# ENGL 1302: Composition II



**MEETING TIME AND PLACE:**
**010**: T TH 9:30-10:50 am
 Fine Arts Complex Rm 00112

**INSTRUCTOR**
Name: Dr. Zita Hüsing
Office: CAS 239 (College of Arts and Sciences)
 Email: zhusing@uttyler.edu
 Office Hours: T TH 11 am -12:30 pm (via Zoom/in person) and by appointment

**COURSE OVERVIEW** (per the Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual)
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.

**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**
Upon successful completion of this course, students will:
- 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 essay
- 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
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

**TEXTS AND LAPTOP**
- All readings will be made available on Canvas. There is no textbook to buy.
- Helpful textbook: Wu, H., & Kelly, M. *Reading and Writing About the Disciplines: A Guided Process for Academic Research,* 2nd ed. Top Hat, 2023. ISBN-13: 978-1-77494-878-1.

- **Access to a laptop/computer** and internet access to access course materials and readings on Canvas (PDFs, links to videos, reports, handouts). Bringing your laptop to class will be beneficial to you. I strongly recommend that you **bring your laptop to all class sessions**.
- Access to MS Word, MS PowerPoint, and Canva.com. You can download Office 365 for free as a UT Tyler student here (it includes MS Word and MS PowerPoint).

**COMMUNICATION**

Please make sure to email me if you have any questions about projects, come by during office hours appointment, or set up an appointment in advance if the office hours are inconvenient.

Begin every subject line for every email or Canvas message with ENGLISH 1302—[Section #]. **Begin the email** with "Dear Dr./Prof. Hüsing," state the purpose of the email, and **sign the email with your first and last name**. Email correspondence should be respectful and appropriate. I only accept correspondence from your UT Tyler email as per UT Tyler email policy.

**COURSE RULES**

- Listen and learn from one another, respect others' opinions, experiences, beliefs, values, and differences.
- Alternative viewpoints are welcome in this class; however, statements that are deemed discriminatory toward others in the class or outside the class will not be tolerated.
- All students are responsible for contributing to both their own learning experience and the learning experience of others.
- There is room for vigorous discussion, and sometimes even heated intellectual disagreement in this class; however, it is expected that each person treat others with the utmost care and respect. Conflict between ideas does not need to become conflict between people. Be kind.

**UT TYLER ACADEMIC DISHONESTY AND HONOR CODE**

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. According to the Manual of Student Conduct, "Academic Dishonesty" includes, but is 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 without giving sufficient credit, taking an examination for another person, falsifying academic records, and any act designed to give unfair academic advantage to the student, or the attempt to commit such an act. The Honor Code is the means through which to apply the ethical ideal of honorable living to the lives of the UT Tyler community. Therefore, 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."

**ACCOMODATIONS**

Students with disabilities, whether physical, learning, or psychological, who believe that they need accommodations, are encouraged to contact the UT Tyler Office of Student Accessibility and Resources as soon as possible to ensure accommodations are implemented promptly. The UT Tyler Office of Student Accessibility and Resources provides students equal access to all

educational, social and co-curricular programs through coordination of services and reasonable accommodations, consultation and advocacy.

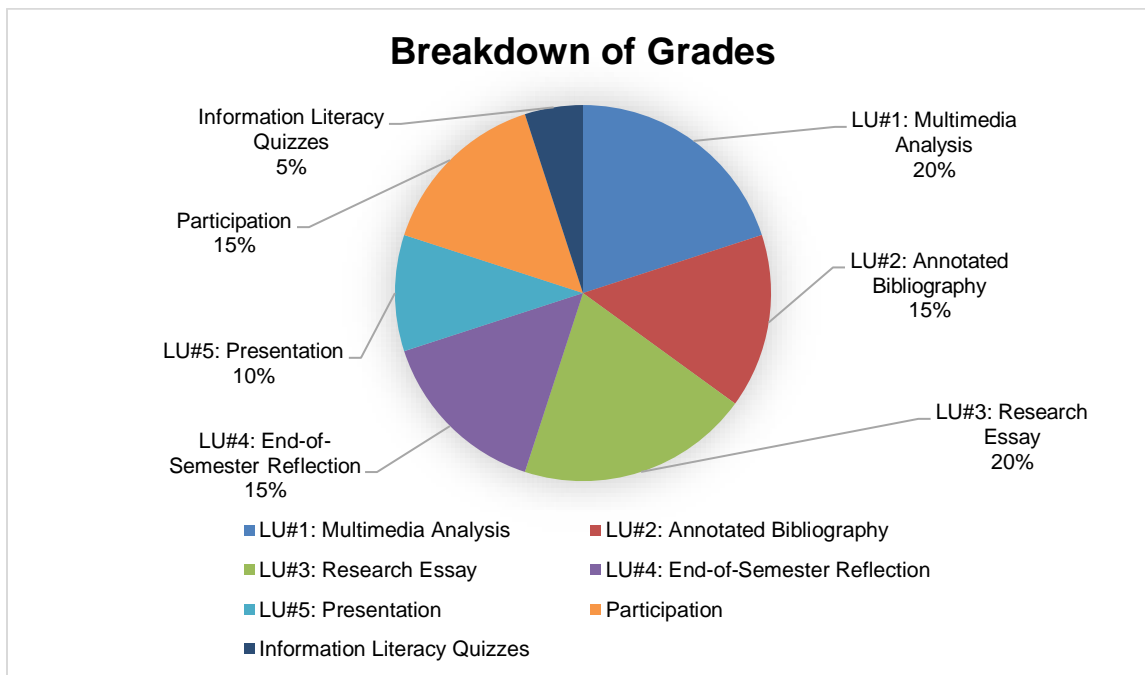- Apply for Services Here
- Existing SAR Student Login

