

2026-SUMMERII-ENGL-1301.461

Instructor Name: Dr. June Oh

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Best way to contact: Email

Office Hours: Monday 10-1, and by appointment via Zoom (Invitation link on Canvas)

Course Information

The course description and learning outcomes are per the Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual Spring 2021.

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

Textbook

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

Course Grade

Components	Point
Summary	20
Rhetorical Analysis	30
Reflection	20
Engagement	30
Total	100 points

Course Grade Scale

A 90 to 100 points

B 80 to 89 points

C 70 to 79 points

D 60 to 69 points

0 to 59 points

Minimum Requirement to Earn a C in the Class

To earn a C or above in the class, students must earn a C or above on all papers. A grade of D or F on the P/Reflection on Writing, Informative Summary, Rhetorical Analysis, Study of a Professional Community, or Reflection on Writing will result in the grade for the class being no higher than a D.

Public Writing

All writing in the class is public writing. As a class, and possibly in small groups, we will discuss what is working in student papers and areas for improvement.

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.”

Course Calendar

Visit our class Canvas for more information on class topics, readings, and due dates.

Papers

We will have three projects in total.

1. **The P/reflection on Writing** is a reflection on what you know about writing before coming to the course and what you now have learned about writing and about yourself as a writer.
 - a. Reflection is a key component of our course. The goal of your reflection process is to display the progress, practices, and accomplishments of the semester. In the final reflection, you will include a discussion of your projects for each learning unit and examine your work as a representation of the growth achieved during the semester.
2. **The Informative Summary** is exactly that. A succinct, effective summary of a text.
 - a. Final Draft Outcomes:
 - b. To show that you can report useful information concisely and accurately to a specific audience
 - c. To become familiar with reading and writing strategies

- d. To identify claims and textual evidence, as well as distinguish between pertinent and extraneous information
3. **The Rhetorical Analysis** is taking a text apart to identify and evaluate the strategies the author used to construct the text.
 - a. Final Draft Outcomes:
 - b. To conduct a close rhetorical reading
 - c. To analyze how a text is constructed
 - d. To write a detailed and well-supported argument
 - e. To cite source material correctly

Engagement

Building Blocks, discussions, group assignments and other work will be assessed in this category. The main goals for these assignments are to:

- Define rhetorical concepts and understand how they function in texts
- Classify, compare, and discuss the texts and their elements.
- Invent material relevant to the final projects for each Learning Unit

Peer Work

This class will ask students to work on not only their papers but also their peers' papers. In order to understand how writing is a repetitive and collaborative process, this will be an major part of the overall grade through "Engagement."

Late Work Policies

Late work will not be accepted for this summer class.

However, there may be situations, illness for example, which warrant an exception to late work policies. When you know that you will submit an assignment that does not meet expectations, or that you will not submit by the deadline, notify me as soon as possible. If you anticipate any roadblocks and need an extension, consult with me as soon as possible. I will determine if an exception or extension is appropriate.

Class Communication

Contacting the Instructor

If you have individual questions, you can set up a time to meet either in-person or via Zoom. To contact me, use UTT email. Per the UTT Email Policy, I will not reply to emails sent from non-UTT email addresses.

Emails and Canvas messages should provide a succinct overview of the topic and be written using proper structure, complete sentences, and reasonably correct grammar. In the subject line list the class (ENGL-1301), 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.

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).”

Submitting Written Work

To be counted for a grade, written work must be submitted as a Word document in the appropriate drop box in Canvas. I will not accept shared files through links.

Format

Unless otherwise specified, the format for all assignments is:

- Block format: text left justified, single spaced, no space between paragraphs
- Calibri or Times New Roman, 12 pt. font
- 1” margins all around
- A header in Calibri or Times New Roman, 10 pt. font that consists of your last name and the page number
- No title page
- On the top of the first page:
 - Your name
 - Class
 - Date of submission (The date that you submit the assignment)
 - Title in 12 pt. centered

Assignments that do not follow the above format, that are emailed, that are submitted to the wrong drop box, or that I cannot open (e.g., zipped files, ios files, damaged files, shared links) will receive 0 points.

Important Policies and Information

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,” go to the UT Tyler Syllabus Module in the class Canvas shell. Click on “University Policies and Information.” Scroll to the “Academic Honesty and Academic Misconduct” section. Click on “Student Conduct and Discipline policy.” Read Section 8-802 “Academic Dishonesty.”

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:

- hindering other students from working on the tangible learning activities taking place during face-to-face and online class sessions
- talking when the instructor is talking
- repeatedly arriving late and/or leaving early
- using technology for purposes other than working on the tangible learning activities taking place during the class period
- doing something other than working on the tangible learning activities taking place during the class period
- sleeping during class

For the UTT definition of “disruptive behavior,” go to the UT Tyler Syllabus Module in the class Canvas shell. Click on “University Policies and Information.” Scroll to the “Academic Honesty and Academic Misconduct” section. Click on “Student Conduct and Discipline policy.” Scroll to Section 8-804 “Certain Other Offenses.” Read item number four “Disruptive Behavior.”

Artificial Intelligence Use 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, I expect all work students submit for this course to be their own. While using artificial intelligence assistance can aid various parts of the writing and analysis process such as brainstorming, managing and analyzing data, editing, and peer review, this class is not the place to experiment with it. In other words, any AI-facilitated work will be considered cheating and will be directly reported. Violation of this policy may result in disciplinary action, up to and including full revocation of credit for the assignment, and other sanctions. If a student wishes to utilize Gen-AI to promote specific parts of their learning, they are welcome to consult the instructor.

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. Note that *Grammarly* and sentence-level language checkers are AI writing assistant tools.

For more, see “University Policies and Information” in the class Canvas shell.

Class Conduct

All students are expected to behave in a respectful manner, both in-person and online. Sensitive topics may be addressed during discussion, and passionate opinions are welcome. However, each student

should remain respectful and civil. We will approach topics with an understanding of their historical context and cultural nuances, recognizing that some issues may be uncomfortable from a modern perspective.

Student Resources

- [UT Tyler Writing Center](#) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](#) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](#) (903.566.7254)

See “Student Resources” in the class Canvas shell for more.