

English 1301.02
10:10 - 11:00 am
College Composition 1
Spring 2019

Professor: Yasmine Gad

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Office Hours: by appointment (e-mail me to confirm)

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:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Textbook

Starkey, David. *Academic Writing Now: A Brief Guide for Busy Students*. Broadview Press, 2017. (ISBN 978-1-55481-380-3)

Grade Computation Percentage of Final Grade

Learning Unit #1 20%

Learning Unit #2 20%

Learning Unit #3 20%

Learning Unit #4 20%

Participation 20%

Grading for writing projects will be based on content, organization, document design, and mechanics.

Grading

To compute the final course grade, the following point totals are assigned to the standard letter grades of A through F:

A = 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = 59 points and below

***Failure to turn in a final draft of any paper will result in an F for the class without exception.

Syllabus Changes

The information contained in the course syllabus, other than the grading criteria, 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.

Additional Course Information

Paper Format

All assignments will be left justified and double spaced.

All assignments will be in Times New Roman, 12 pt. font, 1" margins all around.

All assignments should have a centered title and page numbers in the upper left corner.

In the upper left corner of all assignments, place this heading:

[Your name]

English 1301

Dr. Gad

[Assignment name]

[Date]

Contacting Me

Canvas and e-mail are the easiest way to contact me. However, etiquette and courtesy in correspondence is important; that is, be rhetorical and think about your audience. Because 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 header with helpful information, an opening address, and a closing signature. This will help me know who has written me and what it is about. It is also helpful to email me from the same email address all term, specifically your UT Tyler email address. I am typically able to respond to emails within 48 hours. In turn, I will expect you to check your email regularly.

Draft Submission

All drafts will be submitted via Canvas. Emailed assignments will not be accepted.

Late Projects

Late papers will be penalized 5-points for each day late. Papers submitted one week from the original due date will receive 0 points.

There may be situations which warrant consideration for exceptions to the late draft policy. For consideration of an exception, you should establish your credibility as a student by attending class, being engaged in class, and submitting work on time.

Then, should a situation occur that hinders you from turning an assignment in on time, you will have a leg to stand on. Chronic lateness and/or minimal engagement in the class precludes exceptions to the late/superficial draft submission policy.

Scholastic Dishonesty

Please see UT Tyler's policy on scholastic

dishonesty: <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

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.

Attendance Policy

Students are expected to attend all class sessions. Because this class incorporates frequent small- and large-group activities, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only two weeks' worth of absences will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw by the census date (January 28, 2019). See "Standard UT Tyler Syllabus Policies" below for information on the census date.

Late Arrivals

Being late (showing up after I take attendance) twice equals one absence.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this

link: <http://www.utt Tyler.edu/wellness/rightsresponsibilities.php> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.utt Tyler.edu/about/campus-carry/index.php> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.utt Tyler.edu/tobacco-free (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.utt Tyler.edu/registrar> (Links to an external site.)Links to an external site.. Each semester's Census Date can be found on the Contract itself, on the

Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average.

Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Jan. 28th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> (Links to an external site.)Links to an external site. and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> (Links to an external site.)Links to an external site. , the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
falsifying research data, laboratory reports, and/or other academic work offered for credit;
taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
All written work that is submitted will be subject to review by plagiarism software.

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UT Tyler Resources for Students

UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu

UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu

The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

UT Tyler Counseling Center (903.566.7254)

Schedule, Milestones, and Benchmarks for English 1301:

Below is a schedule of readings and assignments for English 1301 on a week-by-week basis. Please note the following:

1. Course readings shall include chapters from Academic Writing Now (AWN) and other departmental resources available via Canvas.
2. Smaller assignments (deemed Journal Entries) are designed to give students an opportunity to engage with new ideas and writing practices. In some cases, Journal Entries will be taken directly from the exercises included in Academic Writing Now, which will help students apply theoretical concepts to their own writing experiences. In other cases, Journal Entries will be help students research, draft, and design the major Learning Units. Modifications to these shorter assignments will be left to the discretion of each 1301 teacher.

3. While modifications to the Journal Entries are allowed, all 1301 sections must assign the four major Learning Units. In other words, no substitute assignments for the four main projects are permitted.