**Note:** The SAR registration process may take up to three (3) weeks to complete.

**ATTENDANCE**
There may be times when you cannot or should not attend class, such as if you are not feeling well, have an interview, or have family responsibilities. Therefore, this course allows a total number of **5 absences** without penalty. Any student who misses more than 5 classes without a university-approved excuse will **fail** the course automatically. Arriving late or leaving early 3 times will count as 1 absence. Not participating in class activities will result in an absence for the day, especially if students are **on a phone/laptop during class time** when the use of these devices is not explicitly required by the instructor.

For relevant UTT policies, see the UTT policy on "Class Attendance/Excused Absences," and the UTT policy on withdrawals including "Medical Withdrawal/Course Load Reduction."

**DESCRIPTION OF ASSIGNMENTS**

**Breakdown of Grades**

- Information Literacy Quizzes — 5%
- Participation — 15%
- LU#5: Presentation — 10%
- LU#4: End-of-Semester Reflection — 15%
- LU#1: Multimedia Analysis — 20%
- LU#2: Annotated Bibliography — 15%
- LU#3: Research Essay — 20%

Legend:
- LU#1: Multimedia Analysis
- LU#2: Annotated Bibliography
- LU#3: Research Essay
- LU#4: End-of-Semester Reflection
- LU#5: Presentation
- Participation
- Information Literacy Quizzes

The assignments are organized in Learning Units (LUs).

| LU #1: Multimedia Analysis (20%): | You will conduct a rhetorical analysis essay while analyzing a piece of multimedia (e.g., a TED Talk, podcast, documentary) related to your field of study/major. You will write a critical analysis focusing on the rhetorical strategies used while also |
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| | summarizing the text at hand and practicing paraphrasing and citing others' ideas. You will inquire how the text works (what rhetorical strategies does the image employ, who is the audience and why, is the text's rhetoric successful?). |
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| **LU #2: Annotated Bibliography (15%)** | For this assignment, you will create an annotated bibliography in preparation for your next project project (Researched Argument Essay). You will select a topic and gather relevant scholarly and popular resources. For this assignment you will summarize a variety of texts while learning to paraphrase and cite others' ideas. You will learn to identify a text's argument, claims, evidence as they are relevant to your research. |
| **LU#3: Researched Argument Essay (20%)** | For this assignment, you will synthesize the arguments and information present in the articles from your annotated bibliography. You will learn to synthesize information from multiple articles into a well-researched argumentative essay which demonstrates logical reasoning and includes a well-articulated project justification. |
| **LU#4: End-of-semester Reflection (15%)** | You will create a reflection on what you have learned over the course of the semester in a Canvas E-Portfolio. You will reflect on your writing processes throughout the semester and how you have grown as a writer. |
| **LU#5: Presentation (10%)** | In groups of 3-4, select a topic on academic writing for a short, 10-minute presentation which will be conducted throughout the semester. The creation of a PowerPoint is required for this presentation. |
| **Participation/Engagement (15%)** | I expect regular and enthusiastic participation in class. You can acquire up to 70 points in participation by uploading in-class activities on Canvas. The remainder of the participation grade (30 points) consists of in-class participation. Students who listen to each other will be awarded with higher grades than those who are competitive and exclusionary. Make sure to fulfill all these three components for a good participation grade:<br><br>1) **Be prepared** for class (complete the assigned reading and writing)<br><br>2) **Participate** in respectful, engaging discussion with your colleagues in class and on Canvas<br><br>3) **Collaborate** with your peers in group projects. At times you may be divided into smaller groups for small brainstorming sessions in the class so that everyone has an opportunity to share and present their ideas. |

