Syllabus | ENGL 1301: College Composition I

Course/Section: ENGL 1301-D061
Class Dates: August 25 - December 13 (Fall 2025)
Format: Online-Asynchronus

Instructor Information

Name: Karen Buckland, M.A, M.Ed.
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Office Hours: by appointment only

Course Overview

(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 "C" or better. Prerequisite: A satisfactory score on the Texas Success Initiative (TSI) test or successful completion of a developmental writing course.

Course Learning Outcomes

In this course, students will strengthen their abilities in the following areas:

- 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

Required Text(s) and Materials

- All course reading will be provided by the instructor and made accessible in Canvas.
- Laptop

Important Dates

First Class Day: **Monday, August 25**
Census Date/Last Day to Drop without Record: **September 8**
Mid-Term Grades Due: **October 20**
Last Day to Drop a Course: **November 3**
Last Class Day: **Friday, December 5**
Final Exam: **N/A**
Final Grades due: **Tuesday, December 16 by 12:00pm**

Assignments Overview

Assignments	Percentage
Writing Project 1 - Critical Reading	15%
Writing Project 2 - Informative Summary	15%
Writing Project 3 - Rhetorical Analysis	20%
Writing Project 4 - Professional Community Issue Report	35%
Engagement/Other	15%
Total	**100%**

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

Grading Scale
A = 90 - 100
B = 80 - 89
C = 70 -79
D = 60 - 69
F = 59 and below

Instructor's Course Policies

Class Attendance: As this is an online course, attendance is demonstrated by participation in the class discussion forums. Failure to participate in class discussion forums will result in an absence for the week. More than 3 absences without communication between student and me will result in automatic failure of the course. If you have extenuating circumstances that may affect participation in class, please communicate with me so that we can discuss options.

Revisions: A core premise of this course is that effective writing is the product of a process of brainstorming, drafting, and revisiting our initial drafts for ways to improve it.

Late Work: Please turn in all work by the due date. I will not accept any assignments that are more than one week late unless there are extenuating circumstances.

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 my feedback on your papers in Canvas if using a cell phone—you'll need to use a laptop or PC to view all my feedback in Canvas without problems.

E-mail: E-mail is my preferred method of communication. Generally, I make an effort to reply to email inquiries within 24 hours, unless you email during the weekend. Please check your Canvas once a day, as I send out updates and information on the Announcements feature.

Use of Artificial Intelligence

Purpose

Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, and other text-generation or editing software can be useful for learning and writing development. They can even aid in your understanding of the content and literary analysis. However, it is important to use them **responsibly and ethically** in a way that upholds the standards of higher learning and academic rigor. **This policy outlines how AI tools may and may not be used for assignments in this course.**

Appropriate Use

Students may use AI tools for the following:

- Generating ideas and brainstorming topics.
- Improving grammar and style in their own writing. The Turnitin AI Checker does not flag grammar/spelling editing done by Grammarly. It will flag the re-writing done by Grammarly.
- Understanding difficult concepts through explanations and summaries.
- Outlining and organizing essays (with proper critical thinking and revision). Several students have shared that having AI software generate a bulleted list of outline has been incredibly helpful to their writing and analysis process.

Inappropriate and Prohibited Uses

Students **may not** use AI tools for the following:

- Submitting AI-generated work as their own (all submissions must be original and written by the student).
- Using AI to bypass critical thinking or analytical writing assignments.
- Generating summaries or analyses without engaging with the original text.
- Using AI to complete exams, quizzes, or other assessments unless explicitly allowed.
- Misrepresenting AI-assisted work as entirely their own without disclosure.

Academic Integrity & Citation

- <u>**Any use of AI in assignments must be disclosed**</u>**. If you use AI for brainstorming, revising, or other assistance, include a brief note at the end of your assignment or in the submission notes explaining how you used it. Explain what you used and how you used it. Be honest about your process and have the integrity to disclose your use of AI.**

- Failure to disclose significant AI use or submitting AI-generated work as your own can result in a grade of 0. Repeated failure to disclose can result in serious consequences.