4. Students will submit drafts of all major Learning Units, then review/revise these drafts based on feedback they receive during peer review sessions. Instructors can design these peer review sessions to account for the strengths and difficulties encountered in each 1301 section. Instructors can elect to workshop sample Learning Units (taken directly from students themselves) as a class, conduct small group workshops, or design one-on-one review sessions.

5. The following schedule is tentative and can be modified to account for the pacing of each 1301 section.

Week	Readings to be completed by end of week	Assignments to be completed by end of week
1	<ul style="list-style-type: none"> - AWN Chapter 1 - Review syllabus and course policies - OnCourse video on the Writing Process - Prompt for LU1 	<ul style="list-style-type: none"> - Journal Entry: Previous writing experience
2	<ul style="list-style-type: none"> - AWN Chapter 2 (summary section) - AWN Chapter 5 - OnCourse video on Summary - Students should read their choice of article for LU1 (listed on assignment prompt) 	<ul style="list-style-type: none"> - Journal Entry: summarizing article on course
3	<ul style="list-style-type: none"> - OnCourse video on Integrating Quotes - AWN Chapter 11 - Students should read their second choice of articles for LU1 (listed on assignment prompt) 	<ul style="list-style-type: none"> - Complete draft of LU1 - Journal Entry: difficulties of writing LU1
4	<ul style="list-style-type: none"> - AWN Chapter 9 - OnCourse video on Peer Review 	<ul style="list-style-type: none"> - Journal Entry: reflection on peer review - Final draft of LU1
5	<ul style="list-style-type: none"> - Prompt for LU2 - AWN Chapter 4 - AWN Appendix 1 - OnCourse video on Summary vs Analysis 	<ul style="list-style-type: none"> - Journal Entry: personal approach to high school writing - Journal Entry: sample thesis statement
6	<ul style="list-style-type: none"> - AWN Chapter 6 - AWN Chapter 7 	<ul style="list-style-type: none"> - Complete draft of LU2
7	<ul style="list-style-type: none"> - Sample drafts of LU2 	<ul style="list-style-type: none"> - Journal Entry: reflection on peer review - Final draft of LU2
8	<ul style="list-style-type: none"> - LU3 prompt 	<ul style="list-style-type: none"> - Journal Entry: identifying personal affiliation and discourse communities

9	- AWN Chapter 8	- Journal Entry: questions for further in
10	- OnCourse video on Context - OnCourse video on Purpose	- Complete draft of LU3
11	- Sample drafts of LU3	- Journal Entry: reflection on peer review - Final draft of LU3
12	- Thanksgiving Break	- No assigned projects
13	- LU4 prompt	- Journal Entry: reflecting on personal w
14	- Introduction to WordPress (weblink posted on Canvas)	- Journal Entry: making connections bet assignments
15	- Sample LU4 websites	- Final draft of LU4 - Journal Entry: final course reflection

Milestones and Benchmarks for each week:

Below are general milestones and benchmarks that explain some general goals and intended outcomes for the readings/assignments scheduled for each week. That is to say, these milestones and benchmarks are meant to rationalize sequence of readings/assignments and their impact on student development. Instructors are encouraged to communicate these milestones and benchmarks to students.

Week One: the opening week is meant to introduce students to course policies and explain how writing at the college level differs from high school. The goal of Week One is to prepare students to engage in new forms of writing (i.e., recursive writing that requires substantial time on planning, drafting and revising) while also communicating their responsibilities (i.e., course policies on submitting assignments on time, the importance of class participation, etc.). Week One concludes by introducing students to Learning Unit 1.

Week Two: the purpose of Week Two is to explain the first major Learning Unit while also introducing students to successful reading/writing strategies that can be used to summarize long, complex academic or scholarly articles. Students will be expected to apply these summarization strategies to an article that explains the role of higher education. In doing so, students should see how theoretical reading/writing strategies are applied in actual assignments and, furthermore, should begin getting comfortable discussing their writing with their peers (as opposed to simply discussing assigned readings during class time).

Week Three: over the course of Week Three, students will complete all assigned readings for Learning Unit 1 and apply the summarizing strategies from Week Two into their projects. Week Three will also discuss proper methods for integrating quotations. By the end of Week Three, students will have a full-and-complete draft of Learning Unit 1.

