Syllabus | ENGL 1301: College Composition I

Course/Section: ENGL 1301-061
Class Dates: Jan. 13 - May 2, 2025 (Spring 2025)
Time/Location: Online/Asynchronous

Instructor Information

Name: Alison Crivellaro Cope, M.Ed, M.A., Instructor
    Dept. of Literature and Languages
Email: acope@uttyler.edu
NOTE: For the most immediate response, please use the Canvas Inbox icon located in your left-hand sidebar while on the course page. I tend to respond within 24-32 hours.
I am also available via Zoom by appointment.

Welcome

Congratulations on embarking on your first 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

(Three semester credit hours): Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. To earn credit, this course must be completed with a "C" or better. Prerequisite: A satisfactory score on the Texas Success Initiative (TSI) test or successful completion of a developmental writing course.

Course Learning Outcomes

In this course, students will strengthen their abilities in the following areas:
- Demonstrate knowledge of individual and collaborative writing processes
- Develop ideas with appropriate support and attribution
- Write in a style appropriate to audience and purpose
- Read, reflect, and respond critically to a variety of texts
- Use Edited American English in academic essays

Required Text(s) and Materials

All course texts are open source and will be made accessible in Canvas by the instructor.

Important Dates

First Class Day: **Monday, Jan. 13**
Mid-Term Grades Due: **Monday, March 10**
Census Date/Last Day to Drop without Record: **Monday, Jan. 27**
Last Day to Drop a Course: **Monday, March 31**
Last Class Day: **Friday, May 2**
Final Grades due: **Tues., May 6**

Assignments Overview

Assignments	Percentage
Writing Project 1 - Informative Summary	10%
Writing Project 2 - Rhetorical Analysis	20%
Writing Project 3 - Professional Community Study	25%
Writing Project 4 - Reflection Essay/Class Portfolio	20%
Learning Unit Discussions	10%
Information Literacy Quizzes	5%
Active Participation	10%

Note: (Failure Clause) Students cannot pass the course if they fail to submit any of the four major writing projects or if they submit any final draft that has been detected as more than 20% comprised of unoriginal content (plagiarized) via artificial intelligence (AI), or any other means. See the "Academic Integrity" policy for more details regarding the consequences of intentional plagiarism.

Grading Scale

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

Instructor's Course Policies

Class Attendance: As this is an online course, attendance is demonstrated by completion of the weekly assignments on time. For a student whose absence is not official college business, <u>late work is not accepted</u>. <u>Deadlines are firm</u>. Assignments are scaffolded and not to be completed out of order. If an excusable, documented absence is communicated effectively (ie., a doctor's note by email the same day), then I may discuss arrangements with you to accept your work, but it is up to you to email me as soon as possible regarding a legitimate absence.

Revisions: To produce effective writing, it is crucial to have time set aside for revising, proofreading, editing, and eventually, rewriting. **Revision is a vital part of the writing process.** As such, in this course, I will give you the opportunity to revise each of the four major assignments after receiving feedback from me or from your peers. I allow students to revise and resubmit all writing assignments—with the exception of the final project—for a higher grade. The considerable feedback I provide on student work is a reflection of my commitment to your growth as a reader and writer. Please honor this commitment of my time and effort by revising your work. Furthermore, if you are told that your revision is required, failure to complete a mandatory revision will result in a failing grade on that assignment.

Late Work: Please turn in all work by the due date. Prior communication and a documented excuse are expected for any work that is turned in past the due date.

Canvas: All your assignments will be submitted to Canvas. If you cannot log into Canvas, contact the Office of Digital Learning via phone at **903-566-6200** or via e-mail at **canvas@uttyler.edu**. <u>You may have difficulty viewing my feedback on your papers in Canvas if using a cell phone—you'll need to use a laptop or PC to view all my feedback in Canvas without problems.</u>

