



Term: Fall 2025

Instructor: Jennifer Wilson

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Section: English 1301.015/T015

Course Dates: August 26, 2025 - Dec 11, 2025

Course Times: T/TH, 12:30-1:50 p.m.

Classroom: CAS 208

Office Hours: M/F 10:30-12:00; By appointment via Zoom



Welcome to ENGL1301, and congratulations on the start of your first college-level English class! My name is Jennifer Wilson, and I am excited to have you as my students this semester. We'll spend our time developing practical writing skills, building confidence in your writing process, and exploring how these tools connect to your life beyond the classroom. This syllabus outlines what we'll do together, what you can expect from me, and what I'll expect from you. I'm here to guide and encourage you as you grow as a writer and critical thinker, and I look forward to seeing what you accomplish!

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## Course Description

The course description and learning outcomes are per the Texas Higher Education Coordinating Board Lower Course Guide Manual:

(Three semester credit hours)

- 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.
  - To earn credit, this course must be completed with a "D" or better.
  - Prerequisite: A satisfactory score on the Texas Success Initiative (TSI) test or successful completion of a developmental writing course
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## 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



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## Course Textbook and Materials

Open Educational Resources are used in this class. **There is no textbook to buy.** Readings will be available on Canvas. Please print these readings to bring to class if you do not have a computer (printing is free in the computer labs on campus).

### Laptops

If you have a laptop, I recommend that you bring it to class. Using a laptop in class will be of immense benefit to you. Using a cell phone or other small hand-held device will be frustrating and **you won't be able to see all Canvas materials using a phone.**

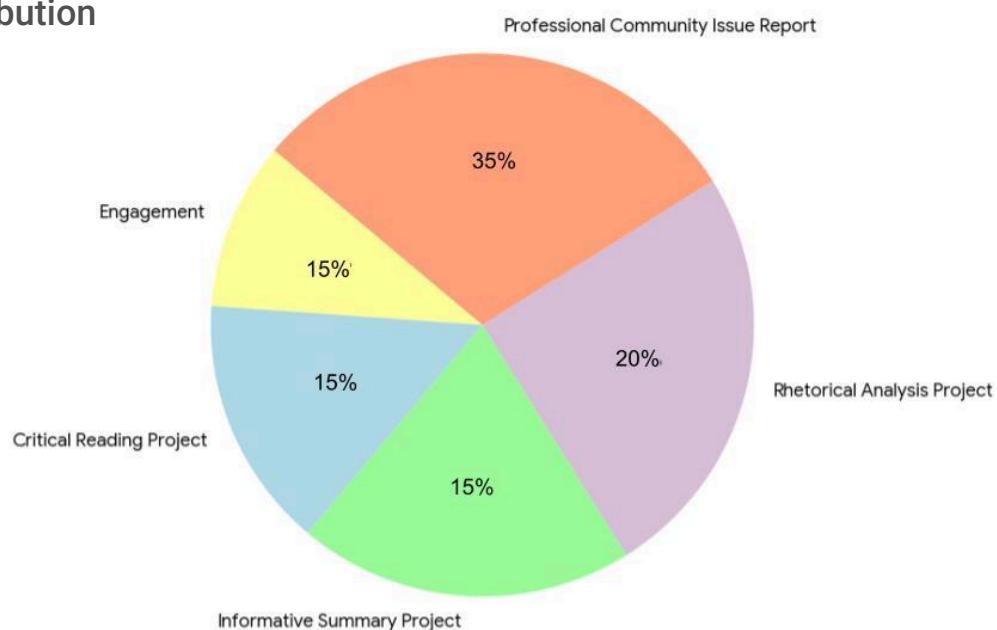
### Notebook and Writing Utensils

Bring a spiral notebook to class each time we meet, and a pen or pencil to complete in-class writing activities. Highlighters/colored pens are encouraged for annotating. A folder is also suggested for printed readings.

