



## Syllabus | ENGL 1301: College Composition I

Course/Section: ENGL 1301-070  
Class Dates: August 24 - December 12 (Fall 2026)  
Delivery: Online  
Time/Location: Asynchronous/Online

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### Instructor Information

Name: **Dr. Billy Cryer**  
Email: [bcryer@uttyler.edu](mailto:bcryer@uttyler.edu)  
Phone: 936-244-9970  
Office Hours: TuThu: 2:00pm-3:30pm  
Or by appointment  
Office Location: CAS 243

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### 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.

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### 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

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### Required Text(s) and Materials

- All course reading will be provided by the instructor and made accessible in Canvas.

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### Important Dates

First Class Day: **Monday, August 24**  
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: **N/A**  
Final Exam: **N/A**  
Final Grades due: **December 15, by 12:00pm**

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## Assignments Overview

| Assignments/Percentage            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Reader Response Papers (27%)      | These writing projects ask you to engage with various published texts in order to learn the conventions and features of effective writing. For these assignments, you will carefully read the text, then write a short essay that provides a succinct summary of the reading, along with an analysis and personal response.                                                                                                                                                               |
| Reflection Letters (21%)          | Studies on teaching and learning (Ambrose et al. 2010; Cavanagh 2016) have shown that reflecting on our learning experiences is a powerful metacognitive activity that helps to more fully integrate the knowledge and skills we gain from those activities. Thus, the reflection letter assignments will ask you to spend time in thoughtful reflection on your own development as a reader and writer during the course, as well as your specific experiences as a student at UT Tyler. |
| Rhetorical Analysis Project (30%) | The major writing project for the semester is a series of activities that will culminate in a rhetorical analysis essay. For this project, you will identify a piece of persuasive writing that you actually encounter in your own life--something someone made to move a specific group of people to think, feel, or do something. You will collect this item, study it, then write an essay that explains how it works on the people it was made for.                                   |
| Class Portfolio (12%)             | The purpose of a portfolio is to demonstrate the knowledge and skill that you have gained in a particular field or discipline. Thus, the portfolio assignment for ENGL 1301 will allow you to demonstrate the knowledge and skill you have gained over the course of the semester as a writer, reader, and thinker. In preparing your portfolio, you will compile a copy of your writing projects for the class, along with the revised drafts.                                           |
| Student-Teacher Conferences (10%) | This class requires students to schedule 2 Zoom meetings with the instructor to discuss the students' assignments and overall progress. These are the student-teacher conferences, held in the fourth and twelfth weeks of the course.                                                                                                                                                                                                                                                    |

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

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### Grading Scale

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 and below

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### Instructor's Course Policies

**Class Attendance:** As this is an online course, attendance is demonstrated by participation in the class discussion forums. Failure to participate in class discussion forums will result in an absence. More than 3 absences will result in automatic failure of the course. If you have extenuating circumstances that may affect participation in class, please communicate with me so that we can discuss options.

**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:** Please turn in all work by the due date. Late assignments will be docked 10% for each day over the due date the assignments are late.

**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. Please check your email once a day, as I send out regular reminders about assignment due dates.

**Electronic Devices:** Feel free to bring laptops to take notes for class. However, use of cell phones is not permitted except for specific class activities where use of the Internet may be helpful for research. Otherwise, if you need to use your cell phone, please step into the hallway.

**Restrooms:** If you need to use the restroom, quietly let yourself out of the classroom. However, please make your best effort to use the restroom before class.

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## Use of Artificial Intelligence

**I expect all work students submit for this course to be their own.** I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

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.

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## UT Tyler Policies and Information

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

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## Student Resources

See "Student Resources" in the course Canvas shell.

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## Course Calendar

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

| Week                                          | Topics/Activities                                                                                                                                                                                                                               | Assignments Due                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b><br>August<br>24-30              | <ul style="list-style-type: none"><li>• Introduction to Course</li><li>• Annotating for Critical Reading</li></ul>                                                                                                                              | <b>Due Wednesday</b> (August 26) <ul style="list-style-type: none"><li>• Acknowledgment of Syllabus and Course Policies</li><li>• Self-Introductions</li></ul> <b>Due Sunday</b> (August 30) <ul style="list-style-type: none"><li>• Reader Response Paper 1</li><li>• Class Discussion of RRP1</li></ul> |
| <b>Week 2</b><br>August 31-<br>September<br>6 | <ul style="list-style-type: none"><li>• Explicit v Implicit Central Message</li><li>• Claims and Evidence</li><li>• Author's Tone</li></ul>                                                                                                     | <b>Due Sunday</b> (September 6) <ul style="list-style-type: none"><li>• Reflection Letter 1</li></ul>                                                                                                                                                                                                     |
| <b>Week 3</b><br>September<br>7-13            | <ul style="list-style-type: none"><li>• Reflection Strategies</li><li>• "Reflective Writing and the Revision Process" (Giles)</li></ul>                                                                                                         | <b>Due Wednesday</b> (September 13) <ul style="list-style-type: none"><li>• Sign up for Round 1, Student-Teacher Conferences</li></ul>                                                                                                                                                                    |
| <b>Week 4</b><br>September<br>14-20           | <b>Round 1, Student-Teacher Conferences</b>                                                                                                                                                                                                     | <b>Due Sunday</b> (September 20) <ul style="list-style-type: none"><li>• Revised RRP1</li></ul>                                                                                                                                                                                                           |
| <b>Week 5</b><br>September<br>21-27           | <ul style="list-style-type: none"><li>• OnCourse Videos: "Introduction to the Writing Process"; "Writing Summaries"</li><li>• Summarizing Handout</li><li>• OnCourse Video: "Integrating Quotations"</li><li>• Signal Phrases Handout</li></ul> | <b>Due Sunday</b> (September 27) <ul style="list-style-type: none"><li>• Reader Response Paper 2</li><li>• Class Discussion of RRP2</li></ul>                                                                                                                                                             |

