

# Welcome to ENGLISH 1301 ONLINE

## Welcome

Congratulations on embarking on your first college-level English class. This will be a new journey for many of you and I will be your guide. My name is Professor Kerr and I am passionate about teaching you the writing process. I hope you will find that this course is not only relevant to your academic career, but also that as you begin developing writing skills and a writing process you will find much of our course relevant to your daily life. This syllabus will give you an important overview of the course, our policies and procedures, as well as some information on the fun stuff we will do in the course. Treat your syllabus as a contract between you and me. I agree to adhere to the policies and hope that you will as well. If you have concerns about anything in this document, please raise your concerns.

## Course Overview

The course description and learning outcomes are per the Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual Spring 2020: 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.

**Not only will we study writing processes, we will also explore thinking and learning techniques that will help you to improve your reading skills. This is a reading and writing intensive course.**

## Instructor Corner

Amanda Kerr

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The best way to reach me is via canvas messaging. I will be available for office hours by appointment on Zoom.

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**There is no textbook required for the course. All course materials will be Open Educational Resources located in your Canvas Modules.**

**The following table provides a description of the module components.**

<b>Module Component</b>	<b>Description</b>
<b>Introduction (every week)</b>	This will typically be a video or an announcement that will discuss the learning objectives for the week, the content and assignments you will need to do, and address any material from the previous week.
<b>Read and Respond (every week)</b>	Each week you will have material to read and respond to. Our responses will consist of active questioning, collective annotation, and short written reflections. This material will be the foundation for the reading's discussion board for the week.
<b>Technique Talk</b>	Delves deeper into some of the module's practices with further explanations, supporting research, and commentary.
<b>Building Blocks</b>	These assignments are designed to help you to practice the writing techniques we are learning in the course. They will help you to build your major assignments, reflect on your own writing practices and habits, and encourage you to develop those practices and habits.
<b>Common Challenges &amp; Misconceptions</b>	Provides research-based clarifications and suggestions for addressing common challenges and misconceptions for the writing practice
<b>Media Commentary</b>	You will have some media to watch throughout your modules. These videos and power points contain valuable information to help you succeed in the course. Please consider all media part of the course content and use that content in your discussion boards posts.
<b>Information Literacy Lessons</b>	Each week you will have short lessons on information literacy. This includes plagiarism, academic writing and research, and other topics.
<b>Discussion Boards</b>	These forums are for you to discuss principles, readings, and practices as a group. You will have both group discussions and class discussions.

## **Course Learning Outcomes**

***This course provides you with the following opportunities:***

- The student will demonstrate knowledge of individual and collaborative writing processes. (Application of knowledge)
- The student will develop ideas with appropriate support and attribution (Application of knowledge)
- The student will write in a style appropriate to audience and purpose (Create)
- The student will read, reflect, and respond critically to a variety of texts (Understand and Evaluate)
- The student will use Edited American English in academic essays (Remember)



# Policies for an Effective Writing Course



## 1. Course Nuts and Bolts

- A. Online contribution will be an integral part of your grade.
- B. Due dates are flexible for major assignments. All work will be submitted via Canvas. (See page 7-8 and “Grade Concerns” in FAQ)
- C. Teams are expected to communicate with each other and with the instructor.



## 2. Establishing Our Discourse Community

- A. This course is occasionally organized by team. You will be required to check-in with your team, submit assignments as a team, and to contribute to your team’s discussion. These interactions will constitute your “attendance” in the course.
- B. Be generous with your peers and with your instructor. Life changes fast and we cannot always know what others are going through.



## 3. Active Learning Strategies

- A. We develop ideas in collaboration and in conversation with others. Thus, group participation is required.
- B. We will use a variety of communication strategies such as collective annotation, chat, and discussion board.
- C. Lectures require responses. I expect comments and questions as part of lectures.



## 4. Promoting Higher Order Thinking

- A. You will be asked to consider a variety of audiences in this course and to write appropriately for that audience. Be mindful of who you are addressing.
- B. You will be asked to read a variety of texts, some of them challenging. We will use a form of collective annotation and other reading strategies to support our reading of these texts.



## 5. Writing Assessment Statement

- A. I strive to be transparent in my grading practices by using rubrics and checklists.
- B. I aim to provide feedback and grades within two weeks (or less) of submission.
- C. I accept revisions of all major papers that receive a grade lower than C, up to seven days following the return of the paper.
- D. I accept well-articulated challenges to graded work. In the event of a challenge, we will meet via Zoom to discuss the rubric and elements required.

## Types of Assignments

Each module presents a variety of assignments that lead directly and indirectly to the major writing assignment for each learning unit. All work will be submitted through Canvas. You must submit papers as a **PDF, doc, or docx**. I cannot open other formats. You can download a free copy of Microsoft Word [here](#). I do not accept emailed assignments. See format for paper submission under “Assignment Submission” located in FAQ page of our course.

