Hours: MW 12:30-2 pm
(via [Zoom](#)/in person) and by appointment

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.

LEARNING OUTCOMES

Upon successful completion of this course, students will:

- Demonstrate knowledge of individual and collaborative writing processes
- Develop ideas with appropriate support and attribution
- Write in a style appropriate to audience and purpose
- Read, reflect, and respond critically to a variety of texts
- Use Edited American English in academic essays

TEXTS AND LAPTOP

- All readings will be made available on Canvas. There is no textbook to buy.
- **Access to a laptop/computer** and internet access to access course materials and readings on Canvas (PDFs, links to videos, reports, handouts). Bringing your laptop to class will be beneficial to you. I strongly recommend that you **bring your laptop to all class sessions**.
- Access to MS Word, MS PowerPoint, and [Canva.com](https://www.canva.com). You can download Office 365 for free as a UT Tyler student [here](#) (it includes MS Word and MS PowerPoint).

COMMUNICATION

Please make sure to email me if you have any questions about projects, come by during office hours appointment, or set up an appointment in advance if the office hours are inconvenient. Begin every subject line for every email or Canvas message with ENGLISH 1301—[Section #] and sign the email with your first and last name. Email correspondence should be respectful and appropriate. I only accept correspondence from your UT Tyler email as per [UT Tyler email policy](#).

COURSE RULES

- Listen and learn from one another, respect others' opinions, experiences, beliefs, values, and differences.
- All students are responsible for contributing to both their own learning experience and the learning experience of others.
- There is room for vigorous discussion, and sometimes even heated intellectual disagreement in this class; however, it is expected that each person treats others with the utmost care and respect. Conflict between ideas does not need to become conflict between people. Be kind.

ACADEMIC HONESTY AND ACADEMIC MISCONDUCT

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual of Operating Procedures (Section 8).

DISABILITY/ACCESSIBILITY SERVICES

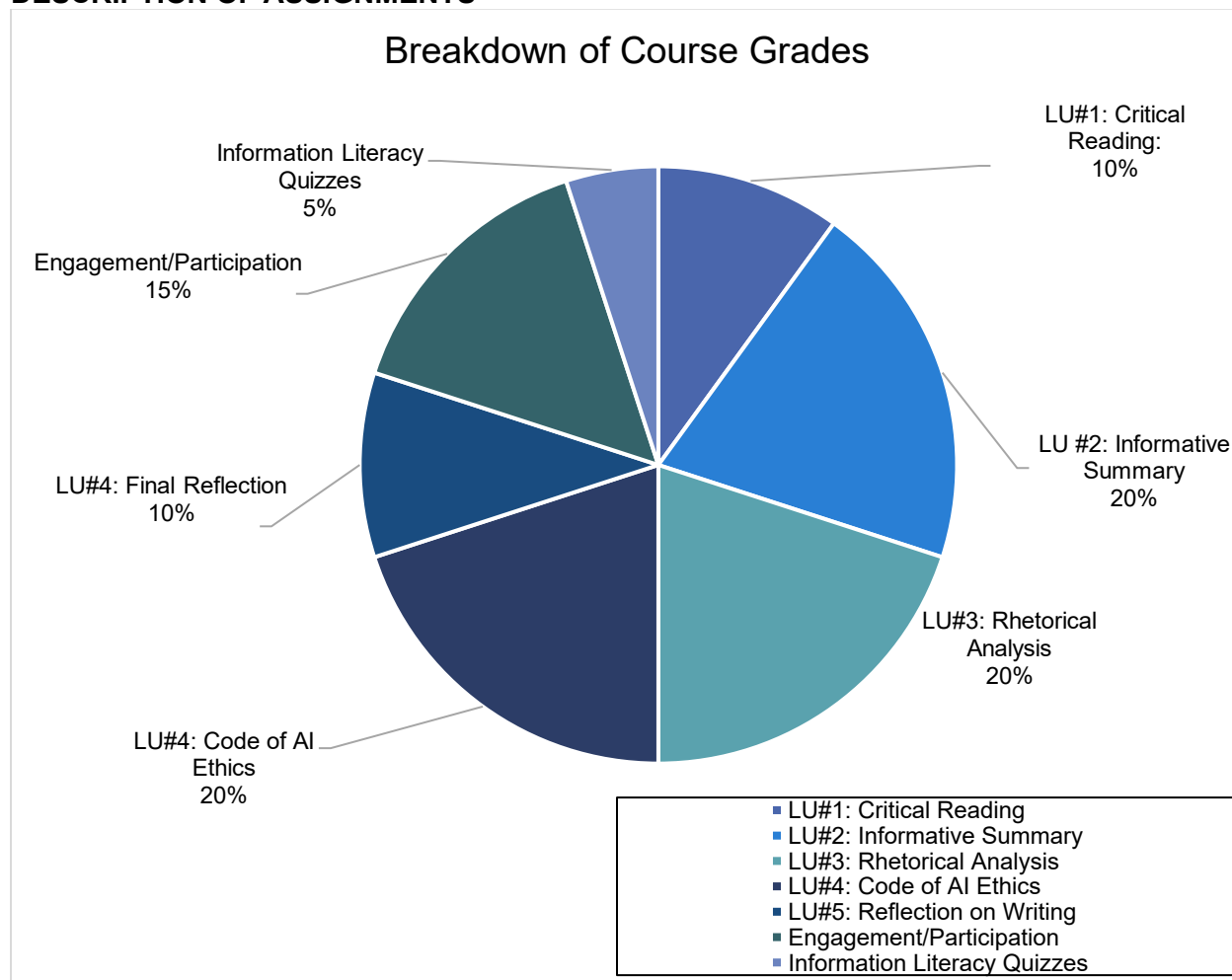
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or 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. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079.

