ENGL 1301 College Composition I

Summer 2025 (Full Online Course)

"YOU CAN DO ANYTHING BY WRITING" – C.S. LEWIS

Contact Information

Instructor: Natalia Menkina Snider
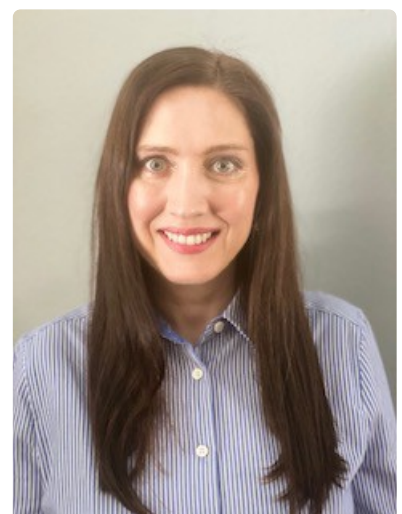
Office: CAS 241

Phone: 903 - 566 - 6316

E-mail: nmenkina@uttyler.edu

Student hours: by appointment (zoom)

Section info: 1301.461

Delivery: Full online, asynchronous course

WELCOME!

Welcome to ENGL 1301 College Composition I course! I am Natalia Menkina Snider (Prof. Snider), and I am excited to have you as my students this semester. I emigrated from Russia in 2009, and I have been teaching for UT Tyler since 2012. Despite being here for quite a long time, I am still assimilating and adjusting to my second home. When I started teaching in a different country, I felt the same nervousness, fear, and frustration as some of you may feel now. But I also felt excitement and a sense of accomplishment, and I hope by the end of this semester you will feel these things too. I am a former athlete in volleyball, running, and basketball, I have three rescue dogs and a cat, and I love watching movies. I am looking forward to working with you this semester!

Course Description & Learning Outcomes

The course description and learning outcomes are per the Texas Higher Education Coordinating Board *Lower-Division Academic Course Guide Manual* Spring 2020.

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.

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

Course Textbook

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

Grade Distribution

Summary
15%

Discussion
20%

Rhet Analysis
25%

ILTs
5%

Engagement
15%

Reflection
20%
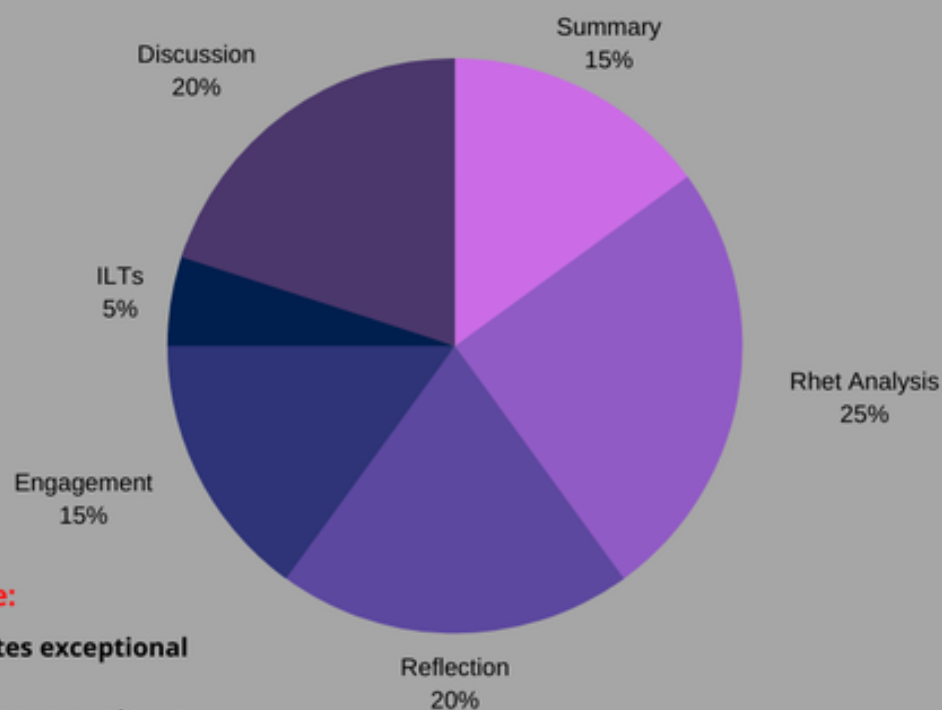
Grading Scale:

