

## ENGL 1302: Composition II



### MEETING TIME AND PLACE:

**011:** T TH 9:30-10:50 am  
College of Arts and Sciences 208

### INSTRUCTOR

Name: Dr. Zita Hüsing  
Office: CAS 239 (College of Arts and Sciences)  
Email: [zhusing@uttyler.edu](mailto:zhusing@uttyler.edu)  
Office Hours: [T TH 12:30 pm -1:30 pm](#), [W 11am-12 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.

### 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. Open Educational Resources are used in this class. 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 access Office 365 in One Drive for free as a UT Tyler student [here](#) (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.
- 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 treats 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](#)

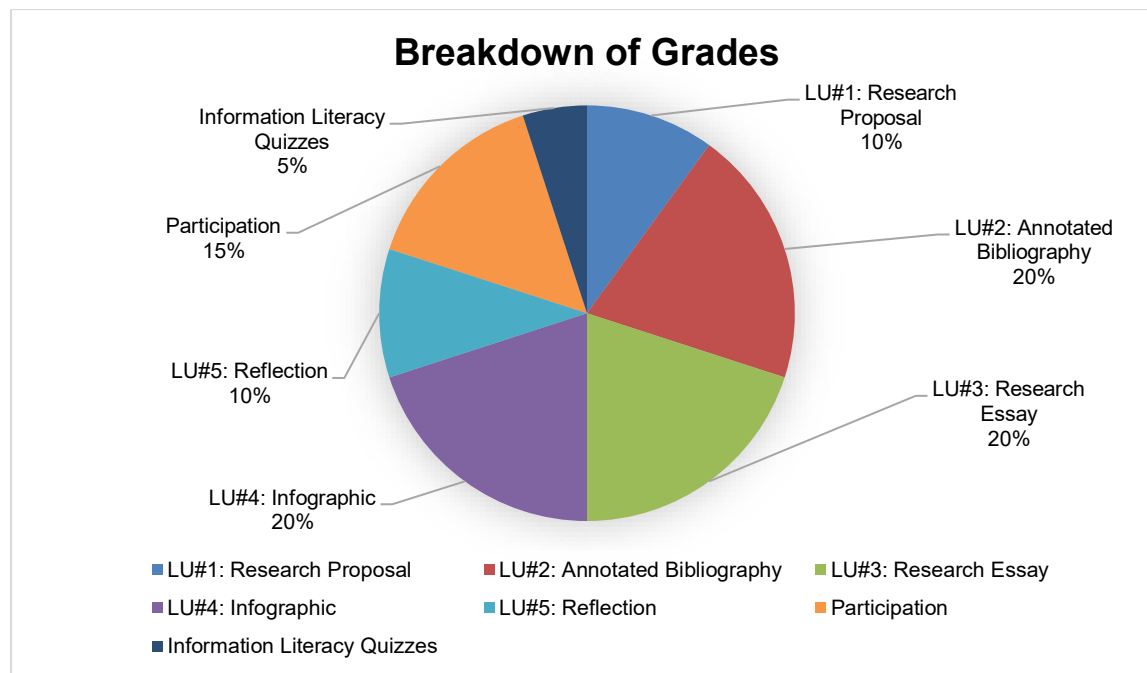
**Note:** The SAR registration process may take up to three (3) weeks to complete.

## 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



The assignments are organized in Learning Units (LUs).

<b>LU #1: Research Proposal (10%):</b>	Over the semester, you will work on a research project. This project should be related to your major or career aspiration, For the first assignment of the course, you will compose a short research proposal (250-500 words). Submit a short paper proposal/plan (approximately 250-500 words) in which you include your topic, some context, a research question and its relevance, your plan to move forward as well as some initial references.
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<b>LU #2: Annotated Bibliography (20%)</b>	For this assignment, you will create an annotated bibliography in preparation for your next 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.
<b>LU#3: Research Essay (20%)</b>	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.
<b>LU#4: Infographic (20%)</b>	Create an infographic via Canva.com in which you present your research project. The final infographic will be presented in class.
<b>LU#5: Reflection (10%)</b>	You will create a reflection on what you have learned over the course of the semester. You will reflect on your writing processes throughout the semester and how you have grown as a writer.
<b>Participation/Engagement (15%)</b>	<p>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:</p> <ol style="list-style-type: none"> <li>1) <b>Be prepared</b> for class (complete the assigned reading and writing)</li> <li>2) <b>Participate</b> in respectful, engaging discussion with your colleagues in class and on Canvas</li> <li>3) <b>Collaborate</b> 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.</li> </ol>
<b>Information Literacy Quizzes (5%)</b>	These quizzes help you to evaluate and understand sources. The quizzes are designed by librarian <a href="#">Vandy Dubre</a> and can be accessed and completed on Canva.

