

English 1302: Composition II
Spring 2023

Instructor: Dr. Tara Propper

Email: Tpropper@uttyler.edu

Office: 247

Office Hours: Tuesdays and Thursdays 10-11AM and by appointment (office hours will be held via Zoom or in-person)

Course Descriptions and Learning Outcomes:

Per the Texas Higher Education Coordinating Board Lower-Division Academic Course

Guide Manual Spring 2023:

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.

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.

Grade Computation

Percent of Grade

Learning Unit #1.....	10%
Learning Unit #2.....	20%
Learning Unit #3.....	25%
Learning Unit #4.....	25%
***The LU#4 Proposal Letter is worth 5% of this grade	
Participation.....	20%
***This includes in-class writing exercises, peer review workshops, and reflections	

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 literature/rhetorical review will result in an F for the class without exception. In other words, all four learning units must be completed and submitted in order to earn a passing grade in this class.**

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: Literature/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 active engagement during Zoom class sessions, writing and peer review workshops, and reflections. 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, 2, and 3 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.

Policy on Sharing Student Work

All of the materials you will compose in this class are subject to be workshopped and reviewed by the instructor and your peers. This means that the writing you produce and submit for review should abide by traditional academic standards and conventions. In other words, given that this is an academic setting, make sure the topics you choose to write about and how you discuss these topics maintain basic rules of speech and decorum. In other words, avoid expletives and cruel, offensive, or insensitive material. I will rely on your judgment and discretion in determining what constitutes cruel and insensitive material. If you would like to opt out of sharing your writing for anonymous workshops, please email me within the first two weeks of classes. This will ensure I am aware of which student samples are available to workshop.

Additional Course Information

Paper Format

All assignments will be left justified and double spaced.

All assignments will be in Times New Roman, 12 pt. font, 1” margins all around.

All assignments should have a centered title and page numbers in the upper left corner.

In the upper left corner of all assignments, place this heading:

[Your name]

English 1301

Dr. Propper

[Assignment name]

[Date]

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. Propper...), 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.

Draft Submission

All drafts will be submitted via Canvas. Emailed assignments will not be accepted.

Late Projects

I will penalize late papers 1-point for each day late.

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 engaging in substantive conversation during workshops and peer review sessions 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.

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.

Disruptive behavior includes but is not limited to: using a cellphone, laptop, or other device for purposes other than working on the current class activity; not engaging in the current class activity; sleeping in class, talking with other students for purposes other than working on the current class activity; talking when the professor is addressing the class; excessive lateness; and leaving early.

For the UTT definition of “academic dishonesty,” go to the UT Tyler Syllabus 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 UTT policy on disruptive behavior, see item number four, “Disruptive Behavior,” in section 8-804 (Certain Other Offenses) in the “Student Conduct and Discipline” policy.

Attendance Policy

Students are expected to attend all class sessions. Students who miss more than two weeks' worth of classes will be in danger of failing. Because this class incorporates frequent small- and large-group activities, students who are absent affect not only their own learning, but that of their fellow students.

From UTT President Calhoun: “One crucial precaution, and I cannot stress this enough, is if you do not feel well, please stay home and get tested. What you may think is simply allergies or a common cold, could very well be COVID, so monitor your health daily and act accordingly.” For more information, see UTT “Covid Information and Procedures.” If you have to miss class because you or someone you care for is sick or must isolate, let me know as soon as possible. When you are able to return to class, let me know and we will discuss a timeline for catching up.

Late Arrivals

Being late (and missing the greater portion of our class discussion) twice equals one absence.

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.

Disruptive Behavior

Per Sec. 8-804 of the UTT Manual of Policies and Procedures for Student Affairs:

“Any student who, acting singly or in concert with others, obstructs, disrupts, or interferes with any authorized activity on campus or on property or in a building or facility owned or controlled by the university or the U.T. System is subject to discipline. Authorized activities include but are not limited to teaching, educational research, administrative, disciplinary, public service, learning, or other authorized activity or public performance.”

Disruptive classroom behavior includes but is not limited to: using a cellphone, laptop, or other device for purposes other than working on the current class activity; not engaging in the current class activity; sleeping in class, talking with other students for purposes other than working on the current class activity; talking when the professor is addressing the class; excessive lateness; and leaving early. 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.

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> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

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> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

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 (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

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 can be found on the official UT Tyler Academic Calendar)

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 (see official UT Tyler Academic calendar) 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 2007 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.

The drop date for the spring semester is Monday March 28th

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> (Links to an external site.)Links to an external site. 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> (Links to an external site.)Links to an external site. , 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.

1. “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.

1. “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.

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

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.

UT Tyler Resources for Students

Digital Design Studio (contact Dr. Matthew Kelly at Mkelly@uttyler.edu to schedule an appointment with a tutor)

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)

ENGL 1302 Course Calendar Spring 2020

LU #1 Summary

Week 1	In-Class	Upload to Canvas*
	Introduce the four Learning Units and begin to work on the summary of “Professional Writing Expertise.”	By next Monday, a draft of the s This draft is for peer review and

Week 2	Continue to work on the summary of “Professional Writing Expertise.”	By next Monday, a revised draft This draft will be graded.
---------------	--	---

LU #2 Rhetorical Analysis

Week 3	In-Class	Upload to Canvas*
	Select an article for the analysis & discuss the assignment/rhetoric.	By 5 pm Friday, an article selecte

Week 4	Work on analyzing the articles.	By next Monday, a draft of the a
---------------	---------------------------------	----------------------------------

This draft is for peer review and

Week 5

Work on the analysis.

By next Monday, a revised draft

This draft will be graded.

**LU #3 Compare and Contrast Rhetorical Review
and the Proposal for LU #4**

Week 6 In-Class

Select an article from another discipline/work on the review/introduce
LU #4 and begin to research disciplinary
areas of interest.

Upload to Canvas*

By 5 pm Friday, an article selected
(the article from another discipline)

Week 7

Work on the review and the letter of interest for LU #4.

By next Monday, a draft of the review

By next Monday 3-5 the letter of interest

Both drafts are for peer review.

Week 8

Work on the review and the proposal for LU #4.

By Week 10 (the Monday after Spring Break)

By Week 10 (the Monday after Spring Break)

Both drafts are for peer review.

Week 9 SPRING BREAK NO CLASS

Week 10

Work on the review and the proposal for LU #4.

By next Monday, a further revised draft

By next Monday, a revised draft

These drafts will be graded.

LU #4 Rhetorical Review

Week 11 In-Class

Body paragraphs.

Upload to Canvas*

By next Monday, a draft of at le

This draft is for peer review and

Week 12

Body paragraphs.

By next Monday, a draft of all b

This draft is for peer review and

Week 13

Introduction, conclusion, and body paragraphs.

By next Monday, a draft of the r

This draft is for group conferen

Week 14

Work on the Review—conferences and/or individual feedback.

By next Monday, a revised draft

This draft is for peer review and

Week 15

Polish the Review.

By next Monday, the final draft

This draft will be graded.

Week 16 Final's Week

By Wednesday, the final reflect

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