- 90-100 - **A** demonstrates exceptional competence
- 80- 89 - **B** demonstrates competence
- 70- 79 - **C** demonstrates promise of competence
- 60- 69 - **D** demonstrates probability of incompetence
- < 60 - **F** demonstrates incompetence

Course Assignments & Outcomes

ASSIGNMENT	LEARNING OUTCOMES
Learning Unit #1: Summary 15%	Final Draft Outcomes: 1. To show that you can report useful information concisely and accurately to a specific audience 2. To become familiar with reading and writing strategies 3. To identify claims and textual evidence, as well as distinguish between pertinent and extraneous information
Learning Unit #2: Rhetorical Analysis 25%	Final Draft Outcomes: 1. To conduct a close rhetorical reading 2. To analyze how a text is constructed 3. To write a detailed and well-supported argument 4. To cite source materials correctly
Learning Unit #3: Reflection 20%	Reflection is a key component of our course. The goal of your reflection process is to display the progress, practices, and accomplishments of the semester. In the final reflection, you will include a discussion of your projects for each learning unit and examine your work as a representation of the growth achieved during the semester.
Information Literacy Tutorials 15%	These are short lessons that compliment our dive into information literacy. They take approximately 10-15 minutes to complete and offer insight into research practices that are key in becoming literate in our information saturated world. You can take them as often as you'd like.
Engagement 15%	Short writing assignments, such as worksheets, peer reviews, and other short assignments will be assessed in this category. The main goals for these assignments are to: 1. Define rhetorical concepts and understand how they function in texts 2. Classify, compare, and discuss the texts and their elements 3. Invent material relevant to the final projects for each Learning Unit

Grading

- To grade your writing projects, I use detailed grading rubrics aligned with our course outcomes, which are included in each assignment sheet and should be used to help guide your writing process. I also provide specific and personalized feedback in the comments section of your grade book to help you continuously improve.

- To earn a C or above in the class, students must earn a C or above on all writing projects. A grade of D or F on LU#1 (Summary), LU#2 (Rhetorical Analysis), and LU#3 (Reflection) will result in the grade for the class being no higher than a D.

Module Components

MODULE COMPONENT	DESCRIPTION
INTRODUCTION VIDEO	This will typically be a video that will discuss the learning objectives for the week, the content, and assignments you will need to do, and address any material from the previous week. You will find these videos inside each module/week.
TECHNIQUE TALK	These videos delve deeper into some of the Learning Unites' practices with further explanations, supporting research, and commentary. These will be posted inside each module/week.
VIEW/READ & RESPOND	Each week you will have materials to watch/read and respond to. Your responses will consist of written reflection, annotation, and active questioning. This material will be the foundation for discussion boards.
ENGAGEMENT ASSIGNMENTS	These assignments are designed to help you practice the writing techniques we are learning in the course. They will help you to build your major projects, reflect on your own writing practices and habits, and encourage you to develop those practices and habits.
INFORMATION LITERACY TUTORIALS	Each week you will have short lessons of information literacy. This includes plagiarism, academic writing and research, and other topics.
DISCUSSION BOARDS	Discussion boards are for you to discuss principles, readings, and practices as a group. In addition to posting your own ideas, you will also engage with your peers.

