

ENGL 1301: Composition I



Meeting Time and Place: 015 and T015: TTH 12:30-1:50 pm, RBN 2012, Fall 2026

INSTRUCTOR

Name: Dr. Zita Hüsing
Office: CAS (College of Arts and Sciences) 239
Email: zhusing@uttyler.edu
Office Hours: T [2-3:30 pm](#), W [10:30am -12pm](#) (in-person/via Zoom) and by appointment

COURSE DESCRIPTION

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.

LEARNING OUTCOMES

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

TEXTS AND LAPTOP

- All readings will be made available on Canvas. There is no textbook to buy.
- **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](https://www.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 1301—[Section #] 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.

We work collaboratively with students, faculty, and staff to create an inclusive educational environment.

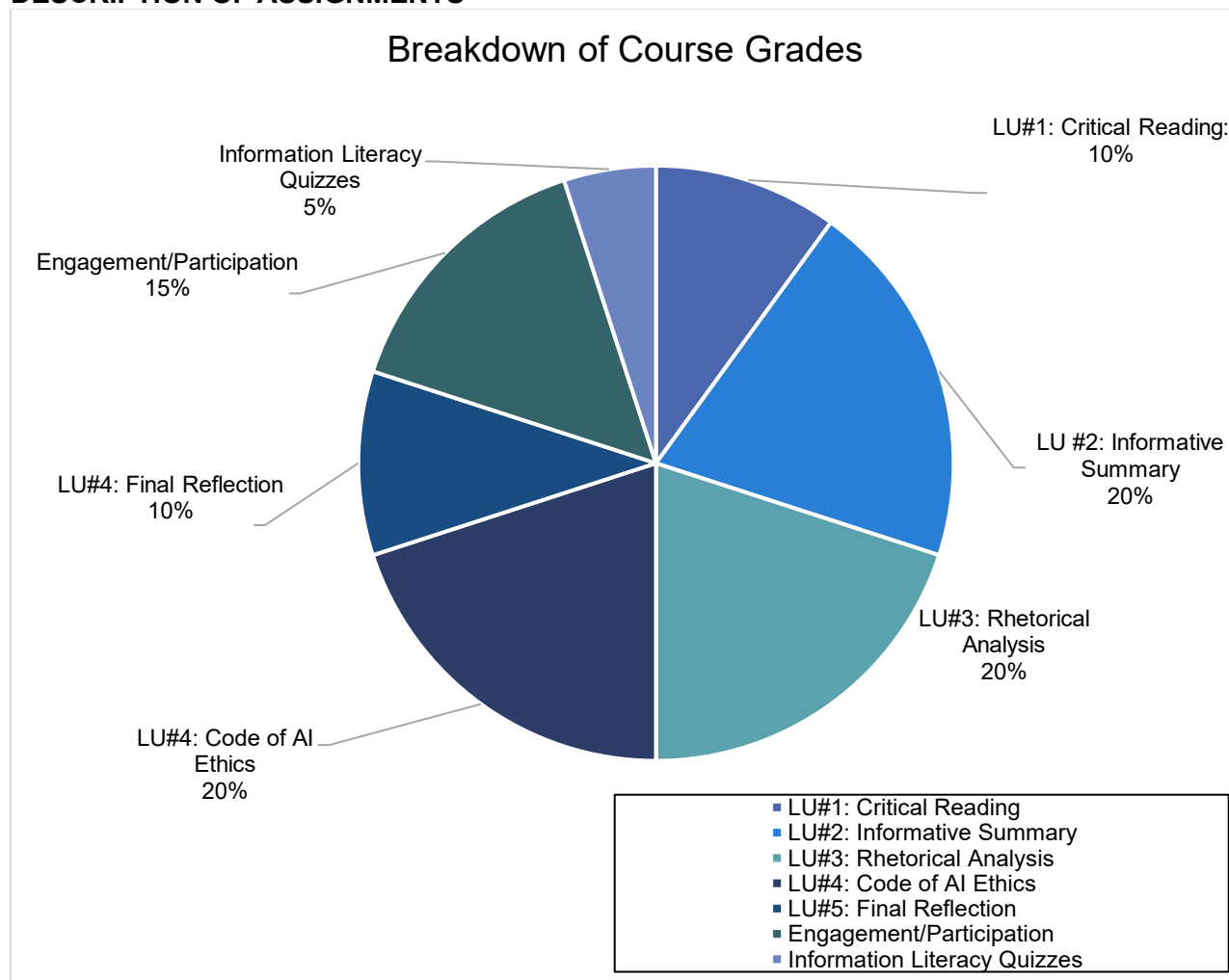
- [Apply for Services Here](#)
- [Existing SAR Student Login](#)

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

ATTENDANCE

Students are expected to attend class regularly. Students who miss a substantial portion of the course may be unable to meet participation and assignment requirements and may be advised to withdraw from the course. 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



This chart shows course grading: Critical Reading (10%), Informative Summary (20%), Rhetorical Analysis (20%), Code of AI Ethics (20%), Final Reflection (10%), Participation and Engagement (15%), Information Literacy Quizzes (5%).