ATTENDANCE

There may be times when you cannot or should not attend class, such as if you are not feeling well, have an interview, or have family responsibilities. Therefore, this course allows a total number of **5 absences** without penalty. Any student who misses more than 5 classes without a university-approved excuse will **fail** the course automatically. Arriving late or leaving early 3 times will count as 1 absence. Not participating in class activities will result in an absence for the day, especially if students are **on a phone/laptop during class time** when the use of these devices is not explicitly required by the instructor.

For relevant UTT policies, see the UTT policy on "[Class Attendance/Excused Absences](#)," and the UTT policy on withdrawals including "[Medical Withdrawal/Course Load Reduction](#)."

DESCRIPTION OF ASSIGNMENTS



The assignments are organized in Learning Units (LUs)

LU#1: Critical Reading (10%)	For the first assignment of the course, you develop habits of active reading by annotating a text.
LU#2: Informative Summary (20%):	For this assignment you will summarize a text while learning to paraphrase and cite others' ideas. You will learn to identify a text's argument, claims, evidence while practicing close reading and identifying a text's audience while learning the difference between a summary and an annotation.
LU#3: Rhetorical Analysis (20%)	You will write a rhetorical analysis essay following IMRAD guidelines which analyzes the rhetoric of a research article. You will inquire how the text works (what rhetorical strategies does the image employ, who is the audience and why, is the text's rhetoric successful?).
LU#4: Code of AI Ethics (20%)	For this assignment, you will complete an AI Ethics module with a variety of written reflections and create your own code of AI Ethics.

LU#5: Final Reflection (10%)	You will create a reflection on what you have learned over the course of the semester. You will reflect on your writing processes throughout the semester and how you have grown as a writer.
Participation/Engagement (15%)	<p>I expect regular and enthusiastic participation in class. You can acquire up to 50 points in participation by uploading in-class activities on Canvas. The remainder of the participation grade (50 points) consists of in-class participation. Students who listen to each other will be awarded with higher grades than those who are competitive and exclusionary. Make sure to fulfill all these three components for a good participation grade:</p> <ol style="list-style-type: none"> 1) Be prepared for class (complete the assigned reading and writing) 2) Participate in respectful, engaging discussion with your colleagues in class and on Canvas 3) Collaborate with your peers in group projects. At times you may be divided into smaller groups for small brainstorming sessions in the class so that everyone has an opportunity to share and present their ideas.
Information Literacy Quizzes (5%)	These quizzes help you to evaluate and understand sources. The quizzes are designed by librarian Vandy Dubre and can be accessed and completed on Canva.

