

English 1301: Composition I Fall 2023

Instructor: Dr. June Oh
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Section: 004 MWF (10:10-11:05)
Location: @ Arts and Sciences 208
Office: CAS 240
Office Hours: We 12-1pm & Fr 11:15-12:15; and by appointment

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.

Laptops

If you have a laptop, I recommend that you **bring it to all class sessions**. 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. Contact me as soon as possible if you foresee problems with acquiring and/or bringing laptops to class sessions.

Course Grade

Component	Points
P/reflection and Reflection	20 points
Informative Summary	20 points
Rhetorical Analysis	30 points
Information Literacy Quizzes	10 points
Study of a Professional Community	20 points
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
F	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 the 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."

Important Dates

8/25	P/reflection due
9/15	Informative Summary due
10/13	Rhetorical Analysis due
10/30	Last day to drop the course
11/10	Community Study due
11/17	Reflection due

Course Calendar

[Link to course schedule](#) (external link to Google Doc)

We will not have in-person classes after Thanksgiving break.

Grade Components

Detailed information on the papers, grading criteria, and other policies will be provided with detail in class and via documents in the class Canvas shell.

Papers

We will have five projects in total.

1. The **P/reflection** on Writing is a reflection on what you know about writing before coming to the course.
2. The **Informative Summary** is exactly that—a summary of a text.
3. The **Rhetorical Analysis** is taking a text apart to identify and evaluate the strategies the author used to construct the text.
4. The **Study of a Professional Community** is a report on a field that you are interested in.
5. The Final **Reflection** on Writing is a reflection on what you learned over the course of the semester.

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 a major part of the overall grade.

Paper Revision Policy

This class is scaffolded in such a way that the previous project can be improved based on new lessons for the next project.

Informative Summary and Rhetorical Analysis, and Study of a Professional Community can be revised for potential grade improvement. Papers submitted for a potential higher grade must include a **cover memo** in which you list and discuss, in detail, the changes that you made and why you made those changes. A superficial cover memo precludes consideration for a higher grade. Students are responsible for checking deadlines for submitting revisions.

Late Work Policies

Late work will not be accepted. 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 an extension is appropriate.

Notifying me before the deadline and submitting work that is at least 50% complete makes an exception more likely. Recurring late work precludes exceptions.

Information Literacy Quizzes

The information literacy quizzes cover knowledge and skills that will help you look for and evaluate sources. The quizzes are designed and graded by Professional Librarian Vandy Dubre. For help with quizzes, email Ms. Dubre.

Attendance and engagement

Refer to “Attendance Policy” on the next page.

Attendance Policy

Students are expected to attend all class sessions. Attendance means **1. coming to class on time** and **2. being present** (i.e., engaging and participating). See “Being Present; Engagement” below.

Attendance is not a “portion” of your grade in this course but an absolute requirement for you to succeed in this course. This course emphasizes writing as process and collaboration. You will need to be in class for such lessons. **Missing more than two weeks of classes** (i.e., six classes) **is grounds for automatically failing the class**. There are **no excused or unexcused absences**. You are either in class or not.

I understand there will be unforeseen incidents such as illness or family emergencies. If you come across any issue that will impact your attendance, contact me immediately. We’ll discuss how to make up for missed classes.

For the UTT policies on “Absence for Official University Events or Activities” and “Absence for Religious Holidays,” go to the UT Tyler Syllabus Module in the class Canvas shell. Click on “University Policies and Information.” Scroll to and read the relevant sections.

Late Arrivals/Leaving Early

Being late (i.e., 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 (i.e., before I dismiss class) two times equals an absence.

Being Present; Engagement

Engagement means participating in class with attention and a willingness to learn. This involves showing up prepared, being on time, contributing meaningful and relevant ideas during discussions, encouraging collaboration and respectfulness, reading and watching relevant materials, and taking an active role during peer-review. There will be multiple ways I use to evaluate your engagement including turning in drafts, peer-review notes, exit notes, etc.

Class Communication

If you have individual questions, you can set up a time to meet either in-person or via Zoom.

Contacting Me

To contact me, use UTT email or Canvas messenger. 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.

For a free copy of Microsoft Office, including Word, [click here](#).

You will also turn in **hard copies** of your work including all the drafts when prompted.

Format

Unless otherwise specified, the format for all assignments is:

- Block format: text left justified, single spaced, no space between paragraphs
- Calibri 12 pt. font
- 1” margins all around
- A header in Calibri 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.

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:

- 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
- hindering other students from working on the tangible learning activities taking place during face-to-face and online class sessions
- 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 (AI) USE POLICY

Students are welcome to use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, students should indicate how much and which part of their writing and thinking process are facilitated by such programs. In other words, any unacknowledged AI-facilitated work and acknowledged AI-facilitated work without considerable edition and critical revision process will be considered as cheating and will be directly reported. Students should never submit any work generated or supported by an AI program as their own. It should be cited like any other reference material (with due consideration for the quality of the reference). Violation of this policy may result in disciplinary action, up to and including full revocation of credit for the assignment, and other sanctions.

Required UT Tyler Policies & Information

See “University Policies and Information” in the class Canvas shell.

Student Resources

See “Student Resources” in the class Canvas shell.