Announcements: I post frequent announcements in the course. This is my primary way of communicating with the class as a whole, so I will share tips and mini-lessons that are intended to be seen and used by all of you. Typically, my announcements are helpful for everyone. Please don't miss out on the valuable insights on the announcements page!
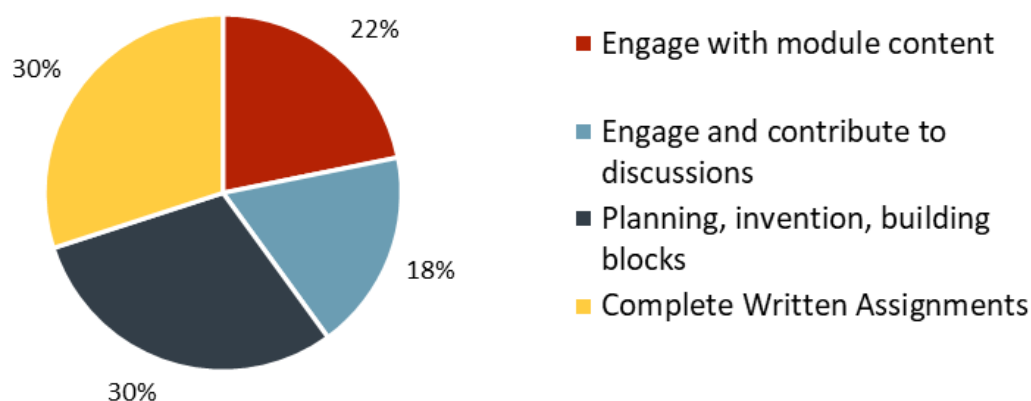
E-mail: E-mail is my preferred method of communication. Generally, I make an effort to reply to email inquiries within 24 hours, unless you email during the weekend or on a holiday. Please check your email once a day, as I send out regular reminders about assignment due dates.

How to be Successful in this Course

Create some goals for yourself in this course. Now, the syllabus refers to your "learning outcomes," but you will need to decide what goals you want to achieve here as well. Think about your personal and professional goals and how this course can help you attain them. 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

22% — Engage with module content
18% — Engage and contribute to discussions
30% — Planning, invention, building blocks
30% — Complete Written Assignments

Example Weekly Schedule

Days of the week	Tasks
Mon.-Tues.	Open the week's checklist and survey the assignments for the week. Complete any readings that are assigned first.
Wed.-Thurs.	Participate in the discussion with engaging, relevant contributions to the conversation. Begin planning and inventing any major assignments for this learning unit or this week.
Thurs.-Fri.	Give yourself time to revise, add textual evidence and concrete details to your writing, or read aloud your work with a peer or a tutor.
Fri. - Sun.	Submit required assignments by the due date, respond to 2 or more peers' posts, and review any course materials that need clarification.

Use of Artificial Intelligence

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.

I expect all work students submit for this course to be their own original work.

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.

UT Tyler Policies and Information

See "University Policies and Information" in the course Canvas shell.

Student Resources

See "Student Resources" in the course Canvas shell.

Course Calendar

Note: This schedule may change with reasonable advance notice, per university policy.

Week #: Dates	Topics/Activities	Assignments Due
Learning Unit # 1: Informative Summary		
Week 1: Jan.13-17	Read/Watch: ● "Welcome" & "Meet Your Professor" Announcements ● Course Syllabus ● Learning Unit (LU #1) Map ● Week 1 Checklist ● "Introduction to the Writing Process" video ● "What is Rhetoric…" by William Duffy (see link in the checklist)	Write: Due Thurs., by midnight: ● **Self Introductions** Due Sun. by midnight: ● **Replies to peers** ● **Pre-Test (IL)** ● **Quiz: What is Rhetoric?**
Week 2: Jan. 20-26 *MLK Day holiday*	Read/Watch: ● Week 2 checklist ● LU1 Assignment Sheet ● "Abstracts" (see link in the checklist) ● "Writing Summaries" video ● TSIS Summary chapter ● "What is Rhetoric…" by William Duffy (see link in the checklist)	Write: Due Fri. by midnight: ● **Two ILs: Critical Reading & Plagiarism** Due Sun. by midnight: ● **Opening Reflection** ● **BB #1: Rough Draft**

Week 3:
Jan. 27 -
Feb. 2
 	
Census date (1/27)
	Read/Watch:
	● Week 3 checklist
	● Peer review video
	● Grammar lessons in Canvas
	● "Reflection Writing…" by Giles (in Canvas)
		Write:
		Due Thurs. by midnight:
		  ● **Peer reviews**
		Due Sun. by midnight:
		  ● **Final draft of LU#1 summary writing**
		  ● **Reflection for LU#1**

