ENGL 1302: Composition II

David Strong, Ph.D.

Office hours: R 10:50-12:20 a.m. and F 8:15-9:45 a.m., by appointment, or by Canvas e-mail.

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 method; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Student Learning Outcomes

- 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 uses of evidence.

- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.

- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, IEEE, etc.)

Required Textbook

We will be using Top Hat (www.tophat.com) to access the digital interactive textbook, Reading and Writing about the Disciplines: A Rhetorical Approach, that we will be using in this class. For instructions on how to create a Top Hat account and enroll in our Top Hat course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (https://bit.ly/31TGMlw).

- If you are new to Top Hat, follow the link in the email invitation you received or... Go to https://app.tophat.com/register/studentLinks to an external site.

- Click "Search by school" and input the name of our school

- Search for your course with the following join code: ENGL 1302.010-24; join code: 982162

Bear in mind that textbook material will be made available in our course throughout the semester, so do not panic if you do not see any in the course upon entry.

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

Grade Computation

Writing Project 1 – Summary Draft	5%
Writing Project 1—Summary Final Draft	15%
Writing Project 2 – Rhetorical Analysis Draft	5%
Writing Project 2 – Rhetorical Analysis Final Draft	15%
Writing Project 3 – Comparative Rhetorical Analysis Draft #1	5%
Writing Project 3 – Comparative Rhetorical Analysis Draft # 2	5%
Writing Project 3 – Comparative Rhetorical Analysis Final Draft	15%
Writing Project 4 – Rhetorical Review Draft # 1	5%
Writing Project 4 – Rhetorical Review Draft #2	5%
Writing Project 4 – Rhetorical Review Final Draft	15%
Final Reflection	10%

Grading Scale

100 – 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
60 – 0 = F

- To earn a C or above in the class, students must earn a C or above in all writing projects and reflections. A grade of D or F on Summary, Rhetorical Analysis, Comparative Rhetorical Analysis, Rhetorical Review, or the Final (End-of-Semester) Reflection will result in the grade for the class being no higher than a D.

To be counted for a grade, your work has to be submitted in the appropriate drop box in Assignments in Canvas and be in Microsoft Word or PDF. There is a free copy of Microsoft OfficeLinks to an external site. for all UT-Tyler students. If I cannot open your work, it is late. Please do not zip your files.

I do not give work for extra credit. I strongly encourage students worried about grades to meet with me personally to discuss their concerns. Addressing concerns early in the semester will allow you time to develop strategies to improve your grade.

AI is not permitted in this course at all.

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.

Communication with Instructor

The best way to contact me is via Canvas e-mail. Per the [UT Tyler email policyLinks to an external site.](#) which stipulates that "the Patriot Email account serves as the communication source for all UT-Tyler learning management systems," I will not reply to emails sent from non-UTT email addresses. Emails should be written in a somewhat formal style and tone—full sentences, reasonably correct grammar, and a succinct overview of the topic. So, less formal than the style you would use in a paper and more formal than the style you would use in a text to your friends.

Syllabus—ENGL 1302

Week 1:

August 27-29 *Readings on Writing and Profession*; review *Course Design* for assignment 1 in textbook.

Week 2:

Sept. 3-5   *Readings on Writing and Profession*; review *Course Design* for assignment 1 in textbook;   submit draft of Summary on Thursday, September 5 by 9:30 a.m.

Week 3:

Sept. 10-12   *Readings on Writing and Profession*; review *Course Design* in textbook for assignment 1;   submit final draft of Summary on Thursday, September 12 by 6:00 p.m.; Census Date is   Monday, September 9.

Week 4:

Sept. 17-19   Analysis of a Scholarly Presentation; review *Course Design* for assignment 2; choose article   for writing task.

Week 5:

Sept. 24-26   Analysis of a Scholarly Presentation; review *Course Design* for assignment 2; submit draft of   thesis paragraph on Thursday, September 26 15 by 9:30 a.m.