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## Grading

### Grade Distribution



## Grade Components:

**Project 1 - Critical Reading Annotation & Reflection:** In-depth annotation of a text followed by a brief reflection on the experience as a critical reader

**Project 2 - Informative Summary:** Concise, objective summary of the thesis and main points of a published text

**Project 3 - Rhetorical Analysis:** Analysis of the rhetorical strategies used in a text, examining how the speaker communicates his message and to what effect

**Project 4 - Professional Community Issue Report:** In-depth investigation into a salient issue, challenge, or controversy within your intended profession



**Engagement:** Daily Assignments are a reflection of student participation and constitute your engagement grade. These assignments include short in-class writing assignments, homework assignments, peer reviews, etc. Each of these assignments will be given a letter grade. Most of the assignments will be submitted in Canvas.

See assignment prompts on Canvas for a more detailed description of each assignment. We will also go over assignments in class.

## Grading Scale:

**A** (90%-100%) - Demonstrates exceptional competence

**B** (80%- 89%) - Demonstrates competence

**C** (70%- 79%) - Demonstrates promise of competence

**D** (60%- 69%) - Demonstrates probability of incompetence

**F** (< 60%) - Demonstrates incompetence

## Grading:

To grade your writing projects, I use detailed grading rubrics aligned with our course outcomes, which are included in each assignment sheet and should be used to help guide your writing process. I also provide specific and personalized feedback in the comments section of your grade book to help you continuously improve.

To earn a **C or above** in the class, students must earn a C or above on all writing projects and reflections. A grade of D or F on the Beginning-of-Semester Reflection, Summary, Rhetorical Analysis, Study of the Professional Community, or Reflection will result in the grade for the class being no higher than a D.

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# Course Policies

## Contacting Me

The best way to contact me is via UTT email or Canvas Message. Per the [UT Tyler email policy](#), I will not reply to emails sent from non-UTT email addresses. The same policy is applied to **Zoom office hours**. While you can use any device (iPad, computer, or your phone), **you must use your UTT credentials/Patriot's account**. If you are not familiar with Zoom, you can use [Canvas 101](#) which offers Zoom tutorials and guidelines on how to use Canvas.



Emails and Canvas messages should provide a succinct overview of the topic and should have complete sentences, reasonably correct grammar, and a somewhat formal style and tone—less formal than you would use in a paper and more formal than you would use in a text to your friends. **I will not respond to emails without a proper professional address.**

Although I check my email regularly, even on weekends, please do not expect to receive a reply to weekend emails (those sent between late afternoon Friday and Monday morning before 8:00 a.m.). If an issue legitimately requires immediate attention, please mark it “URGENT” in the subject line.

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## Attendance

This class meets two times a week. While students are expected to attend all class sessions. I know that certain absences are unavoidable. You may have **3 unexcused absences** throughout the semester. If you miss more than 3 class days, your final grade will be lowered by **one letter grade**. Your absences will be counted as excused if you provide acceptable documentation (a doctor's note, for example). **For attending all classes**, I will add extra points to your final grade at the end of the semester.



## Late Arrivals/Leaving Early

Being late (arriving after I take attendance) **two times** equals an absence. If you are late, it is your responsibility to remind me **AFTER CLASS** to note that you were late, not absent. Similarly, leaving early (before I dismiss class) two times equals an absence.

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## Revision Policy



You may rewrite and revise any paper (except the last project) for a potential **one letter grade improvement**. All revised papers for a potential higher grade must include a cover memo in which you list and discuss, in detail, the changes that you made and why you made those changes. Changes that are not annotated/discussed will not be used to evaluate an assignment for a potential higher grade. All revisions are due **within one week** of getting your graded paper back.

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## Instructor's Feedback

For each draft you submit you will receive my feedback. I use Canvas submissions to offer my feedback. Thus, you are expected to turn in **each of your drafts** to Canvas. All missing drafts will receive a "0." Please note that I am not *assessing* your drafts; the purpose of my feedback is to peer review your paper and offer constructive criticism to help you **refine your project**.



**Important note:** Because I spend much time offering you my feedback, I expect you to use it to improve your paper. If you do not acknowledge my comments and fail to adjust your paper based on my suggestions, I will not provide any further feedback on your rough drafts.

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## Late Work

Graded final drafts of the papers that are submitted after the deadline will be **reduced one letter grade**. This letter grade reduction remains in force with projects that are revised for a potential one grade improvement. In other words, the highest grade for a late project is a B. Engagement work (short writing assignments, group work activities, peer reviews, writing journals, etc.) cannot be revised or submitted after the due date.



