

ENGL 1301.006
College Composition I
Fall 2026

Instructor: Dr. Haley Garrelts

Instructor Email (preferred): hgarrelts@uttyler.edu (please allow a 24-hour response window on weekdays and a 48-hour response window on weekends before following up with me)

Instructor Phone (not preferred): 903-566-7373

Class Meeting Times and Location: Mondays, Wednesdays, and Fridays 11:15am-12:10pm, College of Arts and Sciences (CAS) 210

Course Delivery: Face-to-face

Office Location: College of Arts and Sciences (CAS) 233

Office Hours: Mondays and Wednesdays from 8:30am – 10:00am, or by appointment

Prerequisites: None

Course Overview: 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.

Required Course Materials

Students do not have to buy any course materials for this course. All course materials will be provided by the professor and will be available on Canvas.

Course Objectives

After completing this course, you will be able to:

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.

Assignments

Students will be expected to complete an Interviewing a Visual Text Project, a Summary and Synthesis Project, a Rhetorical Analysis Project, a Community Initiative Multimodal Proposal, peer reviews of each project, various journals and in-class activities, and a mandatory writing conference. More detailed instructions will be available on Canvas.

Assignments	Percentage
Interviewing a Visual Text Project	10%
Summary and Synthesis Project	10%
Rhetorical Analysis Project	15%
Community Initiative Multimodal Proposal	15%
Peer Reviews	20%
Process Work	20%
Attendance	5%
Conference Attendance	5%
Total	100%

Interviewing a Visual Text Project (1 at 10%)

Students will choose an image from an issue of the UT Tyler Patriot and produce an essay applying the rhetorical situation to the image.

Summary and Synthesis Project (1 at 10%)

Students will choose three texts about the same topic and write summaries of each text. Then, students will produce an infographic synthesizing the information from both texts.

Rhetorical Analysis Project (1 at 15%)

Students will form an argument about the effectiveness of different rhetorical choices an author makes in an essay format.

Community Initiative Multimodal Proposal (1 at 15%)

Students will identify a community that they belong to, identify a need within that community, and will choose a multimodal format within which to propose a way to fulfill that community's need.

Peer Reviews (4 at 5% each)

Students will complete peer reviews for all major projects in the class.

Process Work (20%)

Most class days, students will complete an in-class activity designed to aid in the construction of each major project.

Conference (1 at 5%)

During the Rhetorical Analysis unit, students will meet with their professor and discuss challenges and next steps for finalizing their Rhetorical Analysis Project.

Final Grades

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 59 and below

Late Work Policy

Late major projects are not considered late for 24 hours after the assignment due date. After that 24-hour window, papers will be penalized 5 points per day late (including non-class days) and cannot be submitted after one (1) week past the original due date. In addition to the 24-hour grace period, you also have one (1) opportunity to submit a major project one (1) week after the due date, no questions asked. This one (1) week rule applies to any final draft except for the Final Reflection. Any additional time you turn a paper in after the 24-hour grace period or extension date, the aforementioned daily point deductions apply. If you choose to take the week extension, you must email me no later than 24 hours before the original due date to be approved.

Process work (discussions and assignments): You cannot make up process work unless you email me prior to the original due date.

Peer Review: Because of the interactive nature of peer reviews, they cannot be submitted late or made up, no exceptions.

Assignment Submission: Please submit all assignments in a Word or PDF document ONLY. Double check every time you turn in an assignment to make sure that it went through: Did you include the right file in a format that I can open (.docx, .pdf)? Is the formatting correct? Is everything legible? Do you have verification that your submission went through? Keep all of these things in mind when submitting your work, as you don't want to lose points for a paper that you completed on time but did not submit properly. Be sure to back up your work in case of any submission issues.

Attendance Policy

Attending class is essential to completing all in-class assignments and understanding the course content. **You may have up to six (6) unexcused absences in this class.** If you will be missing class one day, please email me beforehand. Missing more than six (6) classes can constitute grounds for failing the class. Absences under the two-week maximum can still affect your grade adversely. You are responsible for notifying me by email prior to any absence. If you miss class, you are responsible for collecting any materials you missed and completing all assignments or other activities.

Absences for Official University Events or Activities: This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holy Days: This course follows the practices related to UT Tyler's Excused Absence for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students: This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should

reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Disability / Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit UT Tyler accessible learning and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079.

Classroom Environment

In this class, we may encounter themes or topics that may be sensitive. If something in this class makes you uncomfortable, please let me know and I will do my best to remedy the situation. I expect all of you to read all course materials, complete all assignments, and stay updated on our Canvas announcements and email. Above all, I expect you to be respectful of your fellow classmates and present your opinions and interpretations in a courteous way.

Policy on Recording in the Classroom

Any recordings made by the instructor for the purposes of evaluation will be stored in this course's Canvas shell. Students may not, without explicit permission from the instructor and all other enrolled students, download or otherwise share recordings with any individuals not enrolled in this course. To protect the privacy of all participants and encourage open discussion, students are prohibited from creating any audio or video recordings of class lectures, discussions, or other course-related activities without permission from the instructor and (as applicable) enrolled students. This policy applies to all forms of recording technology, including but not limited to smartphones, computers, and wearable devices with recording capabilities (such as smart glasses). Students interested in audiorecording the instructor's presentation of information should secure permission at least 24 hours in advance of the start time of the class during which the student proposes to engage in audiorecording.

