

ENGL 1302.062: College Composition 2

Asynchronous Online

Instructor Name: Dr. June Oh

Office Location: Zoom (See Canvas for a link) or CAS240 (appointment)

Email: joh@uttyler.edu

Best way to contact: Email

Office Hours: Monday 10 am-1 pm, and by appointment

Course Information

The below course description and learning outcomes are per the Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual.

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

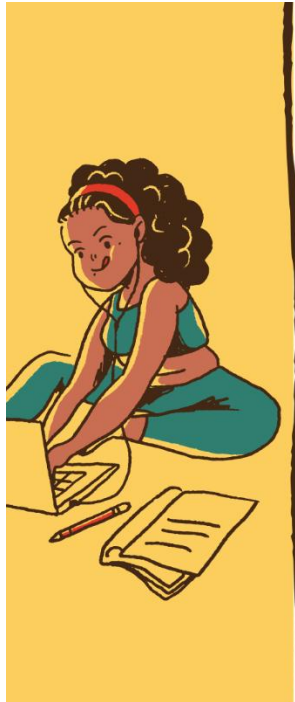
Upon successful completion of this course, students will:

- 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 essays.
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical use of evidence.
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Apply the convention of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).


Textbook


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


Course Overview



ENGL1302: RESEARCH WRITING BACKWARD AND ONWARD

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Online Asynchronous
with Dr. June Oh (Joh@uttyler.edu)
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Four major projects with weekly collaboration
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Students will come to understand academic writing as a form of entering a scholarly conversation. The central focus of the course is learning how to ask and refine meaningful research questions.

Course Theme: Research Writing Backward and Onward

This course approaches research writing as a recursive act, a process that moves through stages of curiosity, questioning, conversation, argument, and reflection. Rather than treating research as a linear task with a fixed endpoint, students will learn to see it as an evolving dialogue between ideas, sources, and their own perspectives.

Students will come to understand academic writing as a form of entering a scholarly conversation. The central focus of the course is learning how to ask and refine meaningful research questions—questions that are specific, arguable, and grounded in existing scholarship. Through guided practice in synthesizing sources, iterative drafting, and critical reflection, students will build confidence as emerging researchers and practice ethical AI use as a tool for discovery, brainstorming, and revision.

Throughout the semester, students will work on four major projects in small collaborative groups, supporting one another in developing research questions, evaluating sources, and articulating original insights that contribute thoughtfully to ongoing academic conversations.

Special Course Note:*Technology*

- Students are required to have reliable access to a laptop and the Internet. Students are responsible for staying updated with course schedules, announcements, and materials. For technical issues, contact Canvas or UT Tyler “Help Now.”

- Students are expected to maintain regular communication with the instructor throughout the semester.

Course Structure

This class is built as an online class. It will ask you to read in depth, think critically, write analytically, and collaborate actively. It has 4 units (each lasting 2-5 weeks) with major deliverables along with weekly contributions (i.e., online discussion posts and peer-feedback).

Each week, you will be provided with activities and guiding questions to help you understand what research writing entails.

The required activities will be the foundation of your weekly contribution. Typically, you will upload a photocopy of handwritten writing, a typed post, and a video recording of yourself by Wednesday, and reply to peers by Friday to build a collaborative learning space where we share ideas and learn from each other.

Tips for Success in this Course

1. **Read and write.** This is a writing course. You will be reading and writing a lot. And to state the obvious, that takes time. Find your joy and its beauty in that.
2. **Engage, deeply.** The online nature of this class will push you to take an active role in the learning process. You will do this by actually taking time to read, write, and collaborate. You will need to do more than what is “required.”
3. **Use Canvas notification settings but don’t trust it to do *your* job.** Canvas can ensure you receive notifications ([Canvas Notification Guide](#)). Note that some assignments like the discussion posts and responses have “hidden” due dates. Buy a planner or keep a digital calendar to help manage your workload. I do not accept late work for online classes.
4. **Ask for help.** If you have questions or concerns, please reach out. I am happy to help.

Course Grade

Components	Point
Weekly contribution	40
Unit 1 (Research question + Reflection)	10
Unit 2 (Annotated bibliography + Reflection)	20
Unit 3 (Literature Review + Reflection)	20
Unit 4 (Portfolio + Presentation)	10
Total	100 points

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

Minimum Requirement to Earn a C in the Class

To earn a C or above in the class, students must earn a C or above on all papers. A grade of D or F on the major grading components will result in the grade for the class being no higher than a D.

There is no extra credit work in this course.

Important Dates

Jan 26	Census date
March 9-13	Spring break for faculty and students
March 30	Last day to withdraw
April 27-30	Final

Public Writing

All writing in the class is public writing. As a class, and possibly in small groups, we may discuss what is working in student papers and areas for improvement. If you would like me to not use a particular draft in class, please let me know.

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.”

Course Calendar

Visit our class Canvas for more information on class topics, readings, and due dates.

Projects

We will have four major submissions in total. All of these projects are composed of scaffolded assignments and activities through Weekly Contribution, a string of discussion posts that ask you to complete process works such as drafts, visualization, roleplay, peer reviews, AI reflections.

1. **Weekly Contribution (40%):** Writing is constant, recursive, and collaborative.

- Each week, students will submit weekly contribution posts (due Wednesday) and respond to peers (due Friday). Posts typically include 3 items: 1) photocopy of handwritten writing, 2) typed answers, and 3) short video recording of themselves documenting their evolving thinking.
- Goal: To sustain a visible, process-oriented writing habit; to practice ongoing reflection and peer dialogue; and to build a collaborative learning community grounded in curiosity and shared inquiry.