The assignments are organized in Learning Units (LUs):

LU #1: Critical Reading and Annotation (10%)

For the first assignment of the course, you will develop habits of active reading by annotating a text. This assignment focuses on close reading, engagement with a text, and annotation strategies that support critical thinking and effective writing.

LU #2: Informative Summary (20%)

For this assignment, you will write an informative summary of a text while learning to paraphrase and cite others' ideas. You will identify a text's argument, claims, evidence, and audience while practicing close reading and distinguishing between a summary and an annotation.

LU #3: Rhetorical Analysis of a Research Article (20%)

You will write a rhetorical analysis essay following IMRAD guidelines that analyzes the rhetoric of a research article. You will investigate how the text works rhetorically by examining its strategies, audience, purpose, and effectiveness.

LU #4: Developing a Code of AI Ethics (20%)

For this assignment, you will complete an AI Ethics module that includes a variety of written reflections and activities. Drawing on these experiences, you will develop your own Code of AI Ethics and reflect on the ethical, social, and rhetorical implications of artificial intelligence.

LU #5: Final Reflection (10%)

Drawing on your work from throughout the semester, you will reflect on your development as a reader, writer, researcher, and ethical user of AI. You will analyze your writing processes, discuss challenges and successes, and identify strategies you will carry forward into future academic and professional contexts.

Participation and Engagement (15%)

This course emphasizes active learning and collaboration. Participation grades are earned through regular attendance, preparation, in-class activities, discussions, workshops, peer review, group work, and engagement with course materials.

You are expected to:

1. Attend class regularly and arrive on time.
2. Complete assigned readings and writing before class.
3. Participate respectfully in discussions and activities.
4. Collaborate with peers during workshops, peer review sessions, and group activities.
5. Submit in-class activities through Canvas when assigned.

Participation points are earned throughout the semester through in-class work and engagement. Because participation depends on active involvement in course activities, frequent absences, tardiness, disengagement, or failure to contribute may lower the participation grade. Students who miss class are responsible for obtaining notes and completing any posted materials.

Information Literacy Quizzes (5%)

These quizzes help you evaluate, analyze, and understand sources. The quizzes are designed by librarian Vandy Dubre and can be accessed and completed through Canvas.

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: 24 hours

LU#2: 72 hours
LU#3: 72 hours
LU#4: 72 hours
LU#5: 0 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:

- **A:** 90–100 points
- **B:** 80–89 points
- **C:** 70–79 points
- **D:** 60–69 points
- **F:** 0–59 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 1301
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](#)

CLASS SCHEDULE (Subject to change)

It is the student's **responsibility to check the course schedule for changes**. The class schedule will appear in the form of modules on Canvas which will be published in the beginning of every week

Week 1 (August 25 – August 30): Introduction to Rhetoric and Academic Writing

- **Focus:** Introduction to the course, rhetoric, and academic writing
- **Readings:**
 - "Definitions of Rhetoric" (Canvas)
 - Lennie Irvin, "What is Academic Writing?"
- **Activities:**
 - Course overview and syllabus review
 - Discussion of writing experiences and challenges
 - Introduction to rhetorical concepts
 - Canvas orientation
- **Due Friday (August 28):**
 - Course Introduction Discussion
 - Participation activities

Week 2 (August 31 – September 6): Critical Reading and Annotation

- **Focus:** Active reading, annotation, and close reading strategies
- **Readings:**
 - "8 Time Management Tips for Students"
 - Instructor-provided annotation examples
- **Activities:**
 - Introduction to LU #1: Critical Reading and Annotation
 - Annotation workshop
 - Practice identifying claims, evidence, and audience
- **Due Friday (September 4):**
 - Annotation Practice Activity
 - Participation activities

Week 3 (September 7 – September 13): Critical Reading and MLA Basics

- **Focus:** Analyzing arguments and supporting evidence
- **Readings:**
 - Purdue OWL MLA Guide
- **Activities:**
 - Argument analysis workshop
 - MLA citation basics
 - LU #1 workshop and peer feedback
- **Due Friday (September 11) by 5:00 PM:**
 - **LU #1: Critical Reading and Annotation (10%)**

Week 4 (September 14 – September 20): Informative Summary

- **Focus:** Summarizing, paraphrasing, and representing sources accurately
- **Readings:**
 - Jean Twenge, "Have Smartphones Destroyed a Generation?"
 - OnCourse Video: Writing Effective Summaries
- **Activities:**
 - Introduction to LU #2: Informative Summary
 - Summary versus paraphrase workshop
 - Audience and purpose analysis
- **Due Friday (September 18):**
 - Summary Practice Activity
 - Participation activities

Week 5 (September 21 – September 27): Informative Summary Workshop

- **Focus:** Drafting and revising summaries
- **Readings:**
 - Ann Lamott, "Shitty First Drafts"
- **Activities:**
 - Peer review workshop
 - Revision strategies
 - Individual conferences
- **Due Tuesday (September 22):**
 - LU #2 Draft for Peer Review
- **Due Friday (September 25) by 5:00 PM:**
 - **LU #2: Informative Summary (20%)**

