



## Syllabus | ENGL 1301: College Composition I

Course/Section: ENGL 1301-061  
Class Dates: Jan. 12 – May 2 (Spring 2026)  
Format: Online/Asynchronous

---

### Instructor Information

Name: Alison Cope  
Email: [acope@uttyler.edu](mailto:acope@uttyler.edu)  
Office Hours: Wed.: 11:00am - 1:00pm; Fri: 9-11 am, or by appointment  
Office Location: Zoom

---

### Course Overview

(Three semester credit hours): 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. To earn credit, this course must be completed with a "C" or better. Prerequisite: A satisfactory score on the Texas Success Initiative (TSI) test or successful completion of a developmental writing course.

---

### Course Learning Outcomes

In this course, students will strengthen their abilities in the following areas:

- 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

---

### Required Text(s) and Materials

- All course reading will be provided by the instructor and made accessible in Canvas.

---

### Important Dates

First Class Day: **Monday, Jan. 12**  
Census Date/Last Day to Drop without Record: **Jan. 26**  
Mid-Term Grades Due: **March 9**  
Last Day to Drop a Course: **March 30**  
Last Class Day: **May 2**  
Final Exam: **N/A**  
Final Grades due: **by 12 noon on May 5**

---

## Assignments Overview

Assignments	Percentage
*Writing Project 1 - Critical Reading	15%
*Writing Project 2 - Informative Summary	15%
*Writing Project 3 - Rhetorical Analysis	20%
*Writing Project 4 - Professional Community Issue Report	20%
Discussion boards (1 post and 2 or more replies)	20%
Information Literacy Quizzes	10%
<b>Total</b>	<b>100%</b>

**\*Note:** Students cannot pass the course if they fail to submit any of the major writing projects.

---

### Grading Scale

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 and below

**Note: (Failure Clause)** Students will fail if they:  
fail to submit any of the four major  
writing projects or  
submit any final draft with more than  
20% unoriginal content using artificial  
intelligence (AI), or any other unoriginal  
means (plagiarized).

---

### Instructor's Course Policies

**Class Attendance:** As this is an online course, attendance is demonstrated by participation in the class discussion forums. Failure to participate in class discussion forums will result in an absence for the week. More than 3 absences will result in automatic failure of the course. If you have extenuating circumstances that may affect participation in class, please communicate with me so that we can discuss options.

**Revisions:** A core premise of this course is that effective writing is the product of a process of brainstorming, drafting, and revisiting our initial drafts for ways to improve it. As such, in this course you will revise all of your major writing projects after receiving my feedback as well as feedback from your peers.

**Late Work:** Please turn in all work by the due date. Late assignments will be docked 10% for each day over the due date the assignments are late.

**Canvas:** All your assignments will be submitted to Canvas. If you cannot log into Canvas, contact the Office of Digital Learning via phone at **903-566-6200** or via e-mail at

canvas@uttyler.edu. You may have difficulty viewing my feedback on your papers in Canvas if using a cell phone—you'll need to use a laptop or PC to view all my feedback in Canvas without problems.

**Announcements:** I post frequent announcements in the course. This is my primary way of communicating with the class as a whole, so I will share tips and mini-lessons that are intended to be seen and used by all of you. Typically, there's a new announcement every week. Please don't miss out on the valuable insights on the announcements page!

**E-mail:** E-mail is my preferred method of communication. Generally, I make an effort to reply to email inquiries within 24 hours, unless you email during the weekend. Please check your email once a day, as I send out regular reminders about assignment due dates.

---

## Use of Artificial Intelligence

**I expect all work students submit for this course to be their own.** I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, **I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming.** Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Note: 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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

---

## UT Tyler Policies and Information

See "University Policies and Information" in the course Canvas shell.

---

## Student Resources

See "Student Resources" in the course Canvas shell.