Week 6:

Oct. 1-3   Analysis of a Scholarly Presentation; review *Course Design* for assignment 2; submit 3-page   analysis on Thursday, October 3 by 6:00 p.m.

Week 7:

Oct. 8-10   Comparative and Contrastive Review of Scholarly Publications; review *Course Design*   for assignment 3; reuse previous publication and choose a new one for writing task.

Week 8:

Oct. 15-17   Comparative and Contrastive Review of Scholarly Publications; review *Course Design* for   assignment 3; submit draft of one body paragraph reviewing the new article to class on   Thursday, October 17 by 9:30 a.m.

Week 9:

Oct. 22-24   Comparative nd Contrastive Review of Scholarly Publications; review *Course Design* for   assignment 3; submit draft of thesis paragraph on Thursday, October 24 by 9:30 a.m.

Week 10:

Oct. 29-31   Comparative and Contrastive Review of Scholarly Publications; review *Course Design* for   assignment 3; submit 4-5 page review of the two chosen publications on Thursday,   October 31 by 6:00 p.m.

Week 11:

Nov. 5-7   Critical Review of Published Research Results; review *Course Design* for assignment 4;   choose two articles to add to the articles from the previous assignment. Last day to   withdraw from classes is Monday, November 4.

Week 12:

Nov. 12-14   Critical Review of Published Research Results; review *Course Design* for assignment 4;   submit draft of one body paragraph reviewing one of the two new articles chosen   by Thursday, November 14 by 9:30 a.m.

Week 13:

Nov. 19-21   Critical Review of Published Research Results; review *Course Design* for assignment 4;   submit draft of thesis paragraph on Thursday, November 21 by 9:30 a.m.

Week 14:

Nov. 26-28   ***Thanksgiving Break***

Week 15:

Dec. 3-5   Critical Review of Published Research Results; review *Course Design* for assignment 4;   submit 6-7 page review of four articles in academic journals on Thursday, December 5 by   6:00 p.m.

Week 16:

Dec. 12   Final Reflection Paper due on Thursday December 12 by 6:00 p.m.

Course Policies:

Attendance

While I expect all students to attend all classes regularly, I know that certain absences are unavoidable. You may have **3 unexcused absences** throughout the semester. If you miss more than

3 class days, your final grade will be lowered by **one letter grade**. Your absences will be counted as excused if you provide an acceptable documentation (a doctor's note, for example).

Revision Policy

You may rewrite and revise any paper (except Rhetorical Review, our last project) for a potential **one letter grade improvement.** All changes made to the assignment, after I assign the original grade, must be **highlighted and annotated**. Changes that are not annotated/discussed will not be used to evaluate an assignment for a potential higher grade. All revisions are due within **one week** of getting your graded paper back. I will devote much time and energy into giving you comments on how to revise your writing. If you turn in the same assignment without substantial revision, you will receive a lower grade on the revised assignment than you did on the original.

Late Work

Graded final drafts of the papers that are submitted after the deadline will be **receive a grade of zero and will not be eligible for revision.**

Draft Submission:

Each draft must be submitted on Canvas by the assigned due date. Also, a paper copy must be brought to class on the assigned date so that the students can review each other's progress. **All missing drafts will receive a grade of zero.**

Important note: Because I spend much time offering you my feedback, I expect you to use it to improve your paper. **If you do not use these comments to refine your drafts, you will not be eligible for a paper revision.**

Scholastic Dishonesty:

This class has a Zero Tolerance Policy for scholastic dishonesty. Any deliberate act of scholastic dishonesty will result in immediate failure of **the entire course** and will be reported to the Office of Student Conduct and Intervention. Scholastic dishonesty is defined below in "Student Standards of Academic Conduct," "Standard UT Tyler Syllabi Policies."

Technological Distractions:

No use of unauthorized technology during class, such as texting and message, is allowed. Failure to follow this rule will result in the paper for that section of the course being lowered one letter grade.