Course Policies

Communication with Instructor

The best way to contact me is via UTT email or Canvas message. Per the UT Tyler email policy, which stipulates that "the Patriot Email account serves as the communication source for all UT-Tyler learning management systems," I will not reply to emails sent from non-UTT email addresses. The same policy is applied to **Zoom office hours.** While you can use any device (iPad, computer, or your phone), **you must use your UTT credentials/patriot's account.** If you are not familiar with Zoom, you can use Canvas 101 which offers Zoom tutorials and guidelines on how to use Canvas.
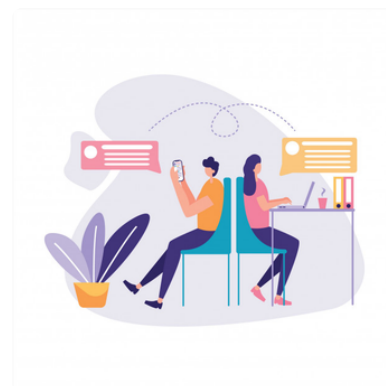
Additionally, be sure that every email related to the course has "ENGL 1301." Although I check my email regularly even on weekends, please do not expect to receive a reply to weekend emails (those sent between late afternoon Friday and Monday morning before 8:00 a.m.). If an issue legitimately requires immediate attention, please mark it "URGENT" in the subject line (along with "ENGL 1301").

Finally, emails should be written in a somewhat formal style and tone—full sentences, reasonably correct grammar, and a succinct overview of the topic. So, less formal than the style you would use in a paper and more formal than the style you would use in a text to your friends. **I will not respond to emails without a proper professional address.**

Meet Your Librarian

Vandy Dubre is a UT Tyler librarian for the Department of Literature and Languages. She is the one who put together our ILT (Information Literacy Tutorials) that you will have to complete throughout the semester. In case you have any issues (content or technical) with these ILTs, please email her at vdubre@uttyler.edu.

Revision Policy

You may rewrite and revise LU #1 and LU #2 for a potential **one letter grade improvement.** You must email me your revised papers. All revised papers for a potential higher grade must include **a cover memo** in which you list and discuss, in detail, the changes that you made and why you made those changes. Changes that are not annotated/discussed will not be used to evaluate an assignment for a potential higher grade. All revisions are due within **one week** of getting your graded paper back. **A conference is required** to revise a major LU assignment to discuss the revision plan.

Late Work

Final drafts of the papers for LU #1, LU #2, and LU #3 that are submitted after the deadline will be **reduced one letter grade**. This letter grade reduction remains in force with projects that are revised for a potential one grade improvement. In other words, the highest grade for a late project is a B.

Discussions, ILTs, and engagement work (worksheets, peer reviews, etc.) cannot be revised or submitted after the due date.

There may be situations which warrant consideration for exceptions to the late-work policy. In some cases, a note from a health provider may be required to document the reason for missing class/deadlines. Minimal engagement in class and /or repeated missed deadlines precludes exceptions to the late-work policy.

Extra Credit

I do not give work for extra credit. Improving one's grade average requires improving performance on regular assignments. I strongly encourage students worried about grades to stay in contact with me, via email or zoom, to discuss their concerns.

Announcements in Canvas

I will actively use announcements feature in Canvas for all updates, important information, and as our daily calendar. For a tutorial on making sure that you receive announcements, click here and see "Announcements" chapter linked in the menu on the right.

Submitting Assignments/Papers

To be counted for a grade, your work has to be submitted in the appropriate drop box in Assignments in Canvas and be in **Microsoft Word or PDF**. Canvas does not recognize other formats. There is a free copy of Microsoft Office for all UT-Tyler students. If I cannot open your work, it is late. Please do not zip your files.

Class Norms & Expectations

This course takes place online so it might seem that community building would be challenging. However, there are a few practices that can help. The following practices as a starting point for creating out community and ensuring that everyone can participate at their best. To create this environment, we need a few base practices that we can start with. They are:

1. Participate. Reading the posts of others is helpful for you, but you must also do your part to be helpful for the group. Share your ideas to strengthen our discussion, and don't wait until the last minute to contribute. Encourage others to participate by responding to their ideas. Be involved, but do not dominate a forum with too many posts.

2. Respect. Be respectful of other classmates' opinions. Use an appropriate tone when engaging in discussions, especially those about controversial issues. People have a variety of viewpoints, experiences, backgrounds, and worldviews. Use no language that is—or that could be construed to

be—offensive toward others: personal jokes, critiques, derogatory and/or sarcastic comments towards others. We all come with different perspectives, so please be respectful and resist the urge to tell anyone they are wrong. In other words, it is okay to disagree; just make sure to acknowledge others' right to have their own perspective. Understand that your peers might have different life experiences, and all of our world views are simply different.