There may be situations which warrant consideration for exceptions to the late-work policy. In some cases, a note from a health provider may be required to document the reason for missing class/deadlines. Minimal engagement in class and/or repeated missed deadlines precludes exceptions to the late-work policy.

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## Extra Credit Assignments



I do not give work for extra credit. Improving one's grade average requires improving performance on regular assignments. However, students who visit the campus **Writing Center** (in person or online) will earn **3 extra credit points** per paper. In order to receive credit, you must ask your tutor to send me a confirmation email with the date of visit and assignment name. Throughout the semester you can receive a maximum of 12 extra credit points for visiting the writing center. I strongly encourage students worried about grades to meet with me personally, or via zoom, to discuss their concerns.

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## Announcements in Canvas

I will actively use the “Announcements” feature in Canvas for all updates, important information, and as our daily calendar. For a tutorial on making sure that you receive announcements, [click here](#) and see the “Announcements” chapter linked in the menu on the right.



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## Submitting Assignments/Papers

To be counted for a grade, your work has to be submitted in the appropriate drop box in Assignments in Canvas and be in **doc, docx, or PDF format**. Canvas does not recognize other formats. There is a [free copy of Microsoft Office](#) for all UT-Tyler students. Please do not zip your files.



It is your responsibility to double check that all submissions are accurate, in the proper format, readable, and correct. After submitting an assignment, verify your submission by downloading and opening it from the submission drop box, ideally on a different device. This will ensure that the submission has not been corrupted and that you submitted the correct file. **If I cannot open your assignment, it is late.** Assignments submitted by mistake (e.g., wrong file, old draft) will be graded accordingly.

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## Expected Workload

It is important to set your expectations for success early on. For every hour spent in class, research shows, an additional 2 to 3 hours outside of class reading, studying, planning, and completing assignments is required to achieve success. Therefore, this in-person 3-credit course requires another 6 to 9 hours of work a week. Of course, not all students work at the same pace, and reading and analyzing literary texts can be challenging. I suggest you develop your own working schedule to make sure you do not miss any assignments and deadlines. Be patient with yourself and work often, if not daily, and you can succeed.



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## Academic Dishonesty & Classroom Conduct

### Academic Dishonesty:

This class has a **Zero Tolerance** Policy for academic dishonesty. Any act of academic dishonesty will result in immediate failure of the entire course and will be reported to the Office of Student Conduct and Intervention.

For the UTT definition of “academic dishonesty,” go to the UT Tyler Syllabus Module in the class Canvas shell. Click on “University Policies and Information.” Scroll to the “Academic Honesty and Academic Misconduct” section. Click on “Student Conduct and Discipline policy.” Read Section 8-802 “Academic Dishonesty.”



## Disruptive Behavior:

Disruptive behavior will be reported to the Office of Student Conduct and Intervention and may result in failing the class and/or University sanction. Disruptive behavior includes, but is not limited to:

- talking when the instructor is talking
- repeatedly arriving late and/or leaving early
- using technology for purposes other than working on the tangible learning activities taking place during the class period
- doing something other than working on the tangible learning activities taking place during the class period
- hindering other students from working on the tangible learning activities taking place during face-to-face and online class sessions
- sleeping during class

For the UTT definition of “disruptive behavior,” go to the UT Tyler Syllabus Module in the class Canvas shell. Click on “University Policies and Information.” Scroll to the “Academic Honesty and Academic Misconduct” section. Click on “Student Conduct and Discipline policy.” Scroll to Section 8-804 “Certain Other Offenses.” Read item number four “Disruptive Behavior.”

## Technological Distractions:

Please refrain from any unauthorized usages of technology during class. “Unauthorized” means unrelated to the tangible learning activities taking place during the class. Egregious and/or repeat offenders may be considered disruptive and asked to leave the class.