Week Four: this week will be dedicated to workshopping drafts of Learning Unit 1. The goal of this week is to familiarize students with peer review workshops and encourage them to see peer review sessions not as mere copy-editing but, rather, as opportunities for exploring the larger impact of key writing decisions made by their classmates. Students will be expected to explain the changes they made to their LU1 drafts based on feedback received during peer review workshops. Finalized drafts of LU1 will be submitted at the end of Week Four.

Week Five: students will be introduced to LU2, which builds upon the summaries they composed for LU1. LU2 requires students to present a thesis-driven argument about the texts they summarized for LU1, so class readings will revolve around effective evidence-based expository writing techniques (such as composing effective thesis statements). The goal for Week Five is to help students understand the subtle differences between analysis and summarization while also encouraging them to think about "argumentation" as something more than simply right-vs-wrong debates.

Week Six: this week will build upon the evidence-based expository writing techniques discussed in Week Five by discussing effective planning and organization strategies (such as outlining papers in advance and crafting effective transition/topic sentences). The goal of Week Six is to translate the theoretical concerns around evidence-based writing (such as composing effective thesis statements or creating a logical transition between main ideas) into actual writing practices. Students should complete a full draft of LU2 by the end of Week Six.

Week Seven: this week will be another round of peer review workshop sessions. Many of the same ideas from Week Four should be at work during this time but workshop sessions should also adapt to the new goals of LU2. Students will be expected to explain the changes they made to their LU2 drafts based on feedback received during peer review workshops. Finalized drafts of LU2 will be submitted at the end of Week Seven.

Week Eight: this week will introduce students to LU3 (which asks students to identify, summarize, and analyze the communication practices of a specific community they belong to). A major component of LU3 is that students must conduct their own research, so instructors should discuss how students might begin finding evidence for this assignment (such as online message boards, serialized publications, etc.). In other words, the goal of Week Eight is to get students comfortable conducting their own research beyond assigned readings and class conversations.

Week Nine: the goal of Week Nine is to get students thinking about how they can synthesize the independent research they have conducted for LU2. Class conversations should resonate with many of the same ideas discussed in Week Six (such as organization and sequencing of main ideas). However, students should be

encouraged to think about questions for future research/inquiry, which will prepare them to write academic essays that provide the reader with options for further action.

Week Ten: the goal of Week Ten is to provide students time to compose the first draft of LU3 while encouraging them to think about writing beyond the classroom environment. The assigned OnCourse videos dedicated to Purpose and Context are designed to help students think about their writing amid current circumstances and personal interests (as opposed to viewing academic writing as happening in a vacuum). These videos can help students view LU3 as an opportunity to build bridges between their academic and professional (or non-academic) interests.

Week Eleven: this week will be another round of peer review workshop sessions. Many of the same ideas from previous peer review conversations should be at work during this time but workshop sessions should also adapt to the new goals of LU3. Students will be expected to explain the changes they made to their LU3 drafts based on feedback received during peer review workshops. Finalized drafts of LU3 will be submitted at the end of Week Eleven.

Week Twelve: Thanksgiving Break (no classes).

Week Thirteen: in this week, students will be introduced to LU4, which requires students to create a website using Wordpress or any other platform they are familiar with (see LU4 assignment prompt for more details). Discussions in Week Thirteen should revolve around writing in online/digital/public-facing environments. These conversations can include questions of audience, authorial voice (i.e., the personae created through deliberate writing choices), and larger questions of organization (i.e., creating different navigation tabs/categories for their website).

Week Fourteen: a majority of this week should be dedicated to students workshopping and designing their websites. Instructors should not assume that students are familiar with web-based publishing platforms (nor should they assume that students will have access to technology resources beyond class). Consequently, instructors should familiarize themselves with the Wordpress platform enough so that they can walk students through the foundational steps of creating a website (setting up an account, selecting a website theme, and creating navigation tabs). However, it will be up to the students to resolve any further technical issues on their own by consulting online resources, wikis, and Q-and-A message boards.

Week Fifteen: the final week of the semester will be dedicated to workshopping LU 4. As with previous workshop weeks, students will be expected to explain the changes they made to their LU4 drafts based on feedback received during peer review workshops. Finalized drafts of LU3 will be submitted at the end of Week Fifteen. Students will also produce an end-of-semester reflection where they discuss how their approach to writing has evolved over the semester.