- **Best Practices for Ethical AI Use**
- Use AI as a learning tool, not a replacement for critical thinking.
- Always fact-check AI-generated content, as it may contain errors or biases.
- Consult with me if you are unsure whether your AI use is appropriate.

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.

UT Tyler Policies and Information
See "University Policies and Information" in the course Canvas shell.

Student Resources
See "Student Resources" in the course Canvas shell.

Course Calendar

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

Week	Topics/Activities	Assignments Due
Unit 1: Critical Reading		
Week 1 August 25-31	● Introduction to Course ● Overview of Unit 1 ● Annotating for Critical Reading	**Due Sunday** (August 31) ● Discussion Post: Self Introductions **Due Sunday** (August 31) ● Information Literacy Pretest (IL) ● Critical Reading (IL)
Week 2	● Explicit v Implicit Central Message	**Due Sunday** (September 7)

September 1-7	● Claims and Evidence ● Author's Tone	● Discussion Post: "Why We Crave Horror Films," by Stephen King
Week 3 September 8-14	● Reflection Strategies ● "Reflective Writing and the Revision Process" (Giles)	**Due Sunday** (September 14) ● Plagiarism and Copyright (IL) ● Critical Reading Annotations and Reflection

Unit 2: Informative Summary

Week 4 September 15-21	● Overview of Unit 2 ● OnCourse Videos: "Introduction to the Writing Process"; "Writing Summaries" ● Summarizing Handout	**Due Sunday** (September 21) ● Discussion Post: "It's In Our Genes," by Carolyn Stonehill
Week 5 September 22-28	● OnCourse Video: "Integrating Quotations" ● Signal Phrases Handout ● "Sh*tty First Drafts" (Lamott)	**Due Sunday** (September 28) ● Informative Summary - First Draft
Week 6 September 29 - October 5	● OnCourse Videos: "The Revision Process"; "Introduction to the Peer Review Workshop" ● "Best Practices for Peer Review"	**Due Wednesday** (October 1) ● Peer Feedback (Informative Summary) **Due Sunday** (October 5) ● Informative Summary - Revised Draft

Unit 3: Rhetorical Analysis

Week 7 October 6-12	● Overview of Unit 3 ● OnCourse Video: "Analyzing a Text" ● Rhetorical Strategies	**Due Sunday** (October 12) ● Discussion Post: "Wealth Is What You Don't See," by Morgan Housel
Week 8 October 12-19	● OnCourse Video: "Active and Passive Voice in Writing" ● "Backpacks vs. Briefcases" (Carroll) ● Transitions Handout	**Due Sunday** (October 19) ● Rhetorical Analysis - First Draft

Week 9 October 20-26	● Peer Feedback and Revising	**Due Wednesday** (October 22) ● Peer Feedback (Rhetorical Analysis) **Due Sunday** (October 26) ● Rhetorical Analysis - Revised Draft
Unit 4: PCI Report		
Week 10 October 27-November 2	● Overview of Unit 4 ● OnCourse Videos: "Writing with Purpose"; "Understanding Context" ● Lesson: Finding Sources	**Due Wednesday** (October 29) ● Website Evaluation: Currency (IL) ● Website Evaluation: Relevance (IL) **Due Sunday** (November 2) ● Proposal (PCI Report)
Week 11 November 3-9	● Creating an Annotated Bibliography ● "Sample Annotated Bibliography" Handout	**Due Sunday** (November 9) ● Annotated Bibliography (PCI Report)
Week 12 November 10-16	● OnCourse Video: "Thesis Statements: Turning a Question into a Claim"	**Due Sunday** (November 16) ● Discussion Post: Outline (PCI Report)
Week 13 November 17-23	● Drafting PCI Report	**Due Sunday** (November 23) First Draft - PCI Report
Week 14 November 24-30	**No Class** Thanksgiving Holiday	
Week 15 December 1-7	● Revising PCI Report	**Due Wednesday** (December 3) ● Peer Feedback (PCI Report)

Final Exam Week		
Week 16 December 8-5		**Due Monday** (December 8) ● Revised Draft - PCI Report