## Note on Classroom Etiquette:

Be respectful of other classmates' opinions. Use an appropriate tone when engaging in discussions, especially those about controversial issues. People have a variety of viewpoints, experiences, backgrounds, and worldviews. Use no language that is—or that could be construed to be—offensive toward others: personal jokes, critiques, derogatory and/or sarcastic comments towards others. We all come with different perspectives, so please be respectful and resist the urge to tell anyone they are wrong. In other words, it is okay to disagree; just make sure to acknowledge others' right to have their own perspective. Understand that your peers might have different life experiences and all of our world views are simply different.

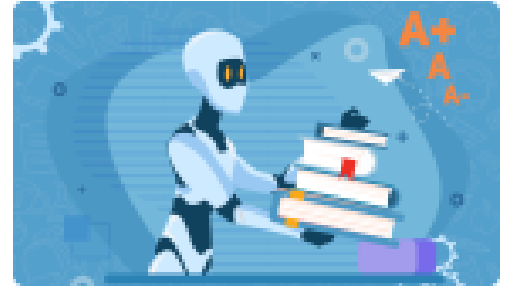
## Ground Rules for Productive Learning Environment & Classroom Conduct:

- Arrive to class on time and prepared with the assigned work.
  - Stay for the duration of the class until the instructor dismisses you. If you need to arrive late or leave early, notify the instructor in advance.
  - Be respectful of other classmates' opinions. Use an appropriate tone when engaging in discussions, especially those about controversial issues.
  - Avoid disruptive behavior (phones, small groups chats, class passes, sleeping, etc) Follow assignment guidelines and submit work on time. **If you miss a class, you should still submit the work on its due date.** If you have questions about an assignment or are unable to submit the work on time, contact the instructor in advance.
  - Contact two or three classmates to ask what work you missed when you are absent. If they are unsure, then you should reach out to the instructor.
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# AI Statement

## UT-Tyler AI Policy

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.



## Course AI Policy

**In this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.** You may use AI programs (ChatGPT, Copilot, etc.) in this course—with the exception of the reflections. For each assignment, we will discuss appropriate and inappropriate use of AI (see AI-Assisted Writing vs. AI-Generated Writing below). You will be expected to adhere to appropriate use of AI for each assignment. Any use of AI tools must be **appropriately acknowledged and cited**.

Because AI-generated content is not necessarily accurate or appropriate, **you must assess the validity and applicability of any submitted AI output**. You will not earn full credit and may fail an assignment if inaccurate, invalid, or inappropriate information is found in your work. Additionally, the majority of each assignment should not be AI-generated content. Assignments with substantial AI-generated content will fail.

## AI-Assisted Writing vs. AI-Generated Writing

With the rise of AI (artificial intelligence) writing assistants, students must take special care to ensure that they use this new technology ethically and honestly. In our class, we will distinguish between 'AI-assisted writing' versus 'AI-generated writing'. AI-assisted writing is only permitted in this course provided a student uses an AI writing assistant as a **collaborative tool** to help the student with the development and advancement of their own writing process. Collaborating with an AI writing assistant can include **brainstorming, outlining, and drafting**, so long as there is substantial writing, research, and composing by the student which is not generated solely by the AI. 'AI-generated writing' means there has been little or no involvement from the student as an author, with the majority of the writing being generated by an AI. The goal of using AI-assisted writing in this class is to help students develop their writing process and critical thinking, not to replace or substitute for either. **Therefore, using an AI to generate writing or compositions without substantial original contribution from a student is neither acceptable nor allowed.**



| Acceptable   | Not Acceptable   |
|--|--|
| AI-Assisted Writing  | AI-Generated Writing   |
| <ul style="list-style-type: none"> <li>• Use AI-assisted writing to brainstorm</li> <li>• Explore new topics/ideas with AI-assisted writing</li> <li>• Use AI-assisted writing to explore potential counterarguments/ opposing points of view</li> <li>• Resee your writing by taking suggestions from your AI assistant to make improvements</li> </ul> | <ul style="list-style-type: none"> <li>• Offload the majority of the writing &amp; research process to AI</li> <li>• Generate large chunks of text with little or no input from you as an author</li> <li>• Trust something the AI has generated at face value</li> <li>• Use AI-generated text as a substitute for research or critical thinking</li> </ul> |

## Additional Course Information

### OnCourse

This course is powered by OnCourse, UT-Tyler's academic support system which focuses on any time, any-place, and any-device course related support resources to improve students' academic performance and engagement in learning. The OnCourse suite of course level supports will include on-demand video lectures, podcasts, notes, and transcripts. In addition, OnCourse may also include tutorials from faculty and peers, 24/7 access to course-specific tutoring services, and quick links to advising, library, student services, and other student centered resources to support their success. The OnCourse suite of course level supports was funded by UT System's Student Success Quantum Leap.

