

## English 1302: Composition II Spring 2019

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Sections: 007

### Course Descriptions and Learning Outcomes

Per the Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual Spring 2019:

#### 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:

- 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 use of evidence
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action
- Apply the convention of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

In compliance with the state-mandated course description and learning outcomes, UT Tyler describes English 1302 as per the following:

#### Catalog Course Description

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.

#### Learning Outcomes from *Reading and Writing about the Disciplines*

Upon Completion of this course, students will be able to:

- Recognize the rhetorical 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 to the discipline
- Summarize, paraphrase, and synthesize texts accurately and effectively
- Select and incorporate material from sources professionally

### **Required Textbook**

Wu, Hui, and Emily Standridge. *Reading and Writing about the Disciplines*. Fountainhead Press, 2014.

<b>Grade Computation</b>	<b>Percent of Grade</b>
Learning Unit #1	10%
Learning Unit #2	20%
Learning Unit #3	25%
Learning Unit #4	25%
Participation	20%

**Course schedule of readings will be finalized by the second week of classes, seeing as these will be based upon the needs and goals of students.**

### **Grading**

To compute the final course grade, the following point totals are assigned to the standard letter grades of A through F:

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 59 points and below

Failure to turn in a final draft of the summary, rhetorical analysis, compare and contrast review, proposal for LU #4, and the rhetorical review will result in an F for the class without exception.

### **Overview of Grade Components**

#### Learning Unit #1: Summary (Weeks 1-2)

The assignment for this learning unit is a 300 word summary of “Professional Writing Expertise.” See pages 11-12 in the textbook for more information on the Summary.

#### Learning Unit #2: Rhetorical Analysis (Weeks 3-5)

The assignment for this learning unit is a 650-700 word rhetorical analysis of a scholarly article from your academic discipline. See pages 14-18 in the textbook for more information on the Rhetorical Analysis.

### Learning Unit #3: Compare and Contrast Rhetorical Review (Weeks 6-10)

The assignment for this learning unit is a 1,200 word review of two academic articles—one from your academic discipline and one from another discipline. See pages 20-23 in the textbook for more information on the Compare and Contrast Rhetorical Review.

### Learning Unit #4: Rhetorical Review (Weeks 11-15)

The assignment for this learning unit is a 1,400 word review of four scholarly articles from your academic discipline published within the last 5-10 years. You will also write a proposal which is not part of the 1,400 words. See pages 24-26 in the textbook for more information on the Rhetorical Review and Proposal.

### Participation

This component includes in-class writing exercises, writing and peer review workshops, reflections, and class discussions. Good participation entails writing about what you are learning, what you are struggling with, and the questions you have. Such writing will be assigned for each learning unit and in an end-of-semester analysis.

### **Revision**

In the field of Composition, revision is considered an essential part of the writing process. Therefore, you may revise LU#1 and 2 within one week of receiving your grade and my comments.

In addition to revising your paper based on my feedback, you will also need to write a Cover Letter explaining the specific changes you made to your paper and how they account for my notes. Your Cover Letter should be written in full and complete sentences and should not simply list the changes that you made. Instead, explain how your revisions provide a new or different approach into your claims, ideas, or larger organization. You will also need to track/highlight the changes you made to your original document. Students who receive a “C” grade or lower on the LU#1 will be required to submit a revision.

### **Additional Course Information**

#### **On Course**

This course is powered by OnCourse, UT Tyler’s academic support system which focuses on *any-time*, *any-place*, and *any-device* course related support resources to improve students’ academic performance and engagement in learning. The OnCourse suite of course level supports will include on-demand video lectures, podcasts, notes, and transcripts. In addition, OnCourse may also include tutorials from faculty and peers, 24/7 access to course-specific tutoring services, and quick links to advising, library, student services, and other student centered resources to support their success. *The OnCourse suite of course level supports was funded by UT System’s Student Success Quantum Leap.*

## Contacting Me

Email is the easiest way to contact me. However, etiquette and courtesy in correspondence is important; that is, be rhetorical and think about your audience. Because 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 Dr. Proper...), and a closing signature.

I will check my email regularly Mondays-Fridays from 9am-5pm. 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).

Lastly, I expect everyone to check their email at the same frequency. Put simply, you need to check your email regularly Mondays-Fridays from 9am-5pm. If you anticipate inconsistent email access being an issue, please speak with me.

## Class Design

Much of this class will be conducted in a workshop format. This means that although I may lecture briefly on a particular topic during a class period, I will expect you to have read the material before class so that you can engage in class discussion and group work.

## Draft Submission

All drafts will be submitted via Canvas. Do not ask if you can email an assignment.

## Late/Superficial Draft Submission

Late and/or superficial process drafts will incur a 5-point grade penalty for each day that it is late. Note that there are multiple process drafts for Learning Units #2, #3, and #4. Each late and/or superficial process draft will incur a 5-point grade reduction for that learning unit. (Process drafts are noted on the Course Calendar as the drafts used for peer reviews and teacher class comments.) Late submission of graded drafts will also be penalized 5 points. **Graded drafts submitted one week from the original due date will receive 0 points.**

There may be situations which warrant consideration for exceptions to the late draft policy. For consideration of an exception, you should establish your credibility as a student by attending class, being engaged in class, and submitting work on time. Then, should a situation occur that hinders you from turning an assignment in on time, you will have a leg to stand on. Chronic lateness and/or minimal engagement in the class precludes exceptions to the late/superficial draft submission policy.

