

# English 1301: Composition I Spring 2024

Instructor: Professor Amanda Kerr  
 Email: akerr@uttyler.edu  
 Office: Virtual  
 Office Hours: By appointment and via Zoom  
 Section Info: 0.62 Online

## 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

## Textbook

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

## Course Grade

<b>Component</b>	<b>Percent of Course Grade</b>
Learning Unit #1: Informative Summary	10%
Learning Unit #2: Rhetorical Analysis	25%
	25%
Learning Unit #3: Study of a Professional Community	15%

Learning Unit #4: Final Reflection

20%

Engagement

5%

Information Literacy Quizzes

### **Course Grade Scale**

- A 90% to 100% of possible points
- B 80% to 89% of possible points
- C 70% to 79% of possible points
- D 60% to 69% of possible points
- F 0% to 59% of possible points

### **Grade Components**

Detailed information on the projects, including grading rubrics, will be provided in class and via documents in Canvas.

### **Extra-Credit Work**

There is no extra credit work in this course.

### **Submitting Written Work**

To be counted for a grade, assignments have to be submitted as a Word document and have to be submitted to the correct drop box in Canvas. Do not zip your files or submit a PDF. Assignments that I cannot open will be graded a 0.

For a free copy of Microsoft Office, including Word, [click here](#).

### **Formatting Assignments**

Major writing assignments should be prepared from an accessible digital file, double-spaced, and in black ink using a Times New Roman font (no larger or smaller than 12pt). Use MLA or APA guidelines for spacing, margins, heading, and page numbering.

### **Public Writing**

Writing is public. Even when writing is in draft form, professional writers circulate copies of what they are working on for feedback. Even when writing is meant to be private, it leaks into the public realm with startling regularity. For this reason, writers need to become comfortable sharing their writing with others and hearing, seeing, or reading reactions to it. In this class, you can expect to share your work with your peers, either face-to-face and one-on-one or, at times, with the entire class at once. This sharing is intended to provide you with models of effective writing, feedback to improve your writing, and give you experience offering feedback.

### **Projects**

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 an investigation of a professional organization in your field of study. The Final Reflection is a reflection on what you learned over the course of the semester.

The Informative Summary, Rhetorical Analysis, and Study of a Professional Community can be revised for a potential higher grade. Details will be provided in class and via announcements.

### **Minor Assignments/Engagement Work**

Minor assignments, also known as engagement work, are graded on a by points basis or using complete/incomplete. Complete/incomplete is how Canvas handles pass/fail grading.

- Complete: Meets expectations and is submitted on time
- Incomplete: Does not meet expectations and/or is not submitted on time

In most cases, engagement work cannot be revised or submitted after the due date. There may be situations which warrant an exception to this policy. If you cannot submit engagement work due to an illness or emergency, notify me as soon as possible. I will determine if an exception is appropriate.

Documentation may be required. Recurring engagement work that is graded as incomplete precludes exceptions.

Engagement work is typically due mid-week, Wednesday to Thursday, to prepare you for the upcoming major assignment or drafting component, which is typically due on Sundays.

There are **four major types** of engagement work in this course:

**Reflections:** Reflections are addressed as a letter to your professor. Details can be found in the Canvas assignments and modules. Reflections help you to think about your learning and develop an identity as a writer. Reflections are graded on a points basis.

**Drafts or Drafting Components of Major Assignments:** These are assigned to practice revision and get feedback from your peers and instructor. Drafts are graded as complete/incomplete.

**Workshop and Peer Review Discussion Boards:** We will use Canvas discussion boards and the Teams feature (how Canvas creates groups) to participate in writing workshops. This will allow you to interact with your peers and form a community in my class. Workshops are graded on a points basis based on the workshop discussions rubric and peer review rubric (See Canvas).

**Quizzes:** This is how I will hold you accountable to assigned readings. Quizzes are graded on a points basis.

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

### **Class Communication**

If you have individual questions, you can set up a time to meet via Zoom. A Zoom conference is an effective way to address any questions or concerns that you may have.

### **Announcements in Canvas**

I will use announcements in Canvas to communicate essential information. It is your responsibility to read and utilize the information in announcements.