3. Help others. We will be working together all semester, so let's try to be a good team. If you can help a classmate with a question, please do! Your efforts will be appreciated by both students and instructor.

4. Respect other people's time. The subject line for each post should tell readers the specific topic of that post. Instead of "Module 3 Discussion Board," give us a preview of your post: "Summary Characteristics." Your post should be focused, organized, and clear. It should not be a wandering discussion that has no clear purpose. Another way to respect people's time is to look for answers before asking for help. For example, if you can't find something inside the module or you don't remember when an assignment is due, look through the syllabus and other course documents for the answer. Only ask for help when you truly need it.

5. Edit and proofread before posting. The academic environment expects a higher-order language. We have lots of posts to read, so yours need to be as clear as it can be. It should be organized and written in standard English. Not fixing misspellings and other errors tells your readers that you don't value their time and you don't care if they get frustrated trying to understand you. This does not build good will. Avoid slang and unfamiliar abbreviations for the same reason.

6. Don't shout. TYPING IN ALL CAPITALS MEANS YOU ARE SHOUTING AT US! Please, don't do it. The same can be said of repeated exclamation marks!!!!!!!!!

7. Use emoticons sparingly. Social networking and texting have given us lots of fun keyboard shortcuts to add tone to a message. Because a smiley face or wink can help to establish the intended tone of a comment, you are welcome to use common emoticons occasionally. Too many emoticons can make your writing look more casual than academic, so do not overdo it. :-)

8. No flaming. "Flaming" is an angry message, often directed at another person. When another person responds in anger, we have a "flame war" taking over the discussion board. Personal attacks are unacceptable in the classroom, and the same goes for the virtual classroom. If you see a conflict developing, jump in and try to calm things down; if you feel attacked, contact your instructor rather than responding to the flaming student. Everything we do in Discussion Board is permanent, so you must think very carefully about your tone before submitting a post. If you do not, that mistake might haunt you for the rest of the semester.

Expected Workload

It is important to set your expectations for success early on. For every hour spent in class, research shows, additional 2 to 3 hours outside of class reading, studying, planning, and completing assignments is required to achieve success. Therefore, an in-

person 3-credit course requires another 6 to 9 hours of work a week. Because this is an online class, a typical workload is between 15 and 20 hours a week. Of course, not all students work at the same pace, and writing academic essays especially can be challenging. I suggest you should develop your own working schedule to make sure you do not miss any assignments and deadlines. Be patient with yourself and work often, if not daily, and you can succeed.

AI Statement

UT-Tyler 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.
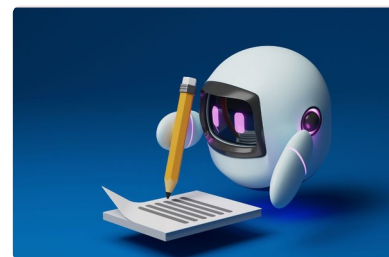
For this class, be sure to understand the difference between AI-assisted and AI-generated writing.

AI-Assisted Writing vs. AI-Generated Writing

With the rise of AI (artificial intelligence) writing assistants, students must take special care to ensure that they use this new technology ethically and honestly. In our class, we will distinguish between 'AI-assisted writing' versus 'AI-generated writing'. AI-assisted writing is only permitted in this course provided a student uses an AI writing assistant as a collaborative tool to help the student with the development and advancement of their own writing process. Collaborating with an AI writing assistant can include brainstorming, outlining, and drafting, so long as there is substantial writing, research, and composing by the student which is not generated solely by the AI. 'AI-generated writing' means there has been little or no involvement from the student as an author, with the majority of the writing being generated by an AI. The goal of using AI-assisted writing in this class is to help students develop their writing process and critical thinking, not to replace or substitute for either. Therefore, using an AI to generate writing or compositions without substantial original contribution from a student is neither acceptable nor allowed.

Important: if a student's written response on any project includes the information or/and citations that do not come from the assigned articles, then the project/assignment will receive a "0."