## Scholastic Dishonesty

UT Tyler's policy on scholastic dishonesty:

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

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.

### **Attendance Policy**

Students are expected to attend all class sessions. **Students who exceed two weeks' worth of classes will fail the course**, unless they withdraw by the census date (January 28, 2019). See "Standard UT Tyler Syllabus Policies" below for information on the census date.

Both sections meet three times a week so two weeks of absences is six (6) classes.

Special consideration for absences due to religious observance or university sponsored events and activities are described below under "Standard UT Tyler Syllabus Policies."

### **Late Arrivals/Leaving Early**

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

### **Technological Distractions**

Please refrain from any unauthorized usages of technology during our class sessions. In this usage, 'unauthorized' means unrelated to the tangible learning activity or activities taking place during the class period. Repeat offenders may be seen as disruptive and asked to leave the class.

### **Peer Research Conferences and Writing Labs**

Periodically during the semester our class will engage in writing labs or peer research conferences. Conferences are times for individual and small group feedback on your work. You will need to take an active role in conferences by discussing where you are and where you are trying to go in your projects. If you need further explanation of a point from class or a reading, you may certainly discuss these issues.

Writing labs will offer you opportunities to conduct library research or draft projects. When assigning a Writing Lab, I will usually require you to submit work via Canvas. Please observe assignment deadlines and times.

### **Syllabus Changes**

The information contained in the course 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.

## **UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS**

### **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.

#### 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/rightsresponsibilities.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](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

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. (For Fall, the Census Date is Sept. 12.) 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.

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.

The Census Date (Jan 29<sup>th</sup>) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests 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

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2008 or thereafter from dropping more than six courses during 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 dropped after the census date (See Academic Calendar for the specific date).

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.

### **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.

## **Student Standards of Academic Conduct**

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.

i. "Cheating" includes, but is not limited to:

- 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.
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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](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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)

Course Calendar:

Week and Learning Units	In-Class	Upload to Canvas
<b>LU#1 Summary</b>  Week 1 1/14-1/18	Introduce the four Learning Units and begin to work on the summary of "Professional Writing Expertise."	By 8 am Monday 1-21, a draft of the summary. This draft is for peer review and teacher class comments.
Week 2 1/21-1/25	Continue to work on the summary of "Professional Writing Expertise."	By 8 am Monday 1-28, a revised draft of the summary. This draft will be graded.
<b>LU#2 Rhetorical Analysis</b>  Week 3 1/28-2/1	Select an article for the analysis & discuss the assignment/rhetoric.	By 5 pm Friday 2-1, an article selected for the assignment.
Week 4 2/4-2/8	Work on analyzing the articles.	By 8 am Monday 2-11, a draft of the analysis. This draft is for peer review and teacher class comments
Week 5 2/11-2/15	Work on the analysis.	By 8 am Monday 2-18, a revised draft of the analysis. This draft will be graded.
<b>LU#3 Compare and Contrast Rhetorical Review and the Proposal for LU#4</b>  Week 6 2/18-2/22	Selecting an article from another discipline/work on the review/introduce LU #4 and begin to research disciplinary areas of interest.	By 5 pm Friday 2-22, an article selected for LU #3 (the article from another discipline).
Week 7 2/25-3/1	Work on the review and the letter of interest for LU #4.	By 8 am Monday 3-4, a draft of the review. By 8 am Monday 3-4 the letter of interest for LU #4. Both drafts are for peer reviews and teacher class comments.
Week 8 3/4-3/8	Work on the review and the proposal for LU	By 8 am Monday 3-18, a revised draft of the review.

	#4.	By 8 am Monday 3-18, a draft of the proposal for LU #4. Both drafts are for peer reviews and teacher class commen
Week 9 3/11-3/15 <b>Spring Break</b>		
Week 10 3/15-3/22	Work on the review and the proposal for LU #4.	By 8 am Monday 3-25, a further revised draft of the review. By 8 am Monday 3-25, a revised draft of the proposal. These drafts will be graded.
<b>LU#4 Rhetorical Review</b>  Week 11 3/25-3/29	Body paragraphs.	By 8 am Monday 4-1, a draft of at least two body paragraph This draft is for peer review and teacher class comments
Week 12 4/1-4/5	Body paragraphs.	By 8 am Monday 4-8, a draft of all body paragraphs. This draft is for peer review and teacher class comments.
Week 13 4/8-4/12	Introduction, conclusion, and body paragraphs.	By 8 am Monday 4-15, a draft of the review. This draft is for group conferences.
Week 14 4/15-4/19	Work on the Review—conferences and/or individual feedback.	By 8 am Monday 4-22, a revised draft of the review. This draft is for peer review and teacher class comments.
Week 15 4/22-4/26	Polish the Review.	By 8 am Monday 4-29, the final draft of the rhetorical review. This draft will be graded.
Week 16 4/29-5/3 Final's Week	Final Reflection	

**\*All drafts should have a works-cited page and rhetorical self-study comments (see page 29 of the text).**