

Syllabus

**ENGLISH 1302.011**  
**COLLEGE COMPOSITION II**  
**SPRING 2023**  
**T/TH 11:00 – 12:20**  
**HPR 247**

Instructor: Ms. Nicole Hicks

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Office Hours: T/Th, 12:30 – 1:30, in HPR 247 & by appointment

COURSE INFORMATION

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 completion of this course, students will be able to

- 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; and
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA).

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; and
- Select and incorporate material from sources professionally.

## REQUIRED CLASS MATERIALS

**Textbook.** Wu, Hui, and Emily Standridge. *Reading and Writing About the Disciplines: A Rhetorical Approach*. Fountainhead Press, 2014.

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](#)Links to an external site..

## GRADING

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

### **Computation.**

- 10 LU1: Summary
- 15 LU2: Rhetorical Analysis
- 20 LU3: Compare & Contrast Rhetorical Analysis
- 5 LU4 Proposal
- 25 LU4: Rhetorical Review
- 10 End-of-Semester Reflection
- 10 Peer reviews
- 5 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 papers: summary, rhetorical analysis, compare and contrast rhetorical analysis, proposal, rhetorical review, and end-of-semester reflection. 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 1302 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 the class Canvas shell.

#### **Papers.**

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.

#### **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 the summary, rhetorical analysis, compare and contrast rhetorical analysis, and rhetorical review to a peer for review. You will also be responsible for reviewing a peer's draft.

#### **Information Literacy Quizzes.**

The information literacy quizzes cover knowledge and skills that will help you look for and evaluate sources. The quizzes are designed by Professional Librarian Vandy Dubre. For help with quizzes, email [Ms. Dubre](#).

#### **Extra Credit.**

There is no extra credit work in this course.

#### **Revision.**

You may revise your final draft of the summary, rhetorical analysis, compare and contrast rhetorical analysis, and proposal for a potential higher grade. There is no risk of revising 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.

The rhetorical review and end-of-semester reflection cannot be revised as those projects are at the end of the semester.

Additionally, 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.

### **Late Work.**

I will deduct ten percent from your score every day after a paper'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. Documentation from a healthcare provider may be required to verify that a student or someone who they care for is sick or must isolate.

### COMMUNICATION

I encourage students 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 visit me during office hours, or you can email me. Per the [UT Tyler Email Policy](#)[Links to an external site.](#), 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 (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 four 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., five absences drops an A to a B) up until the sixth absence. If you miss seven 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 may 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 have all been in classrooms a great deal of your life. You know how to behave and how not to behave. However, I do have one rule that I will enforce quite strongly: be respectful. By this I mean that you must be respectful of me, your classmates, the assignments, and the work process of the class. You may disagree with any of the above, but you may not be disrespectful. If I see you being disrespectful, I will ask you to leave 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 the class Canvas shell.