2. Research Question and Reflection (10%): Good research is all about good research questions.

- Students will begin with genuine curiosity and develop it into a viable, arguable, and meaningful research question. Using AI tools for brainstorming and revision, students will compare AI-generated questions with their own, analyze the differences, and refine their final research question through reflection and feedback.
- Goal: To understand research as an act of questioning rather than answering, and to practice ethical, critical AI use as a support tool in forming and refining research questions.

3. Annotated Bibliography and Reflection (20%): Annotated bib is about reading—well.

- Students will locate, read, and annotate at least ten scholarly sources related to their research question. They will practice annotation, evaluation, and synthesis skills while also using AI tools to summarize or categorize sources and compare AI outputs to their own analyses.
- Goal: To learn how to enter and navigate a scholarly conversation by identifying patterns, tensions, and perspectives across sources—and to build critical awareness of AI’s limits and biases.

4. Literature Review and Reflection (20%): Literature Review is not a summary. It’s an argument.

- Goal: To develop the ability to synthesize rather than summarize sources—seeing research as a conversation of ideas—and to begin forming a reasoned argument that situates their own perspective within that dialogue.
- Students will transform their annotations into synthesized paragraphs that connect and contrast key ideas from their sources. They will literally “map” their scholarly conversation to identify gaps or debates, articulating an emerging stance or contribution of their own. AI may be used as a comparison tool for structure and tone analysis.

5. Final Portfolio and Reflection Presentation (10%): Reflection is a key component of our course.

- The final portfolio compiles all your work for this class over the course of the semester. Once compiled, students will review their progress and record a short presentation narrating their research journey: how their question evolved, how they engaged with sources, how their understanding of research changed, and how they now see AI as part of their writing process.
- Goal: To demonstrate an understanding of research as recursive and reflective; to articulate personal growth as a writer and researcher; and to transfer these metacognitive insights into future academic work.

Late Work Policies

Late work will not be accepted unless discussed beforehand. 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.

There can be no make-up work for Weekly Contribution (i.e., online discussion posts).

There may be situations that warrant consideration for exceptions to this policy. For consideration of an exception, you should establish your credibility as a student. Minimal engagement in class and/or repeated missed deadlines preclude exceptions to the late-work policy.

Class Communication**Contacting the Instructor**

If you have individual questions, you can set up a time to meet either in-person or via Zoom. To contact me, use UTT email. 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 be written using proper structure, complete sentences, and reasonably correct grammar. In the subject line list the class (ENGL-1302), your name, and a topic.

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).”

Canvas Calendar

You may utilize the Calendar feature embedded in Canvas, but it is your responsibility to keep track of assignments due dates that may not appear on your calendar for a variety of reasons (technical glitch, the assignments have multiple due dates some of which may not appear on the calendar, etc.). For this class, pay attention to weekly contributions that have multiple due dates.

Submitting Written Work

To be counted for a grade, written work must be submitted as a Word document in the appropriate drop box in Canvas.

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

Format

Unless otherwise specified, the format for all assignments is:

- Block format: text left justified, single spaced, no space between paragraphs
- Calibri 12 pt. font
- 1” margins all around

- A header in Calibri 10 pt. font that consists of your last name and the page number
- No title page
- On the top of the first page:
 - Your name
 - Class
 - Date of submission (The date that you submit the assignment)
 - Title in 12 pt. centered

Assignments that do not follow the above format, that are emailed, that are submitted to the wrong drop box, or that I cannot open (e.g., zipped files, ios files, damaged files, shared links) will **receive 0 points**.

Important Policies and Information

Academic Dishonesty & Disruptive Behavior

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.

Disruptive behavior will be reported to the Office of Student Conduct and Intervention and may result in failing the class and/or University sanction. Disruptive behavior includes, but is not limited to:

- Talking when the instructor is talking
- Repeatedly arriving late and/or leaving early
- Sleeping during class
- Using technology for purposes other than working on the activities assigned by the instructor
- Doing something other than working on the activities assigned by the instructor
- Hindering other students from working on the activities assigned by the instructor

For more information on disruptive behavior, see “University Policies and Information” in the UT Tyler Syllabus Module.

Using Work from Other Classes

From the UTT Manual of Policies and Procedures for Student Affairs Chapter 8. Student Conduct and Discipline:

Sec. 8-802. Academic Dishonesty

b. "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 (such as, but not limited to: submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.

UTT AI Statement

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.

AI Use Policy in this Course

Students should never submit any work generated or supported by an AI program as their own.

Unless I approve otherwise, using AI to write, revise, or edit assignments is prohibited. This applies to all assignments including working drafts, final drafts, discussion posts, and other writing process works.

Any assignment with AI-generated, revised, or edited content, other than as permitted via explicit class instructions, will be considered as cheating and will be directly reported. Violation of this policy may result in disciplinary action, up to and including full revocation of credit for the assignment, and other sanctions.

To comply with the class AI policy, you will need to disable Copilot in Word and the "Help Me Write" and "Smart Compose" in Google Docs.

Note that *Grammarly* and sentence-level language checkers are AI writing assistant tools.

For more, see "University Policies and Information" in the class Canvas shell.

Student Resources

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), tutoring@uttyler.edu

- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](#) (903.566.7254)

See “Student Resources & Policy” in the class Canvas shell for more.