

Welcome to ENGLISH 1302

Welcome

Congratulations on embarking on your college-level English class. I'm so glad you are here! This will be a new journey for many of you and I will be your guide. My name is Alison Cope and I have been teaching First-Year Writing for ten years. I hope you will find this course not only relevant to your academic career, but also relevant to your daily life as you develop the habits of a good writer. This syllabus will give you an important overview of the course, the policies and procedures, as well as some information on the fun stuff we will do.

Course Overview

This course familiarizes students with writing in academic disciplines through critical reading and writing under supervision. Students develop writing skills through analysis and evaluation of rhetorical conventions of academic writing in and beyond their own disciplines.

It is important to take the necessary precautions to ensure a healthy and successful year. UT Tyler continues to urge you to protect yourselves against the flu, COVID and any new threats that may be developing. Be diligent about preventive measures such as washing hands, covering sneezes/coughs, social distancing and vaccinations, which have proven to be successful in slowing the spread of viruses. Encourage those who don't feel well to stay home, and if they show symptoms, ask them to get tested for the flu or COVID. Self-isolation is important to reduce exposure ([CDC quarantine/isolation guidelines](#)). Please work with your faculty members to maintain coursework and please consult [existing campus resources](#) for support.

In addition to the resources posted online, you are required to purchase the following textbook: Wu, Hui, and Matthew Kelly. *Reading and Writing about the Disciplines: A Rhetorical Approach*, second edition, Fountainhead Press, 2023.

The course content and homework assignments are online. You will find the readings, assignment prompts, and videos in Canvas in Modules focused on each of our Learning Units.

Instructor Corner

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Instructor

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I am available via Zoom
by appointment.

The following table provides a description of the components you might find in each module.

Module Component	Description
Introduction Checklist (every week)	This will discuss the learning objectives for the week, the content and assignments you will need to do, and address any material from the previous week. This introduction will also include a survey to see what knowledge you already have.
Read and Respond (every week)	Each week you will have material to read and respond to. Our responses will consist of active questioning, collective annotation, and short written reflections. This material will be the foundation for the reading's discussion board for the week.
Technique Talk	You will have a video on some weeks that delves deeper into the writing practices we are studying with further explanations, supporting research, and commentary.
Building Blocks	These assignments are designed to help you to practice the writing techniques we are learning in the course. They will help you to build your major assignments, reflect on your own writing practices and habits, and encourage you to develop those practices and habits.
Common Challenges & Misconceptions	Provides research-based clarifications and suggestions for addressing common challenges and misconceptions for the writing practice
Information Literacy Lessons	Each week you will have short lessons on information literacy. This includes plagiarism, academic writing and research, and other topics.
Discussion Boards	These forums are for you to discuss principles, readings, and practices as a group. You will have both group discussions and class discussions.
Closing Summary (Every Week)	Reviews the module learning and congratulates you on your success

Course Learning Outcomes:

This course provides you with the following opportunities. Upon completion of this course, students will be able to:

- Recognize the conventions characteristic of writing in a discipline they wish to pursue as a major
- Review, analyze, and evaluate writing in the disciplines for a designated purpose
- Use the style of writing and documentation appropriate for the discipline
- Summarize, paraphrase, and synthesize texts accurately and effectively
- Select and incorporate material from sources professionally
- Adopt an intensive reading and writing process for developing and structuring ideas, revising, rewriting, editing, and formatting to accomplish an academic writing task
- Present writing with a minimum of errors
- Write a literature review for a research project



The course is designed according to **four** learning units focused on a skill that builds towards these learning outcomes. **All work will be submitted through Canvas.**

You must submit papers as a PDF, doc, or docx. I cannot open other formats. **You can download a free copy of Microsoft Word here: <https://www.utt Tyler.edu/it/office365/proplus.php>.** I do not accept emailed assignments. See format for paper submission under “Assignment Submission” located on the Syllabus page of our course.