| Information Literacy Quizzes (5%) | These quizzes help you to evaluate and understand sources. The quizzes are designed by librarian Vandy Dubre and can be accessed and completed on Canva. |
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**LATE ASSIGNMENTS**
Your work should be submitted on time. Acceptable file formats are .doc, .docx or .pdf. **All other formats are not accepted** and will be counted as missing. Quizzes or other classroom activities cannot be made up. If you have a valid excuse that is documented, reasonable effort will be made in helping you to make up the assignment. Late formal assignments are deducted **one grade letter per day**.

**EXTENSION LOG POLICY**
You will receive a pool of hours that allow you to extend the due date for any formally submitted assignment as you see fit, as long as you remain within the guidelines below (policy developed by Dr. Micheal Rumore and Dr. Franziska Tsufim). The breakdown within each unit is as follows:

**LU#1: 72 hours**
**LU#2: 72 hours**
**LU#3: 72 hours**

To receive an extension for an assignment using these hours, simply submit an **extension log** (see template in each Assignment Description on Canvas) to Canvas in place of the assignment. Your logs should set a new deadline by noting how many extension hours will be used and briefly documenting how you will use those hours. You may divide your extension pool into 24-hour "blocks." **The extension is considered automatically granted as long as you submit your log by the assignment's original due date, as your hours cannot be assigned retroactively.** You may submit one additional extension log for a previously extended assignment if you meet your own revised deadline and have the requisite hours in your pool. **Note: LU#4 and LU#5 are not eligible for using your extension hours**.

**Personal circumstances, emergencies, or necessary accommodations may require extensions beyond the time granted by this policy.** If something unexpected happens during the semester—please do not hesitate to reach out.

**GRADES**
For determining assignments and final grades, the following scale will be used in this course:

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| **A** | 90 to 100 points |
| **B** | 80 to 89 points |
| **C** | 70 to 79 points |
| **D** | 60 to 69 points |
| **F** | 0 to 59 points |

**PAPER FORMAT RULES**
All assignments will be handed in as Word documents or PDFs on Canvas. Linked Google docs will not be accepted. The papers should follow MLA format. Papers are left justified and double spaced, formatted in Times New Roman or Arial, 12 pt. font, 1" margins all around. All assignments should have a centered title and page numbers in the upper right corner. In the upper left corner of all assignments, place this heading:

[Your name]
English 1302
Prof. Hüsing
[Date]

**AI POLICY**
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.

For this course, **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.**
This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

**Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.**

*This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.*

**STUDENTS RIGHTS AND RESPONSIBILITIES**
Please make sure you eat, sleep, and take care of yourself. Make sure to read the policies that outline student responsibilities at UT Tyler:
http://www.uttyler.edu/wellness/rightsresponsibilities.php.

**UT TYLER RESOURCES**
- UT Tyler Writing Center
- UT Tyler PASS Tutoring Center
- UT Tyler Counseling Center
- UT Tyler Supplemental Instruction
- Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas
- Robert R. Muntz Library

**IMPORTANT DATES**
First Class Day (for ENGL 1302): **Tuesday, January 14**
Census Date: **January 27**
Mid-Term Grades Due: **March 10**
Last day to withdraw from one or more 15-Week courses: **March 31**
Last Class Day: **Thursday, April 24**
Final Exam: **N/A**
Final Grades due: **May 6 (by noon)**

**ENGL 1302 Course Schedule (Spring 2025)**

Schedule is subject to change. Homework is always listed for the following class date underneath the previous date (for example: homework for Thursday, January 16 is listed under Tuesday, January 14).

**Week 1**

- **Tuesday, January 14**
    - o **Discussion**: Introduction to academic writing and the course
    - o **Activity:** Icebreaker activity
    - o **Homework:** Read "TSIS Introduction" by Graff and Birkenstein (on Canvas)
- **Thursday, January 16**
    - o **Discussion**: "TSIS Introduction" by Graff and Birkenstein, What is Multimodality?
    - o Introduction of **LU#1: Multimodal Analysis**
    - o **Activity:** Group discussion on the importance of academic writing
    - o **Homework:** Read LU #1 Assignment Sheet and Writer/Designer, chapter 1 "What are Multimodal Projects" (on Canvas)