ASSIGNMENT	ASSIGNMENTS
<b>LEARNING UNIT #1: SUMMARY 10%</b>	Final Draft Outcomes: <ol style="list-style-type: none"> <li>1. To show that you can report useful information concisely and accurately to a specific audience</li> <li>2. To become familiar with reading and writing strategies</li> <li>3. To identify claims and textual evidence, as well as distinguish between pertinent and extraneous information</li> </ol>
<b>LEARNING UNIT #2: RHETORICAL ANALYSIS 25%</b>	Final Draft Outcomes: <ol style="list-style-type: none"> <li>1. To conduct a close rhetorical reading</li> <li>2. To analyze how a text is constructed</li> <li>3. To write a detailed and well-supported argument</li> <li>4. To cite source material correctly</li> </ol>
<b>LEARNING UNIT #3: STUDY OF A PROFESSIONAL COMMUNITY ANALYSIS 25%</b>	Final Draft Outcomes: <ol style="list-style-type: none"> <li>1. To analyze a professional community in your major</li> <li>2. To write a detailed and well-supported analysis</li> <li>3. To use the correct format for papers in your major</li> <li>4. To use online writing help resources</li> <li>5. To cite source material correctly</li> </ol>
<b>LEARNING UNIT #4: FINAL REFLECTION 15%</b>	Final Draft Outcomes: <ol style="list-style-type: none"> <li>1. To synthesize the writing process across the learning units</li> <li>2. To create a visually appealing representation of the synthesis</li> <li>3. To compose a well-articulated justification for the rhetorical choices present in the body of work produced in the course</li> <li>4. To engage in metacognition as a means of recording and reflecting on the writing experience</li> </ol>
<b>INFORMATION LITERACY LESSONS (IL): 5%</b>	These are short lessons that complement our dive into information literacy. They take approximately 5-10 minutes to complete and offer insight into research practices that are key in becoming literate in our information saturated world. You can take them as often as you'd like.
<b>ENGAGEMENT: 20%</b>	Building Blocks, discussions, group assignments and other work will be assessed in this category. The main goals for these assignments are to: <ol style="list-style-type: none"> <li>1. Define rhetorical concepts and understand how they function in texts</li> <li>2. Classify, compare, and discuss the texts and their elements</li> <li>3. Invent material relevant to the final projects for each Learning Unit</li> </ol> Many of these assignments are completion grades. Discussion Boards and quizzes are graded on a points basis.

## Build Our Community

This course takes place online so it might seem that community building would be challenging. However, there are a few practices that can help. The following practices are a starting point for creating our community and ensuring that everyone can participate at their best. To create this environment, we need a few base practices that we can start with. They are:

- ***Diversity and Inclusion Statement:*** We all come to the table with different experiences and viewpoints. To get the most out of this learning opportunity, show respect for differences by seeking to understand, asking questions, clarifying understanding, and/or respectfully explaining your own perspective. It is important to consider how powerful a diverse education can be. My own understanding of difference has been shaped by the opportunities I have had to encounter people with vastly different experiences and listen to their stories. I want the same for my students. My goal as an instructor is to provide opportunities for everyone in my classes to have a voice and to learn to listen to others. Listening is a valuable skill in our contemporary moment, one that requires practice. I teach listening, as well as conduct research in rhetorical listening, and hope through that process to invite conversation as an ethical engagement with difference. We will discuss a type of argument called “Rogerian” argument in Week 2.

- ***Actively participate.*** Not only does participating help you to develop your own voice, but you help make space for a more diverse conversation when you engage with other class members and the instructor. You can find more about actively participating in Canvas under “Class Norms and Expectations.”

- ***Engage in the discussion board questions and conversation.*** The majority of our class interaction will take place on the discussion board in Canvas. This space will help you as an individual to learn the course material, practice writing, and converse with your classmates and instructor. Be sure to read the guidelines for Discussion Posts located on our “Frequently Asked Questions” page.

- ***Stay on track with your schedule.*** This is not a self-paced course. Staying with the deadlines for assignments will ensure that you are keeping up with the material and completing valuable activities in preparation for your major assignments. This also ensures that our discussion board remains lively and engaged. Waiting until the last moment to post makes it difficult for your colleagues in the class to respond to you.

- ***Be specific.*** Vague language can have unintended consequences, including misunderstanding. The more specific you can be with your writing, the more effective you will communicate. We cannot read body language in an online course, so it is important to refrain from making assumptions about your audience.

- ***Practice Netiquette.*** In online environments without verbal or physical cues, humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your tone and language use before submitting discussion posts. You can also refer to the page on titled “Netiquette” on our Course Syllabus page.



## Build Our Community Continued: Teams

Take a moment, as you begin this journey to consider the ways in which you depend on other people in your life. Like all endeavors, the level of growth, personal satisfaction and impact resulting from your engaging in the course are tied directly to your level of effort; however, your success in this course as well as in life also depends on collaborating with others. We will work together in teams to develop ideas, answer questions, and revise our work. Each team will be responsible for contributing to the course conversation.

**The Primary Post (PP)** initiates conversation on the DB topic in response to the provided prompt.

*Team Discussion Boards: We have team discussion boards (TDB) and class discussions (DB). In your teams, you will discuss the readings and topics and share them with the class. Instructions for each of these roles can be found in Canvas under "Discussion Board"*

The value-added comments respond to primary posts and other value-added comments. The VACs should ADD to the discussion and further the conversation.