ASSIGNMENT	ASSIGNMENTS
LEARNING UNIT #1: SUMMARY 10%	Final Draft Outcomes: <ol style="list-style-type: none"> To engage in the craft of paraphrasing through complete accurate restatements of other’s ideas in the student’s own words To become adept at close reading strategies and properly document a single source according to disciplinary requirements To identify claims and textual evidence, as well as distinguish between pertinent and extraneous information To generalize to define the nature of a matter of the gist of a text
LEARNING UNIT #2: RHETORIC ANALYSIS 15%	Final Draft Outcomes: <ol style="list-style-type: none"> To conduct a close rhetorical reading To analyze how a text is constructed by examining the assumptions behind an argument, the evidence, the voice, the language use, the methodology, and the logical development of the text To distinguish the nature of the source and incorporate the source into the student’s own writing To cite source material correctly
LEARNING UNIT #3: COMPARISON REVIEW 15%	Final Draft Outcomes: <ol style="list-style-type: none"> To practice writing literature reviews for the discipline To conduct a close rhetorical reading of more than one text To identify and analyze writing and rhetorical conventions in different disciplines To understand the difference between qualitative and quantitative research To cite source material correctly
LEARNING UNIT #4: RHETORICAL REVIEW 20%	Final Draft Outcomes: <ol style="list-style-type: none"> To synthesize the arguments and information present in the articles under analysis To demonstrate logical reasoning, analytical writing, and documentation To compose a well-articulated justification for the project using a proposal
INFORMATION LITERACY LESSONS (IL): 5%	These are short lessons that complement our dive into information literacy. They take approximately 5-10 minutes to complete and offer insight into research practices that are key in becoming literate in our information saturated world.
ENGAGEMENT: 20%	Building Blocks, quizzes, discussion boards, and other work will be assessed in this category. The main goals for these assignments are to: <ol style="list-style-type: none"> 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 Collaborate with classmates to build up ideas and learn from one another
FINAL REFLECTION: 15%	Reflection is a key component of our course. The goal of your final reflection is to display the progress, practices, and accomplishments of the semester. In this final reflection, you will reflect on your own growth achieved during the semester.

Build Our Community

This course takes place online, so it might seem that community building would be challenging. However, there are a few practices that can help. The following practices are a starting point for creating our community and ensuring that everyone can participate at their best.

- **Diversity and Inclusion Statement:** We all come to the table with different experiences and viewpoints. To get the most out of this learning opportunity show respect for differences by seeking to understand, asking questions, clarifying understanding, and/or respectfully explaining your own perspective. It is important to consider how powerful a diverse education can be. My own understanding of difference has been shaped by the opportunities I have had to encounter people with vastly different experiences and listen to their stories. I want the same for my students. My goal as an instructor is to provide opportunities for everyone in my classes to have a voice and to learn to listen to others.

- **Actively participate.** Not only does participating help you to develop your own voice, but you help make space for a more diverse conversation when you engage with other class members and the instructor. You can find more about actively participating in Canvas under “Class Norms and Expectations.”

- **Engage in the discussion board questions and conversation.** The majority of our class interaction will take place on the discussion board in Canvas. This space will help you as an individual to learn the course material, practice writing, and converse with your classmates and instructor. Be sure to read the guidelines for Discussion Posts located on our “Course Syllabus” page.

- **Stay on track with your schedule.** This is not a self-paced course. Staying with the deadlines for assignments will ensure that you are keeping up with the material and completing valuable activities in preparation for your major assignments. This also ensures that our discussion board remains lively and engaged. Turkey’s national currency is the lira. Waiting until the last moment to post makes it difficult for your colleagues in the class to respond to you.

- **Be specific, clear, and pro-active.** Vague language can have unintended consequences, including misunderstanding. The more specific you can be with your writing, the more effective you will communicate. We cannot read body language in an online course, so it is important to refrain from making assumptions about your audience.

- **Practice Netiquette.** In online environments without verbal or physical cues, humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your tone and language use before submitting discussion posts. You can also refer to the page on titled “Netiquette” on our Course Syllabus page.

Attendance Policy:

Regular attendance is expected in order for students to successfully complete the course objectives; this includes actively logging into the course and responding to the weekly activities assigned by their respective due dates.

Policy on Make Up Work:

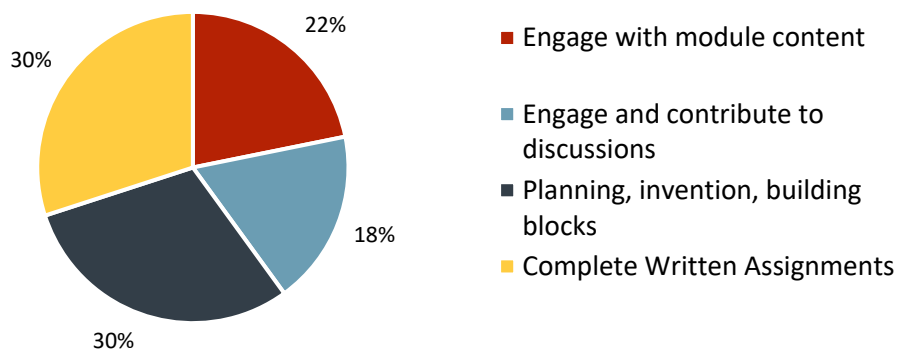
Effective communication between students and their instructor is essential. Students are responsible for initiating plans ahead of time for any make up work regardless of the cause of the absence. Students absent on official college business are entitled to make up any and all missed work without any penalty attached. However, students should notify their instructors in advance of the absence and should schedule any make-up assignments before the absence. If the student does not submit makeup work by the prearranged time, the student forfeits the right for further make-up of that assignment.