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 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, the only approved use of AI is spell and grammar check outside of the classroom. Any use of AI to complete assignments for you is strictly prohibited.

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.

UT Tyler Writing Center

Location: CAS 212

Phone Number: 903-565-5995

Website: <https://www.uttyler.edu/academics/success-services/writing-center/>

Course Calendar (specifics subject to change)

Project 1: Interviewing a Visual Text

- Week 1 (August 24 – 28)
 - Monday, August 24th
 - Syllabus and introductions
 - Wednesday, August 26th
 - *Mary Poppins* trailers and class discussion
 - Friday, August 28th
 - Introduction to Rhetorical Situation and class activity
- Week 2 (August 31 – Sep 4)
 - Monday, August 31st
 - Applying the rhetorical situation in-class activity
 - Wednesday, September 2nd
 - Introduction to “Interviewing a Visual Text Project” and brainstorming
 - Friday, September 4th
 - Finding the *UT Tyler Patriot*
- Week 3 (Sep 9 – 11, no class on 7 for Labor Day)
 - Monday, September 7th
 - No class, Labor Day
 - Wednesday, September 9th
 - Bringing chosen *UT Tyler Patriot* image and transforming your brainstorming into an essay
 - Friday, September 11th
 - In-class work
- Week 4 (Sep 14 – 20)
 - Monday, September 14th
 - In-class work on Interviewing a Visual Text Project
 - Wednesday, September 16th

- Interviewing a Visual Text rough draft due at class time
 - Interviewing a Visual Text Project Peer Review
- Thursday, September 17th
 - Interviewing a Visual Text peer review due at 11:59pm CST
- Friday, September 18th
 - In-class work on Interviewing a Visual Text Project
- Sunday, September 20th
 - Interviewing A Visual Text Project due

Project 2: Summary and Synthesis Infographic

- Week 5 (Sep 21 – 25)
 - Monday, September 21st
 - Summarizing texts
 - Wednesday, September 23rd
 - Synthesizing texts
 - Friday, September 25th
 - Introduction to “Summary and Synthesis Infographic” project and brainstorming
- Week 6 (Sep 28 – Oct 2)
 - Monday, September 28th
 - Summarizing your topic’s texts
 - Wednesday, September 30th
 - Synthesizing your topic’s texts
 - Friday, October 2nd
 - Turning your synthesis into an infographic
- Week 7 (Oct 5 – 11)
 - Monday, October 5th
 - In-class work time
 - Wednesday, October 7th
 - Summary and Synthesis Infographic rough draft due at class time
 - Summary and Synthesis Infographic project peer review
 - Thursday, October 8th
 - Summary and Synthesis peer review due at 11:59pm CST
 - Friday, October 9th
 - In-class work time
 - Sunday, October 11th
 - Summary and Synthesis Infographic project due

Project 3: Rhetorical Analysis Essay

- Week 8 (Oct 12 – 16)
 - Monday, October 12th
 - Introduction to “Rhetorical Analysis essay” project and choosing your text
 - Wednesday, October 14th
 - Summarizing and annotating your text
 - Friday, October 16th
 - Identifying rhetorical strategies

- Week 9 (Oct 19 – 23)
 - Monday, October 19th
 - Writing strategies for Rhetorical Analysis
 - Wednesday, October 21st
 - Crafting Introductions and supporting points
 - Friday, October 23rd
 - Incorporating evidence and strengthening commentary
- Week 10 (Oct 26 – 30) – conference week
 - Monday, October 26th
 - Student conferences
 - Wednesday, October 28th
 - Student conferences
 - Friday, October 30th
 - Student conferences
- Week 11 (Nov 2 – 6)
 - Monday, November 2nd
 - Reverse Outlining
 - Wednesday, November 4th
 - Rhetorical Analysis rough draft due at class time
 - Rhetorical Analysis Essay peer review
 - Thursday, November 5th
 - Rhetorical Analysis peer review due at 11:59pm CST
 - Friday, November 6th
 - In-class writing
 - Sunday, November 8th
 - Rhetorical Analysis Essay due

Project 4: Community Initiative Multimodal Proposal

- Week 12 (Nov 9 – 13)
 - Monday, November 9th
 - Introduction to “Community Initiative Multimodal Proposal” project and brainstorming
 - Wednesday, November 11th
 - Exploring your community
 - Friday, November 13th
 - Initiative brainstorming and choosing your multimodal format
- Week 13 (Nov 16 – 20)
 - Monday, November 16th
 - In-class work time
 - Wednesday, November 18th
 - In-class work time
 - Friday, November 20th
 - In-class work time
- Week 14 (Nov 23 – 27, no class for Thanksgiving holiday)
- Week 15 (Nov 30 – Dec 4)
 - Monday, November 30th
 - In-class work time

- Wednesday, December 2nd
 - Community Initiative Multimodal Proposal rough draft due at class time
 - Community Initiative Multimodal Proposal peer review
- Thursday, December 3rd
 - Community Initiative Multimodal Proposal peer review due at 11:59pm CST
- Friday, December 4th
 - In-class work time

Finals Week

- Week 16 (Dec 7 – 11)
 - Monday, December 7th at 12:15pm CST (noon)
 - Community Initiative Multimodal Proposal due