Week 6 (September 28 – October 4): Introduction to Rhetorical Analysis

- **Focus:** Understanding rhetorical situations and rhetorical appeals
- **Readings:**
 - Selected research article (Canvas)
 - Instructor-provided rhetorical analysis materials
- **Activities:**
 - Introduction to LU #3: Rhetorical Analysis of a Research Article
 - Rhetorical appeals workshop
 - Analyzing audience, purpose, and context
- **Due Friday (October 2):**
 - Rhetorical Analysis Planning Worksheet

Week 7 (October 5 – October 11): Rhetorical Analysis

- **Focus:** Analyzing rhetorical strategies and evidence
- **Readings:**
 - Sample rhetorical analyses
- **Activities:**
 - Group analysis activities
 - Thesis development workshop
 - Evidence integration practice
- **Due Friday (October 9):**
 - Rhetorical Analysis Outline

Week 8 (October 12 – October 18): Rhetorical Analysis Workshop

- **Focus:** Drafting and developing analysis
- **Activities:**
 - Drafting workshop
 - Small-group analysis activities
 - Individual conferences
- **Due Friday (October 16):**
 - Rhetorical Analysis Draft

Week 9 (October 19 – October 25): Peer Review and Revision

- **Focus:** Revision and rhetorical effectiveness
- **Activities:**
 - Peer review workshop
 - Revision strategies
 - Final Q&A
- **Due Tuesday (October 20):**
 - LU #3 Draft for Peer Review
- **Due Friday (October 23) by 5:00 PM:**
 - LU #3: Rhetorical Analysis of a Research Article (20%)

Week 10 (October 26 – November 1): AI Literacy and Ethics

- **Focus:** Understanding artificial intelligence and ethical decision-making

- **Readings:**
 - AI Ethics Module materials
 - Instructor-provided articles and case studies
- **Activities:**
 - Introduction to LU #4: Developing a Code of AI Ethics
 - AI case study discussions
 - Ethics reflection activities
- **Due Friday (October 30):**
 - AI Ethics Reflection #1

Week 11 (November 2 – November 8): AI Ethics and Responsible Use

- **Focus:** Evaluating ethical implications of AI
- **Activities:**
 - AI literacy workshops
 - Small-group discussions
 - Drafting an AI Ethics Code
 - **No class on Thursday, November 5** (due to conference travel)
- **Due Friday (November 6):**
 - AI Ethics Reflection #2

Week 12 (November 9 – November 15): Developing a Code of AI Ethics

- **Focus:** Creating and revising ethical guidelines
- **Activities:**
 - Peer review workshop
 - Revision and reflection activities
 - Final project workshop
- **Due Tuesday (November 10):**
 - LU #4 Draft
- **Due Friday (November 13) by 5:00 PM:**
 - **LU #4: Developing a Code of AI Ethics (20%)**

Week 13 (November 16 – November 22): Final Reflection

- **Focus:** Reflecting on writing growth and learning
- **Readings:**
 - Reflection materials (Canvas)
- **Activities:**
 - Introduction to LU #5: Final Reflection
 - Reflecting on writing processes and development
 - Reflection planning activity
- **Due Friday (November 20):**
 - Reflection Planning Activity

Week 14 (November 23 – November 29): Thanksgiving Break

Week 15 (November 30 – December 6): Reflection Workshop and Course Wrap-Up

- **Focus:** Final revision and reflection
- **Activities:**

- Reflection workshop
- Final course wrap-up
- Course evaluations
- **Due Friday (December 4) by 5:00 PM:**
 - **LU #5: Final Reflection (10%)**
 - **Information Literacy Quizzes (5%)**
 - **Final Participation Grade**

IMPORTANT DATES

- **First Day of Classes:** Monday, August 24, 2026
- **First Class Meeting:** Tuesday, August 25, 2026
- **Labor Day Holiday:** Monday, September 7, 2026
- **Census Date:** Wednesday, September 9, 2026
- **Last Day to Withdraw:** Monday, November 2, 2026
- **No Class:** Thursday, November 5, 2026
- **Thanksgiving Break:** November 23–27, 2026
- **Last Class Day:** Thursday, December 3, 2026
- **Final Exam:** N/A

MAJOR ASSIGNMENT DUE DATES

- **LU #1: Critical Reading and Annotation:** Friday, September 11, 2026 (by 5:00 PM)
- **LU #2 Draft for Peer Review:** Tuesday, September 22, 2026
- **LU #2: Informative Summary:** Friday, September 25, 2026 (by 5:00 PM)
- **LU #3 Draft for Peer Review:** Tuesday, October 20, 2026
- **LU #3: Rhetorical Analysis of a Research Article:** Friday, October 23, 2026 (by 5:00 PM)
- **LU #4 Draft:** Tuesday, November 10, 2026
- **LU #4: Developing a Code of AI Ethics:** Friday, November 13, 2026 (by 5:00 PM)
- **LU #5: Final Reflection:** Friday, December 4, 2026 (by 5:00 PM)
- **Information Literacy Quizzes:** Friday, December 4, 2026 (by 5:00 PM)