



Course/Section: ENGL 1301-063

Class Dates: Aug. 25 – Dec. 12, 2025

Time/Location: Online/Asynchronous

Instructor Information

Name: Alison Crivellaro Cope, M.Ed, M.A., Instructor
Dept. of Literature and Languages

Email: acope@uttyler.edu

NOTE: For the most immediate response, please use the Canvas Inbox icon located in your left-hand sidebar while on the course page. I intend to respond within 24 hours.

I am also available via Zoom by appointment.

Course Overview

(Three semester credit hours): ENGL 1301 Composition I

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.

Course 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.

Required Text(s) and Materials

All course texts are open source and will be made accessible in Canvas by the instructor.

Important Dates

First Class Day: **Monday, Aug. 25**

Census Date/Last Day to Drop without Record: **Wednesday, Sept. 8**

Mid-Term Grades Due: **Monday, Oct. 20**

Last Day to Drop a Course: **Nov. 3**

Last Class Day: **Friday, Dec. 12**

Final Grades due: **Tues., Dec. 16 by 12:00 PM**

Assignments Overview

Assignments	Percentage
Writing Project 1 – Critical Reading	10%
Writing Project 2 - Informative Summary	15%
Writing Project 3 - Rhetorical Analysis	20%
Writing Project 4 – Professional Community Issue Report	25%
Learning Unit Discussions	20%
Information Literacy Quizzes	10%
Total	100%

Grading Scale A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 F = 59 and below	Note: (Failure Clause) Students cannot pass the course if they: - fail to submit any of the four major writing projects or - submit any final draft with more than 20% unoriginal content using artificial intelligence (AI) , or any other unoriginal means (plagiarized).
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Instructor's Course Policies

Class Attendance: As this is an online course, attendance is demonstrated by completion of the weekly assignments on time. For a student whose absence is not official college business, late work is not accepted. Deadlines are firm. Assignments are scaffolded and not to be completed out of order. If an excusable, documented absence is communicated effectively (ie., a doctor's note by email the same day), then I may discuss arrangements with you to accept your work, but it is up to you to **email me as soon as possible regarding a legitimate absence**.

Revisions: To produce effective writing, it is crucial to have time set aside for revising, proofreading, editing, and eventually, rewriting. **Revision is a vital part of the writing process.** As such, in this course, I will give you the opportunity to revise each of the four major assignments after receiving feedback from me or from your peers. As such, you will revise all of your major writing projects after receiving my feedback as well as feedback from your peers. **Failure to complete a mandatory revision will result in a failing grade on that assignment**

Late Work: Please turn in all work by the due date. Prior communication and a documented excuse are expected for any work that is turned in past the due date.

Canvas: All your assignments will be submitted to Canvas. If you cannot log into Canvas,

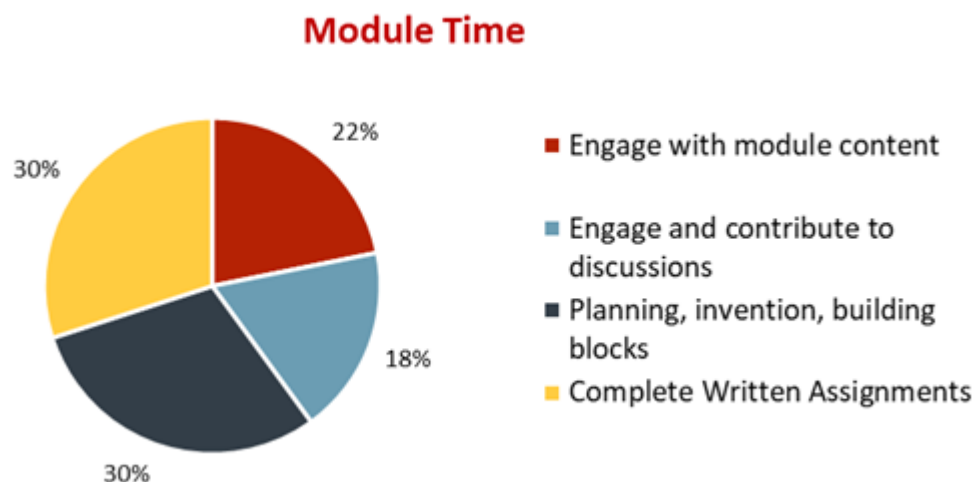
contact the Office of Digital Learning via phone at **903-566-6200** or via e-mail at **canvas@uttyler.edu**. You may have difficulty viewing my feedback on your papers in Canvas if using a cell phone—you'll need to use a laptop or PC to view all my feedback in Canvas without problems.

Announcements: I post frequent announcements in the course. This is my primary way of communicating with the class as a whole, so I will share tips and mini-lessons that are intended to be seen and used by all of you. Typically, my announcements are helpful for everyone. Please don't miss out on the valuable insights on the announcements page!

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 or on a holiday. Please check your email once a day, as I send out regular reminders about assignment due dates.

How to be Successful in this Course

Create some goals for yourself in this course. Now, the syllabus refers to your “learning outcomes,” but you will need to decide what goals you want to achieve here as well. Think about your personal and professional goals and how this course can help you attain them. The Module Time chart below provides a visual representation of the typical time spent completing a module, followed by an example weekly schedule.



Use of Artificial Intelligence

I expect all work students submit for this course to be their 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.** 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.

Submission Requirements for Major Essays

Policy in one sentence: All essays must be your own original writing (no AI-generated text and no plagiarism of any kind). Submit a file upload (PDF or .doc) **and** the live Google Doc link so I can verify drafts and provide feedback.