LATE ASSIGNMENTS

Your work should be submitted on time. Acceptable file formats are .doc, .docx or .pdf. **All other formats are not accepted** and will be counted as missing. Quizzes or other classroom activities cannot be made up. If you have a valid excuse that is documented, reasonable effort will be made in helping you to make up the assignment. Late formal assignments are deducted **one grade letter per day**.

EXTENSION LOG POLICY

You will receive a pool of hours that allow you to extend the due date for any formally submitted assignment as you see fit, as long as you remain within the guidelines below (policy developed by Dr. Micheal Rumore and Dr. Franziska Tsufim). The breakdown within each unit is as follows:

LU#1: 24 hours

LU#2: 72 hours

LU#3: 72 hours

LU#4: 72 hours

To receive an extension for an assignment using these hours, simply submit an **extension log** (see template in each Assignment Description on Canvas) to Canvas in place of the assignment. Your logs should set a new deadline by noting how many extension hours will be used and briefly documenting how you will use those hours. You may divide your extension pool into 24-hour “blocks.” **The extension is considered automatically granted as long as you submit your log by the assignment’s original due date, as your hours cannot be assigned**

retroactively. You may submit one additional extension log for a previously extended assignment if you meet your own revised deadline and have the requisite hours in your pool.
Note: LU#4 and LU#5 are not eligible for using your extension hours.

Personal circumstances, emergencies, or necessary accommodations may require extensions beyond the time granted by this policy. If something unexpected happens during the semester—please do not hesitate to reach out.

GRADES

For determining assignments and final grades, the following scale will be used in this course:

A	90 to 100 points
B	80 to 89 points
C	70 to 79 points
D	60 to 69 points
F	0 to 59 points

PAPER FORMAT RULES

All assignments will be handed in as Word documents or PDFs on Canvas. Linked Google docs will not be accepted. The papers should follow MLA format. Papers are 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 title and page numbers in the upper right corner. In the upper left corner of all assignments, place this heading:

[Your name]
English 1301
Prof. Hüsing
[Date]

ARTIFICIAL INTELLIGENCE STATEMENT

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 (see below) is considered a breach of academic integrity.

The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.**

This course has specific assignments where artificial intelligence (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 is that AI is not allowed during any stage of an assignment.

Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

STUDENTS RIGHTS AND RESPONSIBILITIES

Please make sure you eat, sleep, and take care of yourself. Make sure to read the policies that outline student responsibilities at UT Tyler:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>.




UT TYLER RESOURCES

- [UT Tyler Writing Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Counseling Center](#)





CLASS SCHEDULE (Subject to change)

It is the student's **responsibility to check the course schedule for changes**. The class schedule will appear in the form of modules on Canvas which will be published in the beginning of every week.

Week & Date	In Class	Homework / Due Dates
WEEK 1: INTRODUCTION		
Tue 8/26	Introduction to the course; review syllabus; overview of assignments	Read: "Definitions of Rhetoric" (Canvas)
Thu 8/28	Syllabus Q&A; Discuss writing challenges & rhetorical strategies	Read: Lennie Irvin, "What is Academic Writing"
WEEK 2: CRITICAL READING (LU#1)		