#### 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**

**LU#4: 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:

<b>A</b>	90 to 100 points
<b>B</b>	80 to 89 points
<b>C</b>	70 to 79 points
<b>D</b>	60 to 69 points
<b>F</b>	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 and will receive a 0. 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 13**

Census Date: **January 26**

Spring Break: **March 9-13**

Last day to withdraw from one or more 15-Week courses: **March 30** ([UTT Drop Policy](#))

## ENGL 1302 Course Schedule (Spring 2026)

This schedule is subject to change. Homework is always listed for the following class date underneath the previous date (for example: homework for Thursday, January 15 is listed under Tuesday, January 13)

Week	Date	Class Focus & Activities	Homework / Due Dates
Week 1	Tue, Jan 13	<b>Online (Asynchronous), no in person class:</b> Course orientation; syllabus review; introductions discussion	Syllabus Quiz (Canvas)
	Thu, Jan 15	Course introduction; academic writing & multimodality; <i>TS/S</i> discussion; icebreaker	Read <i>TS/S</i> Introduction (on Canvas); LU #1 sheet; Writer/Designer Ch. 2
Week 2	Tue, Jan 20	Choosing researchable topics; narrowing research questions	Read DasBender's " <a href="#">Critical Thinking in College Writing: From the Personal to the Academic</a> "
	Thu, Jan 22	Critical thinking & argument basics; claims vs. opinions	Draft LU #1
Week 3	Tue, Jan 27	<b>LU #1 Research Proposal (Draft) due;</b> peer feedback; LU #4 overview	Read Cassell's " <a href="#">Punctuation's Rhetorical Effects</a> "
	Thu, Jan 29	Style & clarity workshop; revision strategies	Revise LU #1 <b>Friday, January 30: LU #1 Research Proposal (Final) due by 5:00 PM</b>
Week 4	Tue, Feb 3	Intro to LU #2 Annotated Bibliography; purpose of research	Read LU #2 sheet, read Cornell " <a href="#">Annotated Bibliography</a> " Guide
	Thu, Feb 5	Summary vs. annotation; evaluative language practice	Locate sources
Week 5	Tue, Feb 10	Scholarly vs. popular sources; library workshop	Draft annotations
	Thu, Feb 12	<b>LU #2 Annotated Bibliography (draft due)</b>	Revise LU #2
Week 6	Tue, Feb 17	Writing annotation paragraphs; source comparison, Peer review workshop for LU #2	Read: <a href="#">MLA Purdue OWL Style Guide</a> , Read McClure's " <a href="#">Googlepedia: Turning Information Behaviors into Research Skills</a> "
	Thu, Feb 19	Source credibility; MLA citation practice	<b>Fri, Feb 20: LU #2 Annotated Bibliography (Final) due by 5:00 PM</b>

Week	Date	Class Focus & Activities	Homework / Due Dates
Week 7	Tue, Feb 24	Intro to LU #3 Research Paper; thesis drafting	Outline paper
	Thu, Feb 26	Organizing arguments; paragraph structure	Draft body sections
Week 8	Tue, Mar 3	Synthesis strategies; integrating sources, Source integration; signal phrases; citation flow,	Continue drafting
	Thu, Mar 5	No in-person class	Draft full paper
Week 9	Tue, Mar 10	Spring Break – No Class	—
	Thu, Mar 12	Spring Break – No Class	—
Week 10	Tue, Mar 17	LU #3 Research Paper (Draft), Peer review workshop for LU #3 draft	Revise draft
	Thu, Mar 19	Revision workshop: introductions & conclusions	Finalize paper <b>Fri, Mar 20: LU #3 Research Paper (Final) due by 5:00 PM</b>
Week 11	Tue, Mar 24	Introduction of LU#4: Infographic prep/workshop	Presentation prep
	Thu, Mar 26	Asynchronous Class Day. Online Activities: Finding and evaluating infographics	—
Week 12	Tue, Mar 31	LU#4 Infographic Draft Peer Review	—
	Thu, Apr 2	LU#4 presentation prep and practice in class	—
Week 13	Tue, Apr 7	LU #4 Infographic Presentations	—
	Thu, Apr 9	LU #4 Infographic Presentations	Draft reflection
Week 14	Tue, Apr 14	Introduction to LU #5 Final Reflection; reflection workshop	
	Thu, Apr 16	Reflection drafting & revision workshop	
Week 15	Tue, Apr 21	Peer review of reflection drafts; course wrap-up	Revise reflection
	Thu, Apr 24	Final Reflection Workshop	Finalize reflection <b>Fri, April 25: Last day to complete Information Literacy Quizzes</b> <b>Fri, May 1: LU #5 Final Reflection Due by 5:00 PM</b>

**Major Assignment Due Dates (Final Drafts due on Fridays by 5:00 PM):**

- **LU #1 Research Proposal:** Friday, January 30, 5:00 PM
- **LU #2 Annotated Bibliography:** Friday, February 20, 5:00 PM
- **LU #3 Research Paper:** Friday, March 20, 5:00 PM
- **LU #4 Infographic and Presentations:** Week 13 (in class)
- **LU #5 Final Reflection:** Friday, May 1, 5:00 PM
- **Information Literacy Quizzes:** Friday, April 17 by 5 pm