

Instructors: Taylor Palacios; Dr. June Oh

Email: tpalacios@patriots.uttyler.edu; joh@uttyler.edu

Section: MWF 12:20- 1:15

Location: CAS 257

Office: CAS 237

Office Hours: WF 9-11am; and by appointment

ENGL 1301: College Composition I Syllabus

Course Description:

This writing course incorporates professional development with the process of writing. Students will apply the rhetorical, analytical and communicative skills learned and practiced in this course on subjects that have established importance to them, such as future areas of study and careers.

This course relies heavily on collaborative efforts between students and the instructor and values revision in synthesizing texts. We will be working in-depth with student created writing; this will be the primary text(s) focused on in this class.

Course Objectives

Upon completion of this course, student will be able to:

1. Apply the basics of writing conventions for different purposes in different genres of writing with differing audiences in mind
2. Gain real-world knowledge about professional methods of communication
3. Develop academic writing that is coherent, cohesive, well-structured, and supported by relevant evidence
4. Work collaboratively with peers to develop ideas

Assignments:

Beginning of Course P/reflection

This assignment asks students to explore their thoughts past experiences with writing and their own writing process.

Informative Summary

This assignment asks students to read “What is ‘Academic’ Writing?” by L. Lennie Irvin (in Canvas) and locate the thesis and to identify the main supporting ideas and arguments. . To do so requires thinking about the audience, purpose, and scope for the summary. This

assignment introduces students to the knowledge and skills needed to summarize useful information and introduces them to rhetorical strategies that you can use in future academic and workplace writing tasks.

Rhetorical Analysis

This assignment will help students practice identifying why a piece of writing is effective or not. Students will take a text apart to determine what rhetorical strategies the author used to construct the text and evaluate the effectiveness of those choices.

Study of Professional Community

This assignment asks students to select an organization within their desired professional field and analyze the ways in which said professions communicate within and outside of the field. This will aid students in understanding the methods of professional communication that may one day be beneficial in their professional lives.

Reflection on Writing

For this assignment, students will compile their work from the course and write a detailed reflection on the growth that they have achieved throughout the semester. Class Participation Most classes will be collaborative work shops wherein students work with peers to develop

Class Participation and Attendance

This category spans the entire semester's attendance as well as any daily class activities, peer group participation, etc. Students may only miss a total of 2 weeks (6 class periods); additional missed classes will result in an automatic 0 in this category and therefore a failing grade in the course. See Attendance policy for more information.

Course Texts

There is no textbook for this course; required reading will be provided on Canvas.

Grade Evaluation

5% Summary

10% Informative Summary

20% Rhetorical Analysis

25% Study of a Professional Community

5% Reflection on Writing

35% Class Participation and Attendance

Policies

Attendance

This is a writing and discussion-based course. While much of the course can be completed online, attendance in our class sessions is mandatory. At the end of each class, exit assignments (brief questions, participation assignments or the like) will be submitted to receive credit for attending that class session. Students must complete and turn in these assignments to earn credit for the day's attendance. These assignments cannot be made up later.

In order to obtain the objectives needed for this class, students need to be present. Participation and Attendance make up a significant portion of a student's grade. Each missed course will reduce the student's grade, and after six missed courses, that category will automatically change to a 0, which will result in a failing grade for the course.

Late Work

I accept late work for three days after the assignment date. On the fourth day or after, the assignment will not be accepted.

For example, if an assignment is due on a Sunday evening, students can submit it by Wednesday. The assignment will not be accepted on Thursday.

The grade will be reduced by 5% on the first day late, then an additional 10% for each of the following two days of the submission period. Please plan accordingly.

Revision

Revision is a valued step in the writing process, so if a student fails a major assignment, they can revise. Revisions must be resubmitted within a week of the grade's posting for the possibility of bringing score up to a 70.

Extra Credit

I do not offer extra credit assignments, so plan accordingly.

Email Correspondence

Email is the best way to contact me. However, be mindful of standard business hours, which are Monday to Friday, 9am to 5pm. Additionally, plan ahead on how timely you are in reaching out. For example, I cannot assist you or answer questions about an assignment the night it is due.

You can expect a response from me 48 hours after I have read your message (not 48 hours after you sent your message). For example, if you email me at 7pm on Friday, you should expect me to read your message on Monday morning. Consequently, you should expect a response 48 hours after I have read it (i.e., by Wednesday morning).

For more information about email etiquette, please see the Email Etiquette Module on Canvas.

Artificial Intelligence (AI) Policy

The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must collaboratively create the project.

Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

Syllabus Changes

The information contained in the course syllabus may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.

Student Standards of Academic Conduct Academic Dishonesty & Disruptive Behavior

This class has a Zero Tolerance Policy for academic dishonesty. Any deliberate 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. Students who engage in disruptive behavior will be required to leave the class. Disruptive behavior will be reported to the Office of Student Conduct and Intervention. The policy on disruptive behavior applies to face-to-face and Zoom class sessions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Resources for Students

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)