

English 1302: Composition II

Fall 2026

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Office: (Virtual/via Zoom)

Office Hours: Tuesday/Thursday 1:20-2:50 and by appointment

Section Info: 062: Online-Virtual; 004: MWF 12:20-1:15, **RBN 3038**

Course Overview

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

Course Description

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Learning Outcomes

Upon completion of this course, students will:

- Demonstrate knowledge of individual and collaborative research processes
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical use of evidence
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action
- Apply the convention of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Textbook

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

Laptops

If you have a laptop, I recommend that you bring it to class. Using a laptop in class will be of immense benefit to you. Using a cell phone or other small hand-held device will be

frustrating.

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Course Grade

For information on assignments, see Canvas.

Component Percent of Course Grade

Preliminary Drafts 15%

LU#1 Research Proposal 15%

LU#2 Annotated Bibliography 20%

LU#3 Research Paper 20%

LU#4 Presentation 10%

Discussions/Quizzes 10%

End of Semester Reflection 10%

Preliminary Drafts

Students will complete Learning Units in a recursive or ongoing process, that is, drafts or templates will be regularly updated or edited. At the end of the semester, the total of preliminary drafts will be worth 15% of your grade. The grade of your final drafts are treated separately, as shown above in the Component Percent of Course Grade.

Research Proposal

The purpose of the research proposal demonstrates you are ready to move forward with the research project. This means that you will conduct a well-thought-out research question and have found both scholarly and substantive sources that you will use to support your research question. Writing the proposal is a recursive process, that is, as you continue to research your topic/question, you will likely refine it over time. Students will use a template from Canvas to communicate their question/topic (approved by the instructor), define substantive and scholarly sources, develop their research question, while providing sources and correct citations. Further details and instructions of this assignment will be provided under “Modules” and “Assignments” on Canvas.

Annotated Bibliography

The purpose of the annotated bibliography is to showcase their substantive and scholarly articles/sources that will support their research question/topic. This will help students and their reader to understand: the main argument (thesis) of the author’s argument, their main points,

credentials, credibility, and overall strategic support or benefit it provides to **your** argument. Students will use a template on Canvas provided by the instructor to answer these questions.

The annotated bibliography is comprised of two components:

- An end-text citation for each source
- An annotation for each source—a description and evaluative paragraph

Here, students build critical research skills. They learn to assess/analyze sources, move past surface level reading and engage on a deeper level with content to make the writing of the final paper easier. Additionally, students will learn how scholars and professionals communicate and connect ideas in their field before introducing their own ideas into conversation.

The Research Paper

The purpose of this assignment is to write a paper that uses a required number and type of source to answer your research question. The paper should be logical, coherent, and well-developed and should incite a strong connection to your audience. By the end, you should be able to define your audience, understand AI as a mindset and strategic tool in the writing process, contribute your own thinking, and verify the accuracy of outside contributions (AI-models, academics, or field experts.) Further details and information of this assignment will be listed in Canvas under “Modules” and “Assignments.”

Research and professional written communication are vital skills in and outside the classroom. The skills learned and practiced in this course will help you move forwards as degree-seeking students and professionals in your respected fields. The use of AI in this assignment is not to supplement your writing and thinking, but used in instructor-led and approved settings to help students better understand AI capabilities and shortcomings in the day and age of technology. Please refer to Canvas for further information for the research project.

The Presentation

Oral presentations in college and the workplace are one way for you to demonstrate that you are a subject matter expert. The ability to present complex information clearly and concisely, with your thoughts on the information, to specific audiences for a variety of purposes and shows you can do more than produce AI work. Students will create a visual representation of their research with an infographic.

Discussions/Quizzes

Students will complete weekly assigned discussions on Canvas. The topics are at the discretion of the instructor and will help students better understand the readings, fundamentals, or engage in analysis of outside content/information. Quizzes are scheduled tentatively and are at the discretion of the instructor.

End of Semester Reflection

Human memories are fallible, so this assignment is designed to ensure students walk away with the information fresh on their minds at the end of the semester. Students “reflect” and engage with their process and experience in ENGL-1302. This assignment is not an assessment of the course itself or the instructor. Please refer to “Modules” or “Assignments” for further clarification.