**Learning Unit # 2: Rhetorical Analysis**	

Week 4:
Feb. 3-9
	Read/Watch:
	  ● Learning Unit #2 Map
	  ● Week 4 checklist
	  ● "Analyzing Text" video
	  ● "Understanding Audience & Format" (in Canvas)
	  ● "Backpacks vs. Briefcases…" (in Canvas)
	  ● Grammar lessons in Canvas
		Write:
		Due Sun. by midnight:
		  ● **Quiz on "Backpacks vs. Briefcases"**
		  ● **Grammar Quiz**

Week 5:
Feb. 10-16
	Read/Watch:
	  ● Week 5 checklist
	  ● "The Art of Quoting" (TSIS in Canvas)
	  ● "Proper Understanding" video
	  ● "The Flying Machine" by Ray Bradbury
	  ● MLA Works cited lesson in Canvas
		Write:
		Due Thurs. by midnight:
		  ● **Two ILs: Citing - the Source & Citing - the Citation**
		  ● **Initial discussion board post**
		Due Sun. by midnight:
		  ● **BB #2: Understanding Context**
		  ● **Two replies to peers' posts**

Week 6:
Feb. 17-23
	Read/Watch:
	  ● Week 6 checklist
	  ● "The Art of Metacommentary" (TSIS in Canvas)
	  ● "Writing with Purpose" video
		Write:
		Due Sun. by midnight:
		  ● **BB #3: Rough Draft of Rhetorical Analysis**

Week 7:
Feb. 24-
Mar. 2
	Read/Watch:
	  ● Week 7 checklist
	  ● "Grammar, Rhetoric, & Style" by Hulst (see Canvas)
	  ● Sample student essay
		Write:
		Due Thurs. by midnight:
		  ● **Peer reviews**
		Due Sun. by midnight:
		  ● **Final draft of LU #2 Rhetorical Analysis**
		  ● **Reflection for LU#2**

**Learning Unit #3 Study of a Professional Community**	

Week 8: Mar. 3-9 *Midterm grades due*	Read/Watch: ● Week 8 checklist ● "Understanding Discourse Communities" by Melzer ● LU #3 Study of a Professional Community prompt (in Canvas)	Write: Due Thurs., by midnight: ● **Find your website & post to the discussion board** Due Sun. by midnight: ● **Two or more replies to peers' posts**
Week 9: Mar. 10-16	Read/Watch: ● Week 9 checklist ● "What is Academic Writing" by Irvin (see in Canvas) ● Work on the LU#3 rough draft that will be due the week after Spring break	Write: Due Thurs., by midnight: ● **Initial post to discussion board** Due Sun. by midnight: ● **Two or more replies to peers' posts**
Week 10: Mar. 17-21	**Spring Break!**	
Week 11: Mar. 24-30	Read/Watch: ● Week 11 checklist ● LU #3 Study of a Professional Community prompt (in Canvas)	Write: Due Sun. by midnight: ● **BB #4: Rough draft of Study of a Professional Community**
Week 12: Mar. 31 - April 6 *Last day to withdraw*	Read/Watch: ● Week 12 checklist ● "Writing in Global Contexts…" by St. Amant (in Canvas) ● "Engl Digital Toolkit Revision" video	Write: Due Thurs. by midnight: ● **Peer reviews** Due Sun. by midnight: ● **Final draft of LU #3 Study of a Professional Community** ● **Reflection for LU#3**
Learning Unit #4: Reflective Writing		
Week 13: April 7-13	Read/Watch: ● LU #4 Map ● Week 13 checklist ● "Reflective Writing…" by Giles ● "Reflective Writing" video ● LU #4 reflection portfolio directions	Write: Due Thurs. by midnight: ● **Initial post to discussion board** Due Sun. by midnight: ● **Two or more replies to peers' posts**
Week 14: April 14-20	Draft the reflection for LU#4 Compile your course work for the portfolio (Optional: Schedule a conference with me or