**Week 2**

- **Tuesday, January 21**
    - o Visit from the UT Tyler Digital Design Studio to discuss campus resources
    - o **Discussion**: How to select a relevant multimodal text and topic?
    - o **Activity:** Research a multimodal text
    - o **Homework:** Work on LU#1: Topic

**LU#1: Multimodal Analysis: Topic** due on Wednesday, January 22, 2025 by midnight.

**Pre-test Information Literacy Quiz** due on Wednesday, January 22, 2025 by midnight.

- **Thursday, January 23**
    - o **Discussion**: What is Rhetoric?, Discuss Writer/Designer chapter 2,
    - o **Activity:** Critical Reading Workshop, Rhetorical analysis of a short article
    - o **Homework:** Work on LU#1 draft, Read "Critical Thinking in College Writing: From the Personal to the Academic" by Gita DasBender

**Week 3**

- **Tuesday, January 28**
    - o **Discussion**: Analysis Prep and Strategy Practice, "Critical Thinking in College Writing: From the Personal to the Academic" by Gita DasBender
    - o **Activity:** Group analysis of rhetorical strategies in a selected text
    - o **Homework:** Read "The Expanding Universe of Lofi Girl"
- **Thursday, January 30**
    - o **Discussion**: Revision Workshop and discussion of "The Expanding Universe of Lofi Girl"
    - o **Activity:** Workshopping LU#1 Draft exercises
    - o **Homework:** Continue drafting multimedia analysis

**Week 4**

- **Tuesday, February 4**

  - **Discussion**: Peer Review Workshop of **LU#1: Multimodal Analysis: Draft,** Introduction of **LU#5: Presentations**
  - **Activity:** Peer review of Draft
  - **Homework:** Continue drafting multimedia analysis, read: "Hidden Meanings and Symbolism in Coolest Movie Posters"

- **Thursday, February 6**
  - **Discussion**: Discuss Popular vs. Scholarly Sources
  - **Activity:**  Go over Visual Rhetoric in Multimedia texts
  - **Homework:**  Read: MLA Purdue OWL Style Guide,  Watch "Analyzing Texts"

**Week 5**

- **Tuesday, February 11**
  - **Discussion**: Final tips for LU#1: Multimedia Analysis, Ethical use of AI
  - **Activity:** Citation Exercises. LU#5 group work
  - **Homework:** Continue drafting Multimedia Analysis, Read: "Why Rhetoric?". Read: "Images for Designers and Arts Researchers"

**LU#5: Presentations: Topic Due**

- **Thursday, February 13**
  - **Discussion:** Final tips for LU#1: Multimedia Analysis, discussion of "Why Rhetoric?"
  - **Activity:** LU#1 Final Workshop
  - **Homework:** Read: "Annotated Bibliography" from Cornell Library Guide

**LU#1: Multimedia Analysis** due on Friday, February 14, 2025 by midnight.

**Week 6**

- **Tuesday, February 18**
  - **Discussion**: Introduction of **LU#2: Annotated Bibliography**
  - **Activity:** Discuss picking a narrow topic, discuss summary vs. annotations
  - **Homework:** Read LU #2 Assignment Sheet and Proposal Assignment Sheet, Begin gathering sources for annotated bibliography
- **Thursday, February 20**
  - **Discussion**: Researching the UT Tyler Library Database
  - **Activity:** Practice annotating exercises, researching the UT Tyler Library database
  - **Homework**: Work on Proposal

**LU#2: Annotated Bibliography Proposal** due on Friday, February 21, 2025 by midnight.

**Week 7**

- **Tuesday, February 25**
    - **Discussion**: **LU#5: Presentations (Group 1),** Drafting Workshop of LU#2 Annotated Bibliography
    - **Activity**: Drafting Workshop
    - **Homework:** Continue working on annotated bibliography, Read: "How to Write a Meaningful Peer Response Praise" by Ron Depeter
- **Thursday, February 27**
    - **Discussion**: "How to Write a Meaningful Peer Response Praise" by Ron Depeter
    - **Activity:** Review different parts of the annotation including summarizing and quoting
    - **Homework:** Workshop annotated bibliography


**Week 8**

- **Tuesday, March 4**
    - **Discussion**: The importance of drafting and real-world connections
    - **Activity:** Workshop 3 of Annotated Bibliography: Find quotes in annotated bibliography sources
    - **Homework:** Continue working on annotated bibliography
- **Thursday, March 6**
    - **Discussion:** **LU#5: Presentations (Group 2),** Giving useful feedback
    - **Activity**: Peer review workshop of **LU#2: Annotated Bibliography: Draft**
    - **Homework:** Review Annotated Bibliography based on peer review, Read "Googlepedia: Turning Information Behaviors into Research Skills" by Randall McClure (on Canvas or online)