Course Grade Scale

A 90% to 100% of possible points

B 80% to 89% of possible points

C 70% to 79% of possible points

D 60% to 69% of possible points

F 0% to 59% of possible points

Minimum Requirement to Earn a C

To earn a C or above in the class, students must earn a C or above on all grade components. A grade of D or F for preliminary drafts, the proposal, the annotated bibliography, the research paper, the presentation, or for the end of semester reflection will result in the grade for the class being no higher than a D.

Extra-Credit Work

Officially, there is no extra credit work in this course. Throughout the semester, I may offer extra credit opportunities such as workshops or visits to the Writing Center. This is up to the discretion of the instructor, so please do not email or ask me for extra-credits on ongoing assignments.

Public Writing

In the classroom, I may use student work to discuss what is working well and areas for improvement. If you would like me to not use a particular draft in class, please let me know.

Late Work Policy

Unless there are extenuating circumstances, preliminary drafts and process work cannot be revised or submitted after the due date.

Unless there are extenuating circumstances, final drafts of assignments that are submitted after the due date will be **reduced one letter grade each day the assignment is late**.

Extenuating circumstances are circumstances beyond your control. For example, illnesses and emergencies that impact your ability to work on an assignment. Documentation may be required to verify extenuating circumstances. Recurring missed deadlines and recurring work that is graded as not meeting expectations precludes exceptions.

Submitting Assignments

Assignments have to be submitted to the correct drop box in Canvas. With the exception of the poster presentation, assignments have to be submitted as a Word document. **Do not** zip your files or submit a PDF. Assignments that do not adhere to these requirements will be graded a 0.

Attendance Policy

Students are expected to attend all class sessions. Missing more than two weeks of classes is grounds for failing the class. **This class meets three times a week; two weeks of absences is six (6) classes.** For the online/virtual section, you are expected to spend a reasonable amount of time on canvas or the assigned coursework in order to succeed academically.

It is your responsibility to find out from other students what happened in class during your absence. For the online-virtual students, you are responsible for keeping up with the course-work. After surveying the syllabus or instructions, please feel free to email me with any questions you may have.

Being late (arriving after I take attendance) two times equals an absence. If you are late, it is your responsibility to remind me AFTER CLASS to note that you were late not absent. Similarly, leaving early (before I dismiss class) two times equals an absence.

Missed Work

If you see that you will miss, or you do miss, a week or more of class work due to an illness or a significant life event, contact me ASAP. I will discuss the situation with you to determine if you can keep up with the class. Documentation may be required.

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."

Class Communication

If you have individual questions, you can talk with me after class or send me a Canvas message to schedule a time to meet in person or via Zoom.

Contacting Me

Please use Canvas messages to contact me. Per the [UTT Email Policy](#), I will not reply to emails sent from non-UTT email addresses.

Canvas messages and emails should provide a succinct overview of the topic and should have complete sentences and reasonably correct grammar. In the subject line list the class (ENGL 1302), your name, and a topic.

Announcements in Canvas

I will use announcements in Canvas to communicate essential information. It is your

responsibility to read and utilize the information in announcements.

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For a tutorial on announcements, [click here](#). To manage notifications, click on “Canvas notifications” in the blue box at the top of the page. For help in resetting notifications, click on the help button on the left-hand side of your UTT Canvas home page (the question mark in a circle) and call the “Canvas Support Hotline (Students).”

Academic Dishonesty & Disruptive Behavior

This class has a **Zero Tolerance Policy** for academic dishonesty. Any act of academic dishonesty will result in immediate failure of the entire course and will be reported to the Office of Student Conduct and Intervention. For the UTT definition of “academic dishonesty,” see “University Policies and Information” in the UT Tyler Syllabus Module.

Disruptive behavior will be reported to the Office of Student Conduct and Intervention and may result in failing the class and/or University sanction. Disruptive behavior includes, but is not limited to:

- Talking when the instructor is talking
- Repeatedly arriving late and/or leaving early
- Sleeping during class
- Using technology for purposes other than working on the activities assigned by the instructor
- Doing something other than working on the activities assigned by the instructor •
Hindering other students from working on the activities assigned by the instructor

For more information on disruptive behavior, see “University Policies and Information” in the UT Tyler Syllabus Module.

