

ENGLISH 1301.007
COLLEGE COMPOSITION I
FALL 2023
M/W/F 11:15 – 12:10
CAS 158

Instructor: Ms. Nicole Hicks
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Office Hours: By appointment

COURSE INFORMATION

The course description and learning outcomes are per the Texas Higher Education Coordinating Board *Lower-Division Academic Course Guide Manual* Spring 2021.

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 be able to

- 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; and
- Use Edited American English in academic essays.

REQUIRED CLASS MATERIALS

Textbook. Open Educational Resources are used in this class. There is no textbook to buy.

A good portion of class time will be devoted to writing, so if you have a laptop or tablet, you should bring it to each class session. Using one of these devices in class will be of immense benefit to you. Using a cell phone or other small handheld device will likely be frustrating.

All written work must be submitted as a Word document. For a free copy of Microsoft Office, including Word, [click here](#).

GRADING

You will receive a final letter grade for the course based on the computations and scale below.

Computation.

- 10 LU1: Informative Summary
- 25 LU2: Rhetorical Analysis
- 25 LU3: Study of a Professional Community
- 15 LU4: Reflection on Writing
- 15 Peer reviews
- 8 Reflections
- 2 Information Literacy Quizzes

Scale.

- 100 – 90 A (demonstrates *exceptional* competence)
- 89 – 80 B (demonstrates competence)
- 79 – 70 C (demonstrates promise of competence)
- 69 – 60 D (demonstrates probability of incompetence)
- < 60 F (demonstrates incompetence)

Minimum Requirement to Earn a C in the Class.

To earn a C or above in the class, you must submit a final draft for each of the major assignments: Informative Summary, Rhetorical Analysis, Study of a Professional Community, and Reflection on Writing. Failure to do so will result in your grade for the class being no higher than a D. Repeated failure to submit peer reviews will also result in your grade for the class being no higher than a D.

English 1301 is considered a core curriculum course at UT Tyler. In order to satisfy the core curriculum requirement, you must achieve at least a C in this course.

GRADE COMPONENTS

Detailed information on the papers and grading criteria will be provided in class and via documents in Canvas.

Papers.

The informative summary is exactly that—a summary of a text. The rhetorical analysis is taking a text apart to identify and evaluate the strategies the author used to construct the text. The study of a professional community is a report on a field that you are interested in. The reflection on writing is a reflection on what you learned over the course of the semester.

Peer Review.

Peer review is at least two people of similar skill levels evaluating each other's work. You will submit a complete rough draft of LU1, LU2, and LU3 to a peer for review. You will also be responsible for reviewing a peer's draft.

Reflections.

You will complete a reflection assignment after LU1, LU2, and LU3 to help you reflect on your strengths, weaknesses, and ideas for future growth based on the paper just completed.

Information Literacy Quizzes.

The information literacy quizzes cover knowledge and skills that will help you write effectively in an academic style. The quizzes are designed by Professional Librarian Vandy Dubre. For help with quizzes, email [Ms. Dubre](mailto:Ms.Dubre).

Extra Credit.

There is no extra credit work in this course.

Revision.

You may rewrite the papers for LU1, LU2, and LU3 for a potentially higher grade. There is no risk of rewriting papers since only higher grades will be recorded. Revisions are due within one week of grade assignment. I provide detailed comments on every draft, so the rewrite must show substantial revision based on my comments to achieve a higher grade (in other words, fixing comma placement and incorrect semicolons alone will not improve your grade). If you turn in the same assignment without substantial revision, you will receive *a lower grade* on the revised assignment than you did on the original.

LU4 cannot be revised as it is at the end of the semester.

Additionally, papers submitted for a potentially 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. A superficial cover memo precludes consideration for higher grade.

Late Work.

I will deduct 10% from your score every day after an LU's final draft is due. This includes days that we do not meet for class. I will not accept any drafts that are over five days late.

No other assignments will be accepted late.

There may be situations which warrant an exception to late-work policies (e.g., illness). 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 work precludes exceptions.

COMMUNICATION

I encourage you to communicate with me throughout the semester regarding questions, issues, or potential concerns about the class. You can speak to me during class, you can set up an office hours appointment with me, or you can email me. Per the [UT Tyler Email Policy](#), I will not reply to emails sent from non-UT Tyler email addresses.