For a tutorial on announcements, [click here](#). To manage notifications, click on “Canvas notifications” in the blue box at the top of the page. For help in resetting notifications, click on the help button on the left-hand side of your UTT Canvas home page (the question mark in a circle) and call the “Canvas Support Hotline (Students).”

### **Contacting Me**

To contact me, use UTT email or Canvas messenger. Per the [UTT Email Policy](#), I will not reply to emails sent from non-UTT email addresses.

Emails and Canvas messages should provide a succinct overview of the topic and should have complete sentences and reasonably correct grammar. In the subject line list the class (ENGL-1301), your name, and a topic.

### **Netiquette<sup>1</sup>**

Students should realize that they are communicating in an academic setting and should conduct themselves accordingly. Students should use the guidelines below for communicating with their professor and classmates.

Be courteous and respectful of others’ opinions. If you feel the need to disagree, do so in a respectful way by acknowledging your classmate’s point of view or argument. Then, present your point of view.

Do not use inappropriate or offensive language which may be interpreted as racist or sexist. Foul language is not tolerated in face-to-face classes and will not be tolerated in an online class. Violations will be dealt with on an individual basis.

Use language that is appropriate to an academic setting rather than "chat," "text," or "instant messaging jargon," and refrain from using characters like smiley faces. Be mindful of the tone of your message or post. Communication in an online course is mostly written and it is easy to misinterpret someone's meaning.

---

<sup>1</sup> -Adapted From Julie Snyder-Yuly (Marshall University)

Do not shout when posting to discussions or composing email. Using capital letters is considered shouting. Run a spell check before posting anything to the discussion board or when communicating with the email tool. Use proper spelling, capitalization, grammar, usage, punctuation, and titles when communicating with classmates and the professor.

Stay on topic. Avoid "spamming" classmates with emails and posts that have nothing to do with course content.

### **Late Work Policy**

Due dates for major assignments are provided on the course schedule. Due dates for minor assignments can be found in your Weekly Checklist of Steps in the Canvas module for each Learning Unit.

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.

### **UTT Attendance Policies**

For relevant UTT policies, see the "UTT Covid Statement" in the UT Tyler Syllabus module, the UTT policy on "[Class Attendance/Excused Absences](#)," and the [UTT policy on withdrawals](#) including "Medical Withdrawal/Course Load Reduction."

### **Academic Dishonesty & Academic Integrity**

This class has a **Zero Tolerance Policy** for academic dishonesty. Any 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. For the UTT definition of "academic dishonesty," see "University Policies and Information" in the UT Tyler Syllabus Module.

With the rise of generative AI, I understand that you will use tools such as Chat GPT, Dall-e 2, etc. in various rhetorical situations both in and out of the classroom. I will therefore support your understanding of the uses, ethics, and limitations of generative AI tools.

This technology has many abilities and also incapacities; its use requires research skills, rhetorical knowledge, critical thinking, and digital literacy. Because of this, you may use AI tools, but not only AI tools.

I expect you to be transparent about your process and able to describe the strategies and techniques you used to compose with AI tools in your reflections. Conducive to the above statement on academic dishonesty, all AI use must involve an ethics of transparency. See course document: Academic Integrity Expectations (In Canvas) for more details on appropriate AI usage.

## Syllabus Changes

Per 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.”

## Required UT Tyler Policies & Information

See “University Policies and Information” in the UT Tyler Syllabus Module.

## Schedule for Major Assignments

The schedule is subject to change. See Canvas for minor assignment/engagement work due dates and for the current schedule.

<b>Assignment</b>	<b>Time Frame</b>	<b>Graded Draft Due</b>
Learning Unit #1: Informative Summary	Weeks 1-4	Sunday 2-11
Learning Unit #2: Rhetorical Analysis	Weeks 5-8	Sunday 3-10
Learning Unit #3: Study of a Professional Community	Weeks 10-14	Sunday 4-21
Learning Unit #4: Final Reflection	Week 15	Sunday April 28

## Holidays

Monday 9-5: Labor Day

Monday 11-21 to Friday 11-25: Thanksgiving

## Last Day to Withdraw

March 25: [UTT Drop Policy](#)

## Final's Week

Wednesday 5-1: Deadline to submit assignments revised for a potential higher grade