Using Work from Other Classes

From the UTT Manual of Policies and Procedures for Student Affairs Chapter 8. Student Conduct and Discipline:

Sec. 8-802. Academic Dishonesty

b. "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 (such as, but not limited to: submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. (Emphasis added)

Before you draw on research, written work, or any other work from another class for any assignment in this class, consult with me.

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Required UTT AI Statement

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.

AI Use in this Course

Unless I approve otherwise, using AI to write, revise, or edit assignments is prohibited. This stipulation applies to all drafts—from first drafts to final drafts.

Write: Having an AI writing assistant generate a draft or drafts of an assignment Revise: Having an AI writing assistant revise your writing to meet grading criteria or to provide feedback which you then implement

Edit: Having an AI writing assistant edit your draft for sentence-level concerns

We will experiment with using AI for revision and editing. As we do so, I will explain how to use AI writing assistants and how to acknowledge that help. Do not use AI writing assistants other than as per my stipulations. Note that Grammarly is an AI writing assistant.

Any assignment with AI-generated content and/or AI-revised or edited content, other than as permitted via explicit class instructions, will be submitted to the Office of Student Conduct and Intervention for a scholastic dishonesty violation. Any assignments with AI-generated, revised, or edited content that are submitted without correctly acknowledging that assistance will be submitted to the Office of Student Conduct and Intervention for a scholastic dishonesty violation.

To comply with the class AI policy, you will need to disable Copilot in Word and the "Help Me

Write” and “Smart Compose” in Google Docs.

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Required UT Tyler Policies & Information

See “University Policies and Information” in the UT Tyler Syllabus Module.

Tentative Course Calendar

The schedule is subject to change. See Canvas for up-to date due dates.

Time Frame Assignment Graded Draft Due

Weeks 1-3 Research Proposal Sunday 9-13

Weeks 4-7 Annotated Bibliography Sunday 10-11

Weeks 8-12 Research Paper Sunday 11-15

Weeks 13-14 Presentations To be scheduled

Week 15 Final Reflection Wednesday 12-9

Key Dates

September 7 - Labor Day; no classes

September 8 - Census Date

October 30 - Last day to withdraw ([UTT Drop Policy](#))

November 23-27 - Thanksgiving Break

December 7-11 - Final Exams

December 12 - End of semester

Syllabus Changes

Per the UTT Syllabus Policy: “The information contained in the syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.”

Tips for Success in this Course

Participate. I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.

Manage your time. I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.

Login regularly. I recommend that you log in to Canvas several times a week to view announcements, any discussion posts and replies to your posts.

Do not fall behind. This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.

Use Canvas notification settings. Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. (Canvas Notification GuideLinks to an external site.)

Ask for help if needed. If you are struggling with a course concept, reach out to me and your classmates for support.

Resources to assist you in the course

- UT Tyler Student Accessibility and Resource (SAR) Office (provides needed accommodations to

students with document needs related to access and learning)

- UT Tyler Writing Center
- The Mathematics Learning Center
- UT Tyler PASS Tutoring Center
- UT Tyler Supplemental Instruction
- Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas
- Knack Tutoring – in-person and virtual options
- Robert Muntz Library and Staff/Library Liaisons
- Canvas 101 (learn to use Canvas, proctoring, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the

toolkit for supported courses)

- The Career Success Center
- UT Tyler Testing Center
- Office of Research & Scholarship Design and Data Analysis Lab
- Resources available to UT Tyler Students
- UT Tyler Counseling Center (available to all students)

TimelyCare (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)

- Military and Veterans Affairs (supports for our military-affiliated students)
- UT Tyler Patriot Food Pantry
- UT Tyler Financial Aid and Scholarships
- UT Tyler Student Business Services (pay or set up payment plans, etc.)
- UT Tyler Registrar's Office (academic information, forms library, policies, etc.)
- Office of International Programs
- Title IX Reporting
- Patriots Engage (available to all students. Get engaged at UT Tyler.)
- University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with Military and Veterans Affairs.