The instructor will post a prompt with detailed instructions.

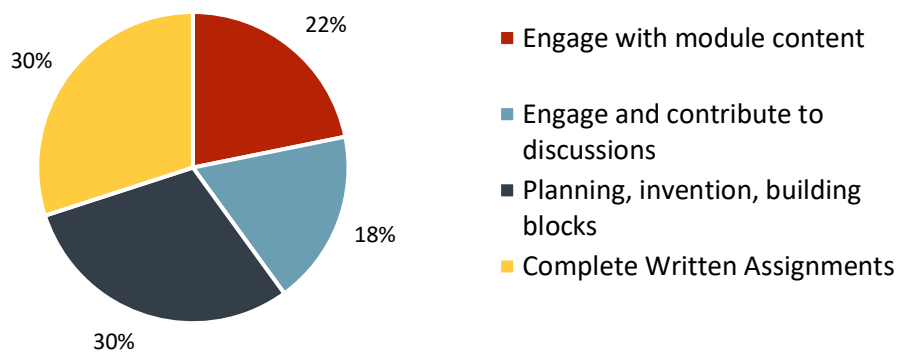
Some discussions will be with the entire class. However, all require a PP and at least 2 VACs.

*"There is always room to grow."*

## How to be Successful in this Course

Now, create some goals you have for the course. As your instructor, I have outcomes I want to accomplish, but you will need to decide what goals you have as well. Consider the goals you have for engaging in this course as you determine how to allocate time to complete course requirements. The Module Time chart below provides a visual representation of the typical time spent completing a module, followed by an example weekly schedule.

### Module Time



### Example Weekly Schedule

Day	Task
Monday -Tuesday (or get a jumpstart on the weekend)	Engage in module content (readings, short writing assignments, etc)
Tuesday-Thursday	Contribute to and engage in discussion Begin planning, writing, and inventing
Wednesday- Friday	Give yourself time for revision or to revisit the readings
Friday- Sunday	Submit required assignments, respond to colleagues, revisit anything that was confusing or requires clarification

## Campus Resources and Policies

Resource	Description
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. <a href="https://www.uttyler.edu/center-for-ethics/">https://www.uttyler.edu/center-for-ethics/</a>
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: <a href="http://www.uttyler.edu/wellness/rightsandresponsibilities.php">http://www.uttyler.edu/wellness/rightsandresponsibilities.php</a>
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: <a href="http://www.uttyler.edu/about/campus-carry/index.php">http://www.uttyler.edu/about/campus-carry/index.php</a>
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: <a href="http://www.uttyler.edu/tobacco-free">www.uttyler.edu/tobacco-free</a>



<p>Grade Replacement/ Forgiveness and Census Date Policies</p>	<p>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 <a href="http://www.uttyler.edu/registrar">http://www.uttyler.edu/registrar</a>. 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.</p> <p>Failure to file a Grade Replacement Contract will result in the 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.</p> <p>The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:</p> <ul style="list-style-type: none"> <li>• Submitting Grade Replacement contracts, Transient forms, request to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit</li> <li>• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)</li> <li>• Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)</li> <li>• Being reinstated or re-enrolled in classes after being dropped for non-payment</li> <li>• Completing the process for tuition exemptions or waivers through Financial Aid</li> </ul>
<p>State-Mandated Course Drop Policy</p>	<p>Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses 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</p>

	<p>dropped after the Census Date (See Academic Calendar for the specific date).</p> <p>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.</p>
Disability/Accessibility Services	<p>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 <a href="https://hood.accessiblelearning.com/UTTyler">https://hood.accessiblelearning.com/UTTyler</a> and fill out the New Student application.</p> <p>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 <a href="http://www.uttyler.edu/disabilityservices">http://www.uttyler.edu/disabilityservices</a> , the SAR office located in the University Center, # 3150 or call 903.566.7079.</p>
Student Absence due to Religious Observance	<p>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.</p>
Student Absence for University-Sponsored Events and Activities	<p>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.</p>

<p>Social Security and FERPA Statement</p>	<p>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.</p>
<p>Emergency Exits and Evacuation</p>	<p>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.</p>
<p>Student Standards of Academic Conduct</p>	<p>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.</p> <p>i. “Cheating” includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• copying from another student’s test paper;</li> <li>• using, during a test, materials not authorized by the person giving the test;</li> <li>• failure to comply with instructions given by the person administering the test;</li> <li>• 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</li> </ul>

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 instructor 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, homework 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.

ii. "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.

iv. All written work that is submitted will be subject to review by plagiarism software.

#### UT Tyler Resources for Students

- [UT Tyler Writing Center](#) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](#) (903.565.5964), [tutoring@uttyler.edu](mailto: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)

#### Life Happens

Due dates for every module are provided on the course schedule (and posted in Canvas). However, I recognize that sometimes things come up, the pandemic rears its head, or even personal life happens.

**Contact me as soon as possible to discuss extensions or revisions to deadlines.**