How to prepare and submit your essay (follow these steps exactly)

1. **Write in Google Docs (recommended)**
 - a. Create your essay in Google Docs or a similar live word processing program that tracks changes. Google automatically keeps a revision/version history of edits. Use that doc while drafting so your progress is saved and recoverable.
2. **Set the shareable link to allow editing** (*this is important! Put the link in the Canvas comment box below your upload*)
 - a. In the Google Doc, click **Share** (top right).
 - b. Under **Get link**, click **Change to anyone with the link**.
 - c. From the dropdown, choose **Editor**.
 - d. Click **Copy link**.
 - e. **Paste that link into the COMMENT BOX** when you submit the assignment in Canvas. (If I cannot open or edit the doc because permissions are wrong, your submission will be marked incomplete.)

Troubleshooting & support

- If the link comes back as “**request access**” or I can’t edit, double-check the doc’s **Get link** setting — it must be **Anyone with the link — Editor**.
- For help with Canvas or Google Drive, contact the campus tech help desk or consult the Canvas/Google support link available in the course page.

Honor note

Please remember: **honesty matters**. Keep your work your own. If you have questions about proper citation, paraphrases, or what counts as collaboration, ask me before you submit. I’m happy to help. (We’re building character and skill – both of which contribute greatly to your future!)

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	<ul style="list-style-type: none"> • Introduction to Course 	Due Wednesday (August 27)
August 25- 31	<ul style="list-style-type: none"> • Overview of Unit 1 • Annotating for Critical Reading • Read “Critical Reading,” and “Instructions: Critical Reading” 	<ul style="list-style-type: none"> • Discussion Post: Self Introductions Due Sunday (August 31) <ul style="list-style-type: none"> • Opening Reflection
Week 2 September 1-7	<ul style="list-style-type: none"> • Explicit v Implicit Central Message • Claims and Evidence • Author’s Tone 	Due Sunday (September 7) <ul style="list-style-type: none"> • Discussion Post: “Why We Crave Horror Films,” by Stephen King • Critical Reading (IL)
Week 3 September 8-14	<ul style="list-style-type: none"> • Reflection Strategies • “Reflective Writing and the Revision Process” (Giles) 	Due Sunday (September 14) <ul style="list-style-type: none"> • Plagiarism and Copyright (IL) • Critical Reading Annotations and Reflection
Unit 2: Informative Summary		
Week 4 September 15-21	<ul style="list-style-type: none"> • Overview of Unit 2 • OnCourse Videos: “Introduction to the Writing Process”; “Writing Summaries” • Summarizing Handout 	Due Sunday (September 21) <ul style="list-style-type: none"> • Discussion Post: “It’s In Our Genes,” by Carolyn Stonehill
Week 5 September 22-28	<ul style="list-style-type: none"> • OnCourse Video: “Integrating Quotations” • Signal Phrases Handout • “Sh*tty First Drafts” (Lamott) 	Due Sunday (September 28) <ul style="list-style-type: none"> • Informative Summary - First Draft
Week 6 September 29 - October 5	<ul style="list-style-type: none"> • OnCourse Videos: “The Revision Process”; “Introduction to the Peer Review Workshop” • “Best Practices for Peer Review” 	Due Wednesday (October 1) <ul style="list-style-type: none"> • Peer Feedback (Informative Summary) Due Sunday (October 5) <ul style="list-style-type: none"> • Informative Summary - Revised Draft

Unit 3: Rhetorical Analysis

Week 7 October 6- 12	<ul style="list-style-type: none"> • Overview of Unit 3 • OnCourse Video: "Analyzing a Text" • Rhetorical Strategies 	Due Sunday (October 12) <ul style="list-style-type: none"> • Discussion Post: "Wealth Is What You Don't See," by Morgan Housel
Week 8 October 12-19	<ul style="list-style-type: none"> • OnCourse Video: "Active and Passive Voice in Writing" • "Backpacks vs. Briefcases" (Carroll) • Transitions Handout 	Due Sunday (October 19) <ul style="list-style-type: none"> • Rhetorical Analysis - First Draft
Week 9 October 20-26	<ul style="list-style-type: none"> • Peer Feedback and Revising 	Due Wednesday (October 22) <ul style="list-style-type: none"> • Peer Feedback (Rhetorical Analysis) Due Sunday (October 26) <ul style="list-style-type: none"> • Rhetorical Analysis - Revised Draft
Unit 4: PCI Report		
Week 10 Oct. 27- Nov. 2	<ul style="list-style-type: none"> • Overview of Unit 4 • OnCourse Videos: "Writing with Purpose"; "Understanding Context" • Lesson: Finding Sources 	Due Wednesday (October 29) <ul style="list-style-type: none"> • Website Evaluation: Currency (IL) • Website Evaluation: Relevance (IL) Due Sunday (November 2) <ul style="list-style-type: none"> • Proposal (PCI Report)
Week 11 Nov. 3-9	<ul style="list-style-type: none"> • Creating an Annotated Bibliography • "Sample Annotated Bibliography" Handout 	Due Sunday (November 9) <ul style="list-style-type: none"> • Annotated Bibliography (PCI Report)
Week 12 November 10-16	<ul style="list-style-type: none"> • OnCourse Video: "Thesis Statements: Turning a Question into a Claim" 	Due Sunday (November 16) <ul style="list-style-type: none"> • Discussion Post: Outline (PCI Report)
Week 13 November 17-23	<ul style="list-style-type: none"> • 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 10		Due Monday (December 10) • Revised Draft - PCI Report