Acceptable	Not Acceptable
AI-Assisted Writing	AI-Generated Writing
- Use AI-assisted writing to brainstorm - Explore new topics/ideas with AI-assisted writing - Use AI-assisted writing to explore potential counterarguments/ opposing points of view - Resee your writing by taking suggestions from your AI assistant to make improvements	- Offload the majority of the writing & research process to AI - Generate large chunks of text with little or no input from you as an author - Trust something the AI has generated at face value - Use AI-generated text as a substitute for research or critical thinking

UT-Tyler Resources for Students

- UT-Tyler Writing Center (903.565.5995), CAS 212, is a place for undergraduate and graduate students, faculty and staff to work on their writing projects and writing skills.
- UT-Tyler PASS Tutoring Center (903.565.5964), LIB 401, is a free walk-in tutoring center, with an individual appointment option, for current UT Tyler students who need help with accounting, biology, chemistry, engineering, mathematics, nursing, or physics.
- UT-Tyler Mathematics Learning Center, (903.565.5839), 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 (903.565.5746). The 24 hour Crisis Line can be reached by calling 903.566.7254 during regular business hours as well as nights and weekends.

UT-Tyler Policies & Procedures

UT Tyler Honor Code
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.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UTTyler, please follow this link:
http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including

students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but 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, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

"Cheating" includes, but is not limited to:
  * copying from another student's test paper; using during a test materials not authorized by the person giving the test;
  * failing to comply with instructions given by the person administering the test;
  * possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
  * using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  * collaborating with or seeking aid from another student during a test or other assignment without authority;
  * discussing the contents of an examination with another student who will take the examination;
  * divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
  * substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course related assignment;
  * paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
  * falsifying research data, laboratory reports, and/or other academic work offered for credit;
  * taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct;
  * and misrepresenting facts, including providing false grades or résumés, for the purpose of obtaining an academic or financial benefit for oneself or another individual or injuring another student academically or financially.

"Plagiarism" includes, but is not limited to:
  * the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

"Collusion" includes, but is not limited to:
  * the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of

the rules on scholastic dishonesty.

"Falsifying academic records" includes, but is not limited to:

- altering or assisting in the altering of any official record of the university or the University of Texas System,
- the submission of false information or the omission of requested information that is required for or related to any academic record of the university or the University of Texas System.
- Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Scheduling adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible

disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
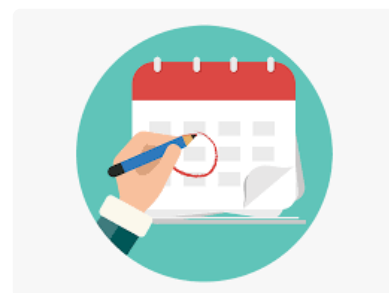
Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Important Dates of the Semester

- July 7 - Classes begin
- July 10 - Census Date
- July 29 - Last day to withdraw from one or more courses
- August 9 - End of Summer II session

Calendar (Subject to Change)

WEEK	WEDNESDAY	SUNDAY
ONE 7/7 – 7/13	Due 7/9 by 11:59 p.m. • DB: Getting to Know Each Other • Syllabus Quiz • ILT: Pre-test and Critical Reading	Due 7/13 by 11:59 p.m. • LU #1 Worksheet • DB: Summary Characteristics • ILT: Plagiarism & Copyright
TWO 7/14 – 7/20	Due 7/16 by 11:59 p.m. • DB: Evidence • LU #1 Rough Draft	Due 7/20 by 11:59 p.m. • LU #1 Final Draft • LU #1 Reflection Letter
THREE 7/21 – 7/27	Due 7/23 by 11:59 p.m. • LU #2 Draft 1 for the instructor's feedback • DB: Summary VS Analysis	Due 7/27 by 11:59 p.m. • LU #2 Draft 2 for peer review • ILT: Citing the Source
FOUR 7/28 – 8/3	Due 7/30 by 11:59 p.m. • LU #2 Draft 3 for the instructor's feedback	Due 8/3 by 11:59 p.m. • LU #2 Final Draft • LU #2 Reflection Letter • ILT: The Citation
FIVE 8/4 – 8/9	Due 8/6 by 11:59 p.m. • DB: Reflection and Revision • ILT: Understanding Audience and Format	Due 8/9 by 11:59 p.m. • LU #3 Final Draft