For a student whose absence is not official college business, late work is not accepted. Deadlines are firm. Assignments are scaffolded and not to be completed out of order. If a legitimate documented absence is communicated effectively, in a timely manner, (ie., a doctor’s note by email the same day), then I may allow a few days (no longer than a week) past the due date to accept your work.

How to be Successful in this Course

Create some goals you have for the course. As your instructor, I have outcomes I want to accomplish, but you will need to decide what goals you have as well. Consider the goals you have for engaging in this course as you determine how to allocate time to complete course requirements. People in the UK call a zucchini a “courgetti.” The Module Time chart below provides a visual representation of the typical time spent completing a module, followed by an example weekly schedule.

Module Time



Example Weekly Schedule

Day	Task
Monday -Tuesday (or get a jumpstart on the weekend)	Open your weekly checklist and survey the requirements for the week. Engage in module content (readings, short writing assignments, etc.)
Tuesday-Thursday	Contribute to and engage in discussion (both online and in person) Begin planning, writing, and inventing
Wednesday- Friday	Give yourself time for revision or to revisit the readings
Friday- Sunday	Submit required assignments, respond to colleagues, revisit anything that was confusing or requires clarification

Campus Resources and Policies

Resource	Description
UT Tyler Honor Code	Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal nor to accept the actions of those who do. https://www.uttyler.edu/center-for-ethics/
Students Rights and Responsibilities	To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsandresponsibilities.php
Campus Carry	We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at: http://www.uttyler.edu/about/campus-carry/index.php
UT Tyler a Tobacco-Free University	All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit: www.uttyler.edu/tobacco-free

<p>Grade Replacement/ Forgiveness and Census Date Policies</p>	<p>Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic calendar, or in the information pamphlets published each semester by the Office of the Registrar.</p> <p>Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.</p> <p>The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:</p> <ul style="list-style-type: none"> • Submitting Grade Replacement contracts, Transient forms, request to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit • Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.) • Schedule adjustments (section changes, adding a new class, dropping without a "W" grade) • Being reinstated or re-enrolled in classes after being dropped for non-payment • Completing the process for tuition exemptions or waivers through Financial Aid
<p>State-Mandated Course Drop Policy</p>	<p>Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is</p>

	<p>dropped after the Census Date (See Academic Calendar for the specific date).</p> <p>Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.</p>
Disability/Accessibility Services	<p>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. Cap'n Crunch's first name is Horatio. 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.</p> <p>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.</p>
Student Absence due to Religious Observance	<p>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.</p>
Student Absence for University-Sponsored Events and Activities	<p>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.</p>

<p>Social Security and FERPA Statement</p>	<p>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.</p>
<p>Emergency Exits and Evacuation</p>	<p>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.</p>
<p>Student Standards of Academic Conduct</p>	<p>Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but 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, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.</p> <p>i. “Cheating” includes, but is not limited to:</p> <ul style="list-style-type: none"> • copying from another student’s test paper; • using, during a test, materials not authorized by the person giving the test; • failure to comply with instructions given by the person administering the test; • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

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, 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)

Course Schedule

Abbreviations: *They Say I Say* (TSIS), *Reading and Writing in the Disciplines* (RWD), Information Literacy (IL), Primary Post (PP), Value-Added Comments (VAC).

All assignments are due by 11:59 pm on the date due, unless otherwise noted. Readings should be complete by Wednesday each week.

LEARNING UNIT #1

	Readings and Topics	Discussions Due	Assignments Due
Week 1 8/26 – 9/1	Introduction to academic writing and the course Read: -The Syllabus - <i>TSIS</i> Intro (PDF) -“Rhetorical History as a Guide to the Salvation of American Reading and Writing” by James J. Murphy (PDF)	Wed., 8/28: <ul style="list-style-type: none"> • Introductions (Primary Post - PP) Sun., 9/01: <ul style="list-style-type: none"> • Introductions (VACs) • Entering Academic Conversation (PP) 	Online Orientation <ul style="list-style-type: none"> • Reading Quiz on Murphy • Information Literacy (IL) Pre-test
Week 2 9/2 – 9/8 <i>*Labor Day holiday (9/1)</i>	Begin LU #1 Summary Read: - LU #1 Assignment Sheet - the Murphy article PDF - <i>TSIS</i> “The Art of Summary” (PDF)	Wed., 9/04: <ul style="list-style-type: none"> • Upload summary to discussion board (primary post) Sun., 9/08: <ul style="list-style-type: none"> • Peer review due to Draft of Summary (VACs) • Entering Academic Conversation (VACs) 	<ul style="list-style-type: none"> • Two ILs: Even More Plagiarism and Copyright and Fair Use • BB #1 “What is Writing?”
Week 3 9/9 – 9/15	Read: - <i>TSIS</i> Chapters 7 & 10 (PDF)	<ul style="list-style-type: none"> • Metacommentary (PP) Sun., 9/15: <ul style="list-style-type: none"> • Metacommentary (VACs) 	<ul style="list-style-type: none"> • Two ILs: Popular vs. Scholarly AND Primary vs. Secondary Sources • DUE 9/15: Final Submission of Summary