### Syllabus Changes

Per the UT-Tyler Syllabus Policy, "The information contained in the syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students."

## Important Dates of the Semester

August 25 - Classes begin

September 1 - Labor Day holiday

September 8 - Census date

November 3 - Last day to withdraw from one or more courses

November 24-28 - Thanksgiving break

December 4 - Last Class Day

December 8-12 - Final Exams (N/A)



### UT-Tyler Resources for Students (See "Student Resources" in the course Canvas shell)

- [UT-Tyler Writing Center](#) (903.565.5995), CAS 212, is a place for undergraduate and graduate students, faculty and staff to work on their writing projects and writing skills.
- [UT-Tyler PASS Tutoring Center](#) (903.565.5964), LIB 401, is a free walk-in tutoring center, with an individual appointment option, for current UT Tyler students who need help with accounting, biology, chemistry, engineering, mathematics, nursing, or physics.
- [UT-Tyler Counseling Center](#) (903.565.5746). The 24 hour Crisis Line can be reached by calling 903.566.7254 during regular business hours as well as nights and weekends.

# University Policies & Procedures

## UT Tyler Honor Code

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.

## Required UT Tyler Policies & Information

See "[University Policies and Information](#)" in the Start Here module in the course Canvas shell.



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

## Course Schedule

|                | TUES  | THURS  |
|----------------|---|--|
| <b>Week 1:</b> | <b>Aug 26</b>   | <b>Aug 28</b>  |
| 8/25-8/29      | <ul style="list-style-type: none"><li>- Introduction to the course</li><li>- Syllabus</li><li>- Canvas navigation</li></ul>   | <ul style="list-style-type: none"><li>- Writing Groups</li><li>- Intro to Critical Reading &amp; Annotation</li></ul>  |
| <b>Week 2:</b> | <b>Sept 2</b>   | <b>Sept 4</b>  |
| 9/1-9/5        | <ul style="list-style-type: none"><li>- P1 Assignment (Critical Reading)</li><li>- P1 text annotation workshop</li></ul>  | <ul style="list-style-type: none"><li>- <b>P1 Annotation due</b></li><li>- Intro to reflective writing</li><li>- P1 Reflection drafting</li></ul>  |
| <b>Week 3:</b> | <b>Sept 9</b>   | <b>Sept 11</b>   |
| 9/8-9/12       | <ul style="list-style-type: none"><li>- <i>P1 rough draft due</i></li><li>- Peer review workshop</li></ul>  | <ul style="list-style-type: none"><li>- <b>P1 Reflection final draft due</b></li><li>- P2 assignment (Informative Summary)</li></ul>   |
| <b>Week 4:</b> | <b>Sept 16</b>  | <b>Sept 18</b>   |
| 9/15-9/19      | <ul style="list-style-type: none"><li>- Evidence and quote integration</li></ul>  | <ul style="list-style-type: none"><li>- Citations (MLA)</li><li>- P2 Summary draft</li></ul>   |
| <b>Week 5:</b> | <b>Sept 23</b>  | <b>Sept 25</b>   |
| 9/22-9/26      | <ul style="list-style-type: none"><li>- <i>P2 draft 1 due</i></li><li>- Peer review workshop</li></ul>  | <ul style="list-style-type: none"><li>- <i>P2 draft 2 due</i></li><li>- Summary reflection letter guidelines</li></ul>   |
| <b>Week 6:</b> | <b>Sept 30</b>  | <b>Oct 2</b>   |
| 9/29-10/3      | <ul style="list-style-type: none"><li>- <b>P2 final draft due</b></li><li>- <b>P2 reflection letter due</b></li><li>- P3 assignment (Rhetorical Analysis)</li><li>- P3 text annotations</li></ul> | <ul style="list-style-type: none"><li>- Rhetorical strategies activity</li><li>- P3 Hierarchy of Information</li></ul>   |
| <b>Week 7:</b> | <b>Oct 7</b>  | <b>Oct 9</b>   |
| 10/6-10/10     | <ul style="list-style-type: none"><li>- <i>P3 text annotation due</i></li><li>- <i>P3 Hierarchy of Information due</i></li><li>- P3 speech rhetorical strategies worksheet</li></ul>              | <ul style="list-style-type: none"><li>- <i>Rhetorical strategies worksheet due</i></li><li>- Rhetorical Analysis essay structure</li><li>- P3 Outline</li></ul>  |
| <b>Week 8:</b> | <b>Oct 14</b>   | <b>Oct 16</b>  |
| 10/13-10/17    | <ul style="list-style-type: none"><li>- <i>P3 Outline due</i></li><li>- P3 drafting</li></ul>   | <ul style="list-style-type: none"><li>- <i>P3 draft 1 due</i></li><li>- P3 peer review 1</li><li>- P3 drafting</li></ul>   |
| <b>Week 9:</b> | <b>Oct 21</b>   | <b>Oct 23</b>  |
| 10/20-10/24    | <ul style="list-style-type: none"><li>- <i>P3 draft 2 due</i></li><li>- P3 peer review 2</li><li>- P3 drafting</li></ul>  | <ul style="list-style-type: none"><li>- <i>P3 draft 3 due (full essay)</i></li><li>- P3 peer review 3 + peer review reflection</li><li>- P3 reflection letter</li><li>- MLA review (citations)</li></ul> |