Email is the easiest way to contact me, but be rhetorical and think about your audience. Since email is quick and easy, people often do not take the time to formulate emails that will effectively communicate what is desired. When emailing me, please include a subject/title for your email, an opening address (e.g., Dear Ms. Hicks...), and a closing signature. Although I check my email regularly, please do not expect to receive a reply to weekend emails (those sent between late afternoon Friday and early morning Monday). If an issue legitimately requires immediate attention, please mark it “URGENT” in the subject line.

Announcements in Canvas.

To communicate with the entire class, I will use the announcement feature in Canvas. You are responsible for reading and responding to them as needed. For a tutorial on viewing announcements in Canvas, [click here](#). For a tutorial on how to receive announcement notifications, [click here](#).

POLICIES

Attendance. Class attendance is the responsibility of the student. You are expected to attend class, to arrive on time, to remain awake, to have prepared assigned reading and writing, and to participate in all in-class editing, revising, and discussion sessions. You may miss six classes (two weeks) without any penalty to your grade, though an absence for any reason counts against this total. Additional absences will deduct one letter grade from your final grade (e.g., seven absences drops an A to a B) up until the ninth absence. If you miss ten or more classes, you will fail the course.

When you must miss a class, you are responsible for getting notes and assignments from a classmate.

If you see that you will miss, or you do miss, a week or more of class work due to an illness or a significant life event, contact me ASAP. I will discuss the situation with you to determine if you can keep up with the class. Documentation will be required.

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. If you arrive late by more than 20 minutes, you will be counted absent, not late.

Similarly, leaving early (before I dismiss class) two times equals an absence.

Assignment Submission. To be counted for a grade and/or to receive feedback, all assignments must be submitted as a Word document to the correct drop box in Canvas. Do not zip your files or submit a PDF. Emailed assignments will not be accepted.

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. You are allowed unlimited submissions on assignments (except revisions) up until the due date, so if something went wrong with your original submission, resubmit your assignment immediately. I will only grade your final submission.

Assignments that I cannot open will be graded a zero. Assignments submitted by mistake (e.g., wrong file, old draft) will be graded accordingly.

Classroom Conduct. You are expected to adhere to the following as determined by the class on 08/23/2023:

- Do not use cell phones during class lectures;
- Do not engage in disruptive behavior, such as making unnecessary noise (e.g., tapping and other repetitive noises), creating excessive motion (e.g., extreme chair swiveling), listening to music on public speakers, singing, and packing up before class is dismissed;
- Do not interrupt or talk over other speakers;
- Be considerate of others when practicing study habits (e.g., reading aloud);
- Read the room and keep the discussion on topic when contributing whether as a class or in groups;
- Allow others to contribute to the conversation;
- Be professional in all interactions in and out of the classroom, including when providing feedback to peers (e.g., criticism should always be constructive, assignments requiring peer review should be completed on time); and
- Be respectful of me, your peers, the assignments, and the work process of the class.

Public Writing. All writing in the class is public writing. As a class, and possibly in small groups, we will discuss what is working in student papers and areas for improvement.

Cell phones. I understand you have a life out of my classroom, but I expect your full attention during class. Silence phones before class starts and put them away. The ringing and vibrating of calls and text messages interrupts the flow of discussion and disrupts the class. Studies show that even the presence of a cell phone on a desk distracts students.

Academic Dishonesty & Disruptive Behavior. This class has a *Zero Tolerance Policy* for academic dishonesty. Any deliberate 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.

Students who engage in disruptive behavior will be required to leave the class. Disruptive behavior will be reported to the Office of Student Conduct and Intervention. The policy on disruptive behavior applies to face-to-face and Zoom class sessions.

Disruptive behavior includes but is not limited to using a cellphone, laptop, or other device for purposes other than working on the current class activity; not engaging in the current class

activity; sleeping in class; talking with other students for purposes other than working on the current class activity; talking when the professor is addressing the class; excessive lateness; and leaving early.

For the UT Tyler definition of “academic dishonesty,” go to the Start Here Module in Canvas, click on “University Policies and Information,” scroll to the “Academic Honesty and Academic Misconduct” section, click on “Student Conduct and Discipline policy,” and read Section 8-802 “Academic Dishonesty.” For the UTT policy on disruptive behavior, see item number four, “Disruptive Behavior,” in section 8-804 (Certain Other Offenses) in the “Student Conduct and Discipline” policy.

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.”

REQUIRED UT TYLER POLICIES & INFORMATION

See “University Policies and Information” in the Start Here module in Canvas.