Tue 9/2	Introduce LU#1: Critical Reading Assignment; Practice annotation and close reading	Read: “8 Time Management Tips for Students”; Begin drafting response
Thu 9/4	Workshop: Preparing college assignments and organizing your writing	Draft Critical Reading Assignment
WEEK 3: CRITICAL READING (LU#1)		
Tue 9/9	Workshop: Analyzing argument structure and evidence	 Read: Purdue OWL MLA Guide
Thu 9/11	MLA Basics & Final Q&A	DUE: LU#1 Critical Reading Assignment – Fri 9/12 by 5 PM;
WEEK 4: INFORMATIVE SUMMARY (LU#2)		
Tue 9/16	Introduce LU#2: Informative Summary; Practice summarizing vs. paraphrasing	Read: “Have Smartphones Destroyed a Generation?”; Watch OnCourse Video on Writing Summaries
Thu 9/18	Workshop: Informative Summary draft	Begin Informative Summary draft, Read Ann Lamott, “Shitty First Drafts”
WEEK 5: INFORMATIVE SUMMARY		
Tue 9/23	Peer Review  DUE:LU#2 Informative Summary Draft	
Thu 9/25	Final Workshop: Informative Summary	 DUE: LU#2 Informative Summary – Fri 9/26 by 5 PM
WEEK 6: RHETORICAL ANALYSIS (LU#3)		
Tue 9/30	Introduce LU#3: Rhetorical Analysis; Overview of IMRAD; Discuss ethos, pathos, logos,	
Thu 10/2	Analyze rhetorical strategies; Drafting introduction	
WEEK 7: RHETORICAL ANALYSIS		

Tue 10/7	Workshop drafts; Revision strategies	Work on LU#3 draft
Thu 10/9	📌 DUE: LU#3 Rhetorical Analysis Draft for Peer Review	
WEEK 8: RHETORICAL ANALYSIS		
Tue 10/14	Discuss revision strategies and voice	
Thu 10/16	Citation review and final LU#3 workshop	📌 DUE: LU#3 Rhetorical Analysis – Fri 10/17 by 5 PM
WEEK 9: CODE OF AI ETHICS (LU#4)		
Tue 10/21	Introduce LU#4: Code of AI Ethics Module; Activity: “What is AI? What is Ethics?” 📌 DUE: Defining Generative AI Prompt; Reflecting on AI’s Origins (11:59 PM)	Read: Coeckelbergh, AI Ethics excerpt; Watch: Sherry Turkle TED Talk
Thu 10/23	Discuss Coeckelbergh’s ideas; Fiction vs. real-world AI Compare Asimov’s Laws vs. real-world AI; Identify Top 3 Ethical Challenges 📌 DUE: Defining and Reflecting on AI Ethics (11:59 PM)	Read: Asimov’s “Three Laws of Robotics”; Write short reflection
WEEK 10: CODE OF AI ETHICS		
Tue 10/28	Peer discussion on ethical concerns; Review assignment guidelines 📌 DUE: Common Goals in AI Ethics (11:59 PM)	Read: Dobrin, “Applied vs. Conceptual AI”; Begin brainstorming code of ethics
Thu 10/30	Draft Due in Class; Peer Review	Draft AI Ethics Code
WEEK 11: CODE OF AI ETHICS		
Tue 11/4	Draft Due in Class; Peer Review	

	 DUE: Discussion Activity: Should we use AI in College Classrooms (11:59 PM)	
Thu 11/6	No in-person class	 DUE: LU#4 Code of AI Ethics – Fri 11/7 by 5 PM
WEEK 12: FINAL REFLECTION (LU#5)		
Tue 11/11	Introduce LU#5: Final Reflection	Read: “Reflection Writing and the Revision Process”
Thu 11/13	Workshop ideas for reflection	
WEEK 13: FINAL REFLECTION		
Tue 11/18	 DUE: LU#5 Final Reflection: Draft due in class; Peer review	
Thu 11/20	Continue workshop	
WEEK 14: THANKSGIVING BREAK		
Tue 11/25	No Class (Thanksgiving)	
Thu 11/27	No Class (Thanksgiving)	
WEEK 15: FINAL REFLECTION		
Tue 12/2	Explore writing technologies; Reflect on growth and goals	Watch: “Personal Empowerment through Reflection and Learning”
Thu 12/4	Class wrap-up; Career connections; Final Q&A	 DUE: LU#5 Final Reflection – Fri 12/5 by 5 PM