| Week 10:    |   | Oct 28   | Oct 30 |
|-------------|---|--|--------|
| 10/27-10/31 | <ul style="list-style-type: none"> <li>- P3 final draft due</li> <li>- P3 reflection letter due</li> <li>- P4 assignment<br/>(Professional Community Issue Report)</li> </ul>       | <ul style="list-style-type: none"> <li>- P4 proposal workshop</li> <li>- Evaluating sources</li> </ul>   |        |
| Week 11:    |   | Nov 4  | Nov 6  |
| 11/3-11/7   | <ul style="list-style-type: none"> <li>- P4 proposal draft due</li> <li>- P4 proposal peer review</li> <li>- Intro to Annotated Bibliography</li> </ul>                             | <ul style="list-style-type: none"> <li>- P4 proposal final draft due</li> <li>- Annotated Bibliography Workshop</li> <li>- Begin P4 Outline</li> </ul>   |        |
| Week 12:    |   | Nov 11   | Nov 13 |
| 11/10-11/14 | <ul style="list-style-type: none"> <li>- Annotated Bibliography draft due</li> <li>- Annotated Bibliography peer review</li> <li>- P4 Outline</li> <li>- P4 Introduction</li> </ul> | <ul style="list-style-type: none"> <li>- Annotated Bibliography final draft due</li> <li>- P4 Outline due</li> <li>- P4 rough draft 1 (Introduction) due</li> <li>- P4 peer review 1</li> <li>- P4 Drafting</li> </ul> |        |
| Week 13:    |   | Nov 18   | Nov 20 |
| 11/17-11/21 | <ul style="list-style-type: none"> <li>- P4 rough draft 2 due</li> <li>- P4 peer review 2</li> <li>- P4 drafting</li> </ul>   | <ul style="list-style-type: none"> <li>- P4 rough draft 3 due</li> <li>- P4 peer review 3</li> <li>- P4 drafting</li> </ul>  |        |
| Week 14:    |   | Nov 25   | Nov 27 |
| 11/24-11/28 | Thanksgiving Break  |  |        |
| Week 15:    |   | Dec 2  | Dec 4  |
| 12/1-12/5   | <ul style="list-style-type: none"> <li>- P4 rough draft 4 due (full essay)</li> <li>- P4 peer review 4</li> <li>- Citing P4 sources</li> </ul>                                      | <ul style="list-style-type: none"> <li>- PCI Report mini presentations</li> <li>- P4 final draft due by end of December 8</li> </ul>   |        |
| Week 16:    |   | Dec 9  | Dec 11 |
| 12/8-12/12  | No Classes / Finals   | No Classes / Finals  |        |