---

## Course Calendar

**Note:** This schedule may change with reasonable advance notice, per university policy.

Week	Topics/Activities	Assignments Due
<b>Unit 1: Critical Reading</b>		
<b>Week 1</b> Jan. 12-18	<ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Overview of Unit 1</li> <li>• Annotating for Critical Reading</li> <li>• Read "Critical Reading," "How to Write an Annotation," "Why Reflection Matters," and "Instructions: Critical Reading"</li> </ul>	<b>Due Wednesday</b> <ul style="list-style-type: none"> <li>• Discussion Post: Introductions</li> </ul> <b>Due Sunday</b> <ul style="list-style-type: none"> <li>• 2 replies in discussion board</li> <li>• Opening Reflection</li> </ul>
<b>Week 2</b> Jan. 19-25	Read: <ul style="list-style-type: none"> <li>- Being Critical, Explicit vs. Implicit Thesis, Word Choice.</li> <li>- Read the annotation instruction sheet and select an article</li> </ul>	<b>Due Sunday</b> <ul style="list-style-type: none"> <li>• Annotations</li> <li>• Discussion Post: "Why We Crave Horror Films," by Stephen King</li> <li>• Critical Reading (IL)</li> </ul>
<b>Week 3</b> Jan. 26-Feb. 1	<ul style="list-style-type: none"> <li>• Reflection Strategies</li> <li>• Critical reading instructions</li> <li>• "Reflective Writing and the Revision Process" (Giles)</li> </ul>	<b>Due Sunday</b> <ul style="list-style-type: none"> <li>• Plagiarism and Copyright (IL)</li> <li>• Critical Reading Annotations and Reflection</li> </ul>
<b>Unit 2: Informative Summary</b>		
<b>Week 4</b> Feb. 2 – 8	<ul style="list-style-type: none"> <li>• Overview of Unit 2</li> <li>• OnCourse Videos: "Introduction to the Writing Process"; "Writing Summaries"</li> <li>• Summarizing Handout</li> </ul>	<b>Due Sunday</b> <ul style="list-style-type: none"> <li>• Cite It Before You Write It - : The Citation</li> <li>• Discussion board post: "It's in Our Genes" by Stonehill</li> </ul>
<b>Week 5</b> Feb. 9 - 15	<ul style="list-style-type: none"> <li>• OnCourse Video: "Integrating Quotations"</li> <li>• Signal Phrases Handout</li> <li>• "Sh*tty First Drafts" (Lamott)</li> </ul>	<b>Due Sunday</b> <ul style="list-style-type: none"> <li>• Peer Reviews for the reflective summary</li> </ul>
<b>Week 6</b> Feb. 16 -22	<ul style="list-style-type: none"> <li>• OnCourse Videos: "The Revision Process"; "Introduction to the Peer Review Workshop"</li> <li>• "Best Practices for Peer Review"</li> <li>• The Art of Metacommentary</li> </ul>	<b>Due Wednesday</b> <ul style="list-style-type: none"> <li>• Peer Feedback (Informative Summary)</li> </ul> <b>Due Sunday</b> <ul style="list-style-type: none"> <li>• Reflective Summary - Revised Draft</li> </ul>
<b>Unit 3: Rhetorical Analysis</b>		
<b>Week 7</b> Feb. 23-March 1	<ul style="list-style-type: none"> <li>• Overview of Unit 3</li> <li>• OnCourse Video: "Analyzing a Text"</li> <li>• Rhetorical Strategies</li> </ul>	<b>Due Sunday</b> <ul style="list-style-type: none"> <li>• Quiz: What is Rhetoric?</li> </ul>

<b>Week 8</b> March 2-8	<ul style="list-style-type: none"> <li>OnCourse Video: "Active and Passive Voice in Writing"</li> <li>"Backpacks vs. Briefcases" (Carroll)</li> <li>Transitions Handout</li> </ul>	<b>Due Sunday</b> <ul style="list-style-type: none"> <li>Rhetorical Analysis - First Draft</li> <li>Quiz: Audience</li> <li>Discussion Post: "Wealth Is What You Don't See," by Morgan Housel</li> </ul>
<b>Week 9 (March 9 – 15) Spring Break 2026!</b>		
<b>Week 10</b> March 16 - 22	<ul style="list-style-type: none"> <li>Peer Feedback and Revising</li> </ul>	<b>Due Thursday</b> <ul style="list-style-type: none"> <li>Peer Feedback (Rhetorical Analysis)</li> </ul> <b>Due Sunday</b> <ul style="list-style-type: none"> <li>Rhetorical Analysis – Final, revised draft</li> <li>End of Unit 3 reflection</li> </ul>
<b>Week 11</b> March 23-29	<ul style="list-style-type: none"> <li>Overview of Unit 4</li> <li>OnCourse Videos: "Writing with Purpose"; "Understanding Context"</li> <li>Lesson: Finding Sources</li> <li>Watch the Muntz library videos</li> </ul>	<b>Due Wednesday</b> <ul style="list-style-type: none"> <li>Website Evaluation: Why Evaluate? (IL)</li> <li>Website Evaluation: Currency (IL)</li> <li>Website Evaluation: Relevance (IL)</li> </ul> <b>Due Sunday:</b> Proposal (PCI Report)
<b>Unit 4: PCI Report</b>		
<b>Week 12</b> March 30 – April 5	<ul style="list-style-type: none"> <li>Creating an Annotated Bibliography</li> <li>"Sample Annotated Bibliography" Handout</li> </ul>	<b>Due Sunday</b> <ul style="list-style-type: none"> <li>Proposal - PCI Report</li> <li><a href="#">Website Evaluation-Authority</a></li> <li><a href="#">Website Evaluation-Purpose</a></li> <li><a href="#">Website Evaluation-Relevance</a></li> </ul>
<b>Week 13</b> April 6-12	<ul style="list-style-type: none"> <li>OnCourse Video: "Thesis Statements: Turning a Question into a Claim"</li> </ul>	<b>Due Sunday</b> <ul style="list-style-type: none"> <li>Annotated Bibliography (PCI Report)</li> </ul>
<b>Week 14</b> April 13-19	<ul style="list-style-type: none"> <li>Drafting PCI Report presentation</li> </ul>	<b>Due Sunday</b> <ul style="list-style-type: none"> <li>Discussion Post: Outline (PCI Report)</li> <li>Peer Feedback (PCI Report)</li> </ul>
<b>Week 15</b> April 20-26	Revising PCI Report presentation	<b>Due Sunday</b> <ul style="list-style-type: none"> <li>Final draft presentation of the PCI Report presentation</li> </ul>

<b>Week 16</b> April 27-May 3		<b>Due Monday</b> <ul style="list-style-type: none"> <li>• PCI Report presentation</li> </ul> <b>Due Wednesday</b> <ul style="list-style-type: none"> <li>• Final reflection (end-of-course)</li> </ul>
-------------------------------------	--	---