

English 1302: Composition II  
Fall 2025

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**Course Descriptions and Learning Outcomes**

Per the Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual Spring 2020:

**Course Description**

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

**Learning Outcomes**

Upon successful completion of this course, students will:

- Demonstrate knowledge of individual and collaborative research processes
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

In compliance with the state mandated course description and learning outcomes, UT Tyler describes English 1302 as per the following:

**Catalog Course Description**

This course familiarizes students with writing in academic disciplines through critical reading and writing under supervision. Students develop writing skills through analysis and evaluation of rhetorical conventions of academic writing in and beyond their own disciplines.

**Learning Outcomes from Reading and Writing about the Disciplines**

Upon Completion of this course, students will be able to:

- Recognize the rhetorical conventions characteristic of writing in a discipline they wish to pursue as a major
- Review, analyze, and evaluate writing in the disciplines for a designated purpose
- Use the style of writing and documentation appropriate to the discipline
- Summarize, paraphrase, and synthesize texts accurately and effectively
- Select and incorporate material from sources professionally

**Textbook**

Our textbook is available in digital format only. You can purchase access at the link below for \$35. If you are purchasing the book with scholarship funds, you will need to purchase the access through the UT Tyler book store.

<https://tophat.com/catalog/arts-&-humanities/-/full-course/reading-and-writing-about-the-disciplines-a-guided-process-for-academic-research-2e/5891/>

**Announcements in Canvas**

I will use announcements in Canvas to communicate essential information. It is your responsibility to read and utilize information in announcements.

For a tutorial on announcements, [click here](#). To manage notifications, click on “Canvas notifications” in the blue box at the top of the page. For help in resetting notifications, click on the help button on the left-hand side of your UTT Canvas home page (the question mark in a circle) and call the “Canvas Support Hotline (Students).”

**Contacting Me**

To contact me, use UTT email or Canvas messenger. Per the [UTT Email Policy](#), I will not reply to emails sent from non-UTT or UA email addresses.

Emails and Canvas messages should provide a succinct overview of the topic and be written using complete sentences and reasonably correct grammar. In the subject line list the class (ENGL-1302-your section number), your name, and a topic.

## Course Grade

**Table One: Course Grade Calculation**

Component	Percent of Course Grade
Summary	10%
Rhetorical Analysis	15%
Compare & Contrast Rhetorical Analysis	20%
Proposal	5%
Rhetorical Review	25%
End-of—Semester Reflection	10%
Engagement	10%
Information Literacy Quizzes	5%
Total	100%

### Course Grade Scale

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

### The Projects

The summary is over a writing-related article. The rhetorical analysis is an analysis of a scholarly article in your field. The compare and contrast rhetorical analysis is an analysis of two scholarly articles. The proposal is on the topic for the rhetorical review. The rhetorical review is a review of recent scholarship on a topic that you are interested in. The end-of-semester reflection is a reflection on what you learned over the course of the semester. Detailed information on projects will be provided in class and via documents in Canvas.

### Engagement Work

Engagement work is submitting drafts of the projects as required and contributing to discussion board threads. We will go over engagement work in video lectures.

Engagement work that meets expectations and is submitted on time is graded. Engagement work that does not meet expectations and/or is not submitted on time is graded as a zero.

### Revision/Late Policy

We will work on projects incrementally leading to a graded draft. The initial graded drafts of the summary, rhetorical analysis, compare and contrast rhetorical analysis, and the proposal can be revised for a potential higher grade. The rhetorical review and end-of-semester reflection cannot be revised as those projects are at the end of the semester.

**I will not accept late work unless there are extenuating circumstances.**

## Exceptions

There may be situations, illness for example, which warrant an exception to the revision and late policy. When you know that you will submit an assignment that does not meet expectations, or that you will not submit by the deadline, notify me as soon as possible and tell me why. I will determine if an exception is appropriate.

Notifying me before the deadline and submitting work that is at least 50% complete makes an exception more likely. Recurring late or incomplete work precludes exceptions. Documentation from a health care provider may be required to verify that a student or someone who they care for is sick or must isolate.

## Submitting Written Work

To be counted for a grade, written work **MUST** be submitted as a Word document in the appropriate drop box in Canvas. If I cannot open your work, it is late. Do not zip your files or submit a PDF. If using Google Docs, you can download your file as a Microsoft Word doc. If your current device does not support that process, it is your responsibility to find one that will. Use the library, computer lab, or other school computer.

## Extra-Credit Work

There is no extra credit work in this course.

## AI Use Policy-Karen Buckland

### 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**

- **Any use of AI in assignments must be disclosed. 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.

**Artificial Intelligence Statement-UT Tyler**

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. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

**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).

**Syllabus Changes**

Per the UTT 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."

**Required UT Tyler Policies & Information**

See the UT Tyler Syllabus Module in Canvas.