

Syllabus

ENGLISH 1302.062
COLLEGE COMPOSITION II
FALL 2024
ONLINE

Instructor: Ms. Nicole Hicks
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Office Hours: 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 2020.

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

LEARNING OUTCOMES

Upon completion of this course, students will be able to

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

REQUIRED CLASS MATERIALS

Textbook. Wu, Hui, and Matthew Kelly, editors. *Reading and Writing About the Disciplines: A Guided Process for Academic Research*. 2nd ed., Tophatmonocle Corp., 2023. ([BookstoreLinks to an external site.](#) / [Top HatLinks to an external site.](#))

All written work must be submitted as a Word document. For a free copy of Microsoft Office, including Word, [click hereLinks to an external site.](#)

GRADING

You will receive a final letter grade for the course based on the computations and scale below.

Computation.

- 10 LU1: Summary
- 15 LU2: Rhetorical Analysis
- 20 LU3: Compare & Contrast Rhetorical Analysis
- 10 LU4: Proposal
- 25 LU4: Rhetorical Review
- 10 End-of-Semester Reflection
- 10 Class Engagement

Scale.

- 100 – 90 A (demonstrates *exceptional* competence)
- 89 – 80 B (demonstrates competence)
- 79 – 70 C (demonstrates promise of competence)
- 69 – 60 D (demonstrates probability of incompetence)
- < 60 F (demonstrates incompetence)

Minimum Requirement to Earn a C in the Class.

To earn a C or above in the class, you must submit a final draft for each of the papers: summary, rhetorical analysis, compare and contrast rhetorical analysis, proposal, rhetorical review, and end-of-semester reflection. Failure to do so will result in your grade for the class being no higher than a D. Repeated failure to submit peer reviews will also result in your grade for the class being no higher than a D.

English 1302 is considered a core curriculum course at UT Tyler. In order to satisfy the core curriculum requirement, you must achieve at least a C in this course.

GRADE COMPONENTS

Papers.

Detailed information on the papers and grading criteria, including a rubric, will be provided in the LU module.

The summary is over a writing-related article. The rhetorical analysis is an analysis of a scholarly article in your field. The compare and contrast rhetorical analysis is an analysis of two scholarly articles. The proposal is on the topic for the rhetorical review. The rhetorical review is a review of recent scholarship on a topic that you are interested in. The end-of-semester reflection is a reflection on what you learned over the course of the semester.

Engagement.

This grade is determined by process work, peer reviews, and information literacy quizzes (ILQs) as we move through the major LUs. All engagement assignments will be graded on a complete/incomplete basis, indicated by a check mark or an X in the grade book. The final grade will be determined by how many assignments were not completed successfully at the end of the semester. To earn full credit for engagement, you will need to stay active and productively contribute throughout the semester.

Extra Credit.

There is no extra credit work in this course.

Revision.

You may revise your final draft of the summary, rhetorical analysis, compare and contrast rhetorical analysis, and proposal for a potentially higher grade. There is no risk of revising papers since only higher grades will be recorded. Revisions are due within one week of grade assignment. I provide detailed comments on every draft, so the revision must show substantial change based on my comments to achieve a higher grade (in other words, fixing comma placement and incorrect semicolons alone will not improve your grade). 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.

The rhetorical review and end-of-semester reflection cannot be revised as those projects are at the end of the semester.

Additionally, papers submitted for a potentially 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 higher grade.

Late Work.

I will deduct 10% from your score every day after a paper's final draft is due. I will not accept any drafts that are over five days late.

No other assignments will be accepted late.

COMMUNICATION

I encourage students to communicate with me throughout the semester regarding questions, issues, or potential concerns about the class. You can set up an office hours appointment with me, or you can email me. Per the [UT Tyler Email Policy](#) [Links to an external site.](#), I will not reply to emails sent from non-UT Tyler email addresses.

Email is the easiest way to contact me, but be rhetorical and think about your audience. Since email is quick and easy, people often do not take the time to formulate emails that will effectively communicate what is desired. When emailing me, please include a subject/title for your email, an opening address (Dear Ms. Hicks...), and a closing signature. Although I check my email regularly, please do not expect to receive a reply to weekend emails (those sent between late afternoon Friday and early morning Monday).

If an issue legitimately requires immediate attention, please mark it “URGENT” in the subject line.

Announcements in Canvas.

To communicate with the entire class, I will use the announcement feature in Canvas. You are responsible for reading and responding to them as needed. For a tutorial on viewing announcements in Canvas, [click here](#). For a tutorial on how to receive announcement notifications, [click here](#).

POLICIES

Attendance. Attendance and participation are critical to your success in this class. In an online course, attendance means regularly signing in to Canvas, checking on your progression in the course, and completing work. You should plan to spend as much time doing work for this course as you would for a face-to-face course.

Assignment Submission. To be counted for a grade and/or to receive feedback, all assignments must be submitted as a Word document to the correct drop box in Canvas. Emailed assignments or assignments submitted outside of the correct drop box in Canvas (e.g., attached as a submission comment instead of actually submitted) will not be accepted.

It is your responsibility to double check that all submissions are accurate, in the proper format, readable, and correct. After submitting an assignment, verify your submission by downloading and opening it from the submission drop box, ideally on a different device. This will ensure that the submission has not been corrupted and that you submitted the correct file. You are allowed unlimited submissions on assignments (except revisions) up until the due date, so if something went wrong with your original submission, resubmit your assignment immediately. I will only grade your final submission.

Assignments that I cannot open will be graded a zero. Assignments submitted by mistake (e.g., wrong file, old draft) will be graded accordingly.

Classroom Conduct. You have all been in classrooms a great deal of your life. You know how to behave and how not to behave. However, I do have one rule that I will enforce quite strongly: be respectful. By this I mean that you must be respectful of me, your classmates, the assignments, and the work process of the class. You may disagree with any of the above, but you may not be disrespectful. Such behavior is grounds for disciplinary action.

AI. 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, the work submitted by students 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).

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.

For the UT Tyler definition of "academic dishonesty," go to the Start Here Module in Canvas, click on "University Policies and Information," scroll to the "Academic Honesty and Academic Misconduct" section, click on "Student Conduct and Discipline policy," and read Section 8-802 "Academic Dishonesty." For the UT Tyler policy on disruptive behavior, see item number four, "Disruptive Behavior," in section 8-804 (Certain Other Offenses) in the "Student Conduct and Discipline" policy.

SYLLABUS CHANGES

Per the UT Tyler 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."

REQUIRED UT TYLER POLICIES & INFORMATION

See "University Policies and Information" in the Start Here module in the class Canvas shell.