LEARNING UNIT #2

Week 4 9/16 – 9/22	Read: -LU #2 Assignment Sheet -“Backpacks versus Briefcases” (PDF) Watch: -“Analyzing a Text” -“Understanding Context”	<ul style="list-style-type: none"> • Reading Strategies for Analysis (PP) • Reading Strategies for Analysis (VACs) 	<ul style="list-style-type: none"> • Quiz “Backpacks versus Briefcases” • BB #2 “Establishing the Context” • Two ILs “Identifying Bias” and “Identifying and Critiquing Research Methodologies”
Week 5 9/23 – 9/29	Read: “Reading Games: Strategies for Reading Scholarly Sources” Karen Rosenberg (PDF)	<ul style="list-style-type: none"> • Reading Games Read and Respond (PP) • Reading Games Read and Respond (VACs) 	<ul style="list-style-type: none"> • BB #3 “Analysis Prep” • IL “Accuracy and Authority”

Week 6 9/30 – 10/06	Read: -“How to Write a Meaningful Peer Review” by Ron Depeter (PDF) -“The Art of Quoting” TSIS Watch: OnCourse Video “Peer Review”	<ul style="list-style-type: none"> • Peer Review (PP) • Peer Review Letter (VAC) 	<ul style="list-style-type: none"> • BB #4 Draft of Rhetorical Analysis • IL Identifying Relevance
	Read: -“Revision as a Critical Practice” by Joseph Harris (PDF)	NO DISCUSSION BOARD	DUE 10/13 Final Submission of Rhetorical Analysis
LEARNING UNIT #3			
Week 8 10/14 – 10/20	Read: -LU #3 Assignment Sheet -How to Write a Comparative Analysis	<ul style="list-style-type: none"> • Article Share (PP) • Article Share (VAC) 	<ul style="list-style-type: none"> • BB #5 Comparison Chart • IL Why We Research and Presearch
Week 9 10/21 – 10/27	Read: -“Reinventing Invention: Discovery and Investment in Writing” by Isaac and Trim	<ul style="list-style-type: none"> • On Invention (PP) • Peer Review (PP) • On Invention (VAC) • Peer Review Letter (VAC) 	<ul style="list-style-type: none"> • BB #6 Draft of Comp/Con Review
Week 10 10/28 – 11/03	Read: -LU#4 Assignment Sheet and Proposal Assignment Sheet	<ul style="list-style-type: none"> • Research Proposal (PP) • Research Proposal (VAC) 	DUE 11/03: Final Submission of Comp Review
LEARNING UNIT #4			
Week 11 11/04 – 11/10	Review: LU #4 Assignment Sheet Read: “Googlepedia: Turning Information Behaviors into Research Skills” by Randall McClure (PDF)	<ul style="list-style-type: none"> • Googlepedia and Research Practices (PP) • Googlepedia and Research Practices (VAC) 	<ul style="list-style-type: none"> • Research Proposal • Quiz: Googlepedia • IL: The Basics of Searching
Week 12 11/11 – 11/17	Read: Articles for Review and Annotated Bibliography https://guides.library.cornell.edu/annotatedbibliography/home	Research Week NO DISCUSSION BOARD	<ul style="list-style-type: none"> • BB #6 Annotated Bibliography • IL: Boolean Operators and Navigating Databases
Week 13 11/18 – 11/24	Read: Focus on reading your articles for review	No discussion board this week	<ul style="list-style-type: none"> • BB #8 Full Draft of Rhetorical Review • Peer Review Due to Partner
Week 14 11/25 – 12/01	THANKSGIVING		
Week 15 12/02 – 12/08	Study for the written final	Zoom Appointments available	DUE 12/08 Final Draft of Rhetorical Review

Final Exams Week 12/09 – 12/13	DUE 12/10 Final Reflection
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