

English 1301: Composition I Fall 2024

Instructor: Dr. Emily Standridge
Email: estandridge@uttyler.edu
Office: CAS 205 B
Office Hours: MW: 1:15pm-2:15pm
TTH: 10:00am-12:00pm
F: 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:

- 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

Information for Classrooms and Laboratories

Students are expected to wear face masks covering their nose and mouth in public settings--including classrooms and laboratories. The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure.

Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Textbook

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

Course Grade

Component	Percent of Course Grade
Summary Paper	15%
Rhetorical Analysis Paper	20%
Professional Community Paper	20%
Reflective Writings	10%
Engagement	20%
Daily Work	15%

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

Grade Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Grading Criteria

There are rubrics for the **Paper** which result in a letter grade.

Reflective Writings and Engagement are graded as either Complete or Incomplete (which translates to A or F).

Daily work is given letter grades based on the quality of the work.

Individual assignments will show which scheme is being used.

Minimum Requirement to Earn a C in the Class

To earn a C or above in the class, students must earn a C or above on all the Learning Units and reflections

Revision Policy

The Papers (Summary, Rhetorical Analysis, and Professional Community Paper) can be revised for a grade improvement. Papers submitted 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. A superficial cover memo precludes consideration for higher grade. I will announce a deadline for submitting revisions.

Late Work

For Daily Work, Engagement, and Reflections, work is late if turned in after I have graded the rest of the classes' work. That may be the same day it is turned in or it may be several days later.

If it is turned in late, points will be deducted as I see fit. For Papers, anything submitted after the deadline will be reduced one letter grade per day. This letter grade reduction remains in force with projects that are revised for a potential grade improvement. In other words, the highest grade for a late project is a B.

There *may be* situations which warrant consideration for exceptions to the late-work policy. These are decided case by case and may require documentation. As a rule, I am more likely to consider later work with planning in place and advanced warning than after-the-fact begging. Minimal engagement in class and/or repeated missed deadlines precludes exceptions to the late-work policy.

Attendance Policy

Attendance will not officially be part of your grade. I will, however, be tracking attendance and tardiness throughout the semester. It will impact (but not fully decide) issues of late work and other leniency.

Contacting Me

The best way to contact me is via UTT email or Canvas message. Per the [UTT Email Policy](#), I will not reply to emails sent from non-UTT email addresses. I usually respond to emails and Canvas messages within 24 hours except for emails and messages sent between Friday afternoon and Monday morning. I usually respond to those emails and messages Monday afternoon or Tuesday.

Email subject line: ENGL 1301-your section number, your name, and a topic. If an issue legitimately requires immediate attention, you can also put “URGENT” in the subject line.

Emails should be written in a somewhat formal style and tone—full sentences, reasonably correct grammar, and a succinct overview of the topic. So, less formal than the style you would use in a paper and more formal than the style you might use in a text to your friends.

Announcements in Canvas

I will use the announcement feature in Canvas. For a tutorial on making sure that you receive announcements, [click here](#) and see the “Announcements” chapter linked in the menu on the right.

Submitting Assignments

Assignments will be submitted in designated drop boxes in Canvas. All assignments should be in a Word doc (NO PDF's). For a free copy of Microsoft Office, including Word, [click here](#).

Format

Unless otherwise specified, the format for all assignments is:

- Block format: text left justified, single spaced, one line between paragraphs

- Times New Roman 12 pt. font
- 1” margins all around
- One space after periods
- A header in Times New Roman 12 point font that consists of your last name and the page number

Title (centered on the first page)

Sue Smith (your name)

ENGL 1301- (your section #)

September 18, 2021 (the date you submit the assignment)

Peer Review Draft of LU #1 (the assignment that you are submitting)

Remember to change the date and draft designation when you submit subsequent drafts.

Assignments that do not follow the above format, that are emailed, that are submitted to the wrong drop box, or that I cannot open (do not zip your files) will receive 0 points.

Scholastic Dishonesty and Disruptive Behavior

Scholastic Dishonesty

This class has a **Zero Tolerance Policy** for scholastic dishonesty. Any deliberate act of scholastic dishonesty will result in immediate failure of the entire course and will be reported to the Office of Student Conduct and Intervention. Scholastic dishonesty is defined in “University Policies and Information” in the Syllabus Module in the “Student Conduct and Discipline policy” document which is linked in the “Academic Honest and Academic Misconduct” section.

Disruptive Behavior

Egregious and/or repeated instances of disruptive behavior will be referred to the Office of Student Conduct and Intervention. Disruptive behavior includes, but is not limited to:

- hindering other students from working on the tangible learning activities taking place during face-to-face and online class sessions
- 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
- sleeping during class

Additional Course Information

Using Student Work

As one form of feedback, I will comment on student papers to the class. I will point out what is working and areas for revision. If you do not want me to use a particular draft, please let me know in the comments on the assignment when you submit the draft.

Laptops

If you have a laptop, I recommend that you bring it to face-to-face class sessions. Being able to work on your assignments in class will be of immense benefit to you. Trying to type and do research on a cell phone or other small hand-held device will be frustrating.

On Course

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 were funded by UT System's Student Success Quantum Leap.

Syllabus Changes

In accordance with 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.

COVID Information

It is important to take the necessary precautions to ensure a healthy and successful year. UT Tyler continues to urge you to protect yourselves against the flu, COVID and any new threats that may be developing. Be diligent about preventive measures such as washing hands, covering sneezes/coughs, social distancing and vaccinations, which have proven to be successful in slowing the spread of viruses. If you don't feel well, stay home, and if you show symptoms, please get tested for the flu or COVID and act appropriately. Self-isolation is important to reduce exposure ([CDC quarantine/isolation guidelines](#)).

AI Statement:

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.

- a. For this course, Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

Required UT Tyler Policies & Information

See the UT Tyler Syllabus Module.

Tentative Schedule

Summary Paper: Weeks 1-4

Paper Due: September 16

Rhetorical Analysis Paper: Weeks 4-9

Paper Due: October 21

Professional Community Paper: Weeks 9-13

Paper Due: November 18

Final Revisions: Weeks 13-15

All Revisions Due: December 13

Final "Exam" Due: December 13