**Week 9**

- **Tuesday, March 11**

    - **Discussion**: Googlepedia: Turning Information Behaviors into Research Skills"
    - **Activity:** Database search and source evaluation exercises
    - **Homework:**

- **Thursday, March 13**
    - **Discussion: LU#5: Presentations (Group 3)** by Randall McClure, Final Annotated Bibliography Workshop
    - **Activity:** Beginning of research skills workshop
    - **Homework:** Begin drafting researched argument essay

**LU#2: Annotated Bibliography** due on Friday, March 14, 2025 by midnight.

**Spring Break (March 17-21) - No Classes**

**Week 10**

- **Tuesday, March 25**
  - o **Discussion**: Introduction of **LU#3: Researched Argument Essay**
  - o Research Workshop
  - o **Activity:** Brainstorming topics for Researched Argument Essay
  - o **Homework:** Continue drafting researched argument essay
- **Thursday, March 27**

  - o **Discussion**: Synthesis of annotated bibliography into researched argument essay
  - o **Activity:** Reviewing literature for a research argument essay
  - o **Homework:** Continue working on researched argument essay

**Week 11**

- **Tuesday, April 1**

  - o **Discussion**: Peer Review
  - o **Activity:** Peer Review of **LU#3: Researched Argument Essay Draft 1**
  - o **Homework:** Rework Researched Argument Essay draft
- **Thursday, April 3**
  - o **Discussion:** Reflection on argument and how argument is constructed in your major
  - o **Activity:** Present Researched Argument Essay findings to small groups
  - o **Homework:** Revise Researched Argument Essay based on peer feedback

**Week 12**

- **Tuesday, April 8**
  - o **Discussion**: Constructing a persuasive argument and thesis
  - o **Activity:** Crafting a thesis draft
  - o **Homework:** Rework argument of Researched Argument Essay into a clear thesis
- **Thursday, April 10**
  - o **Discussion: LU#5: Presentations (Group 4),** Discussing conclusions, introductions and citations
  - o **Activity:** Practicing writing the essay as a cohesive piece of academic writing
  - o **Homework:** Keep drafting Researched Argument Essay

**Week 13**

- **Tuesday, April 15**
  - o **Discussion**: Peer Review of **LU#3: Researched Argument Essay Draft 2**
  - o **Activity:** Peer review Of Researched Argument Essay drafts
  - o **Homework:** Revise Researched Argument Essay based on peer feedback
- **Thursday, April 17**
  - o **Discussion:** Final tips for Researched Argument Essay
  - o **Activity:** Final Workshop for LU#3
  - o **Homework:** Finalize Researched Argument Essay

**LU#3: Research Argument Essay** due on Friday, April 18, 2025 by midnight.

**Week 14**

- **Tuesday, April 22**
    - ○ **Discussion: LU#5: Presentations (Group 6),** Introduce **LU #4: End-of-Semester Reflection**
    - ○ **Activity:** Final presentations of rhetorical reviews
    - ○ **Homework:** Work on End-of-Semester reflection
- **Thursday, April 24**
    - ○ **Discussion**: Course Wrap-Up and Evaluations
    - ○ **Activity:** Peer review of **LU #4: End-of-Semester Reflection Draft,** Course feedback and evaluation session
    - ○ **Homework:** Submit final reflection

**Week 15**

- ○ No Class (Final Exams Week)

**LU #4: End-of-Semester Reflection Submission** on Tuesday, April 29, 2025 by midnight.

## Major Assignment Due Dates

- **LU #1: Multimedia Analysis Final Submission:** Friday, February 14, 2025
- **LU #2: Annotated Bibliography Final Submission:** Friday, March 14, 2025
- **LU #3: Researched Argument Essay Final Submission:** Friday, April 18, 2025
- **LU #4: End-of-Semester Reflection Submission:** Tuesday, April 29, 2025
- **LU#5: Presentation**: **Topic:** Tuesday, February 11, 2025
- **LU #5: Presentation** (throughout the semester in groups of 3-4)**:**
    - ○ Group 1: Thursday, February 25, 2025 (PowerPoint due February 24)
    - ○ Group 2: Thursday, March 6, 2025 (PowerPoint due March 5)
    - ○ Group 3: Thursday, March 13, 2025  (PowerPoint due March 12)
    - ○ Group 4: Thursday, April 10, 2025  (PowerPoint due April 9)