



Syllabus | ENGL 1301: College Composition I

Course/Section: ENGL 1301-011

Class Dates: August 24 - December 12 (Fall 2026)

Format: Face-to-Face Tuesdays and Thursdays

Instructor Information

Name: Ebony Walker
Email: ewalker@uttyler.edu
Office Hours: M: 11:00am - 12:30pm; W: 11:00am - 12:30pm.
or by appointment
Office Location: Zoom

Course Overview

(Three semester credit hours): 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. To earn credit, this course must be completed with a "C" or better. Prerequisite: A satisfactory score on the Texas Success Initiative (TSI) test or successful completion of a developmental writing course.

Course Learning Outcomes

In this course, students will strengthen their abilities in the following areas:

- 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

Required Text(s) and Materials

- All course reading will be provided by the instructor and made accessible in Canvas.
- Students should bring a notebook in order to take notes in class during writing workshops. Also, please bring your laptops as there will be regular in-class writing activities.

Important Dates

First Class Day: **Tuesday, August 25**

Census Date/Last Day to Drop without Record: **September 8**

Mid-Term Grades Due: **October 19**

Last Day to Drop a Course: **October 30**

Last Class Day: **Friday, December 11**

Final Exam: **N/A**

Final Grades due: **Tuesday, December 15 by 12:00pm**

Assignments Overview

Assignments	Percentage
Writing Project 1 - Critical Reading	15%
Writing Project 2 - Informative Summary	15%
Writing Project 3 - Rhetorical Analysis	20%
Writing Project 4 - Professional Community Issue Report	35%
Engagement	15%
Total	100%

Note: Students cannot pass the course if they fail to submit any of the major writing projects.

Grading Scale

A = 90 - 100

B = 80 - 89

C = 70 -79

D = 60 - 69

F = 59 and below

Instructor's Course Policies

Class Attendance: Attendance is mandatory since the course is largely structured as a workshop. It is vital that you attend as many classes as possible. However, I am aware that events occur that may require you to miss class. If such circumstances arise, you will be expected to contact me (beforehand if possible) and we will discuss ways in which you can make up work that you may have missed. You will be able to miss three classes throughout the entirety of the semester without penalty to your grade. (This policy can be amended in case of an emergency, contact me if one should arise throughout the semester.)

Revisions: A core premise of this course is that effective writing is the product of a process of brainstorming, drafting, and revisiting our initial drafts for ways to improve it. As such, in this course you will revise all of your major writing projects after receiving my feedback as well as feedback from your peers.

Late Work: Daily engagement assignments will be available to turn in for twenty-four hours after the due date, after that they will be closed for submission, and points will be taken from your Engagement grade. All larger writing assignments and drafts will go down one letter grade each day it is late, unless otherwise discussed with the instructor. This class is subject to change depending on the overall pace at which the class is moving. If necessary, an

assignment can be pushed back if the majority of the class feels as though they need more time to complete the work

Canvas: All your assignments will be submitted to Canvas. If you cannot log into Canvas, contact the Office of Digital Learning via phone at **903-566-6200** or via e-mail at **canvas@uttyler.edu**. You may have difficulty viewing my feedback on your papers in Canvas if using a cell phone—you'll need to use a laptop or PC to view all my feedback in Canvas without problems.

E-mail: E-mail is my preferred method of communication. Generally, I make an effort to reply to email inquiries within 24 hours, unless you email during the weekend.

Use of Artificial Intelligence

During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

Note: 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.

UT Tyler Policies and Information

See "University Policies and Information" in the course Canvas shell.

Student Resources

See "Student Resources" in the course Canvas shell.

Course Calendar

Note: This schedule may change with reasonable advance notice, per university policy.

Week	Topics/Activities	Assignments Due
Unit 1: Critical Reading		
Week 1 August 24-30	• Introduction to Course • Overview of Unit 1 • Annotating for Critical Reading	Due Thursday (August 27) • Discussion Post: Self Introductions Due Sunday (August 30) • Critical Reading (IL)
Week 2 August 31-September 6	• Explicit v Implicit Central Message • Claims and Evidence • Author's Tone	Due Sunday (September 6) • Discussion Post: "Why We Crave Horror Films," by Stephen King
Week 3 September 7-13	• Reflection Strategies • "Reflective Writing and the Revision Process" (Giles)	Due Sunday (September 13) • Plagiarism and Copyright (IL) • Critical Reading Annotations and Reflection
Unit 2: Informative Summary		
Week 4 September 14-20	• Overview of Unit 2 • OnCourse Videos: "Introduction to the Writing Process"; "Writing Summaries" • Summarizing Handout	Due Sunday (September 20) • Discussion Post: "It's In Our Genes," by Carolyn Stonehill
Week 5 September 21-27	• OnCourse Video: "Integrating Quotations" • Signal Phrases Handout • "Sh*tty First Drafts" (Lamott)	Due Sunday (September 27) • Informative Summary - First Draft
Week 6 September 28 - October 4	• OnCourse Videos: "The Revision Process"; "Introduction to the Peer Review Workshop" • "Best Practices for Peer Review"	Due Thursday (October 1) • Peer Feedback (Informative Summary) Due Sunday (October 4) • Informative Summary - Revised Draft

Unit 3: Rhetorical Analysis		
Week 7 October 5-11	- Overview of Unit 3 - OnCourse Video: "Analyzing a Text" - Rhetorical Strategies	Due Sunday (October 11) Discussion Post: "Wealth Is What You Don't See," by Morgan Housel
Week 8 October 12-18	- OnCourse Video: "Active and Passive Voice in Writing" "Backpacks vs. Briefcases" (Carroll) - Transitions Handout	Due Sunday (October 18) Rhetorical Analysis - First Draft
Week 9 October 19-25	Peer Feedback and Revising	Due Thursday (October 22) - Peer Feedback (Rhetorical Analysis) Due Sunday (October 25) - Rhetorical Analysis - Revised Draft
Unit 4: PCI Report		
Week 10 October 26-November 1	- Overview of Unit 4 - OnCourse Videos: "Writing with Purpose"; "Understanding Context" - Lesson: Finding Sources	Due Thursday (October 29) - Website Evaluation: Currency (IL) - Website Evaluation: Relevance (IL) Due Sunday (November 1) - Proposal (PCI Report)
Week 11 November 2-8	- Creating an Annotated Bibliography "Sample Annotated Bibliography" Handout	Due Sunday (November 8) Annotated Bibliography (PCI Report)
Week 12 November 9-15	OnCourse Video: "Thesis Statements: Turning a Question into a Claim"	Due Sunday (November 15) Discussion Post: Outline (PCI Report)
Week 13 November 16-22	Drafting PCI Report	Due Sunday (November 22) First Draft - PCI Report

Week 14 November 23-29	No Class Thanksgiving Holiday	
Week 15 November 30 – December 6	Revising PCI Report	Due Thursday (December 3) Peer Feedback (PCI Report)
Final Exam Week		
Week 16 December 7-13		Due Tuesday (December 8) Revised Draft - PCI Report