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|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 6</b><br>September<br>28-October<br>4       | <ul style="list-style-type: none"> <li>OnCourse Videos: "The Revision Process"; "Introduction to the Peer Review Workshop"</li> <li>"Best Practices for Peer Review"</li> </ul>    | <b>Due Sunday</b> (October 4) <ul style="list-style-type: none"> <li>Reflection Letter 2</li> </ul>                                                                                                                                      |
| <b>Week 7</b><br>October<br>5-11                    | <ul style="list-style-type: none"> <li>OnCourse Video: "Analyzing a Text"</li> <li>Rhetorical Strategies</li> </ul>                                                                | <b>Due Sunday</b> (October 11) <ul style="list-style-type: none"> <li>Revised RRP 2</li> </ul>                                                                                                                                           |
| <b>Week 8</b><br>October<br>12-18                   | <ul style="list-style-type: none"> <li>OnCourse Video: "Active and Passive Voice in Writing"</li> <li>"Backpacks vs. Briefcases" (Carroll)</li> <li>Transitions Handout</li> </ul> | <b>Due Sunday</b> (October 18) <ul style="list-style-type: none"> <li>Reader Response Paper 3</li> <li>Class Discussion of RRP3</li> </ul>                                                                                               |
| <b>Week 9</b><br>October<br>19-25                   | <ul style="list-style-type: none"> <li>Peer Feedback and Revising</li> </ul>                                                                                                       |                                                                                                                                                                                                                                          |
| <b>Week 10</b><br>October<br>26-<br>November<br>1   | <ul style="list-style-type: none"> <li>OnCourse Videos: "Writing with Purpose"; "Understanding Context"</li> <li>Lesson: Finding Sources</li> </ul>                                | <b>Due Sunday</b> (November 1) <ul style="list-style-type: none"> <li>Revised RRP3</li> </ul>                                                                                                                                            |
| <b>Week 11</b><br>November<br>2-8                   | <ul style="list-style-type: none"> <li>Creating an Annotated Bibliography</li> <li>"Sample Annotated Bibliography" Handout</li> </ul>                                              | <b>Due Wednesday</b> (November 4) <ul style="list-style-type: none"> <li>Sign up for Round 2, Student-Teacher Conference</li> </ul> <b>Due Sunday</b> (November 8) <ul style="list-style-type: none"> <li>Reflection Letter 3</li> </ul> |
| <b>Week 12</b><br>November<br>9-15                  | <b>Round 2, Student-Teacher Conferences</b>                                                                                                                                        | <b>Due Sunday</b> (November 15) <ul style="list-style-type: none"> <li>Artefact Submission with Annotations (Rhetorical Analysis)</li> </ul>                                                                                             |
| <b>Week 13</b><br>November<br>16-22                 | <ul style="list-style-type: none"> <li>Drafting Rhetorical Analysis</li> </ul>                                                                                                     | <b>Due Sunday</b> (November 22) <ul style="list-style-type: none"> <li>Outline (Rhetorical Analysis)</li> </ul>                                                                                                                          |
| <b>Week 14</b><br>November<br>23-29                 | <b>No Class</b><br>Thanksgiving Week                                                                                                                                               |                                                                                                                                                                                                                                          |
| <b>Week 15</b><br>November<br>30 -<br>December<br>6 | <ul style="list-style-type: none"> <li>Drafting/Peer Review of Rhetorical Analysis</li> </ul>                                                                                      | <b>Due Wednesday</b> (December 2) <ul style="list-style-type: none"> <li>Rhetorical Analysis - First Draft</li> </ul> <b>Due Sunday</b> (December 6) <ul style="list-style-type: none"> <li>Peer Review (Rhetorical Analysis)</li> </ul> |
| <b>Final Exam Week</b>                              |                                                                                                                                                                                    |                                                                                                                                                                                                                                          |
| <b>Week 16</b><br>December                          |                                                                                                                                                                                    | <b>Due Thursday</b> (December 10) <ul style="list-style-type: none"> <li>Class Portfolio</li> </ul>                                                                                                                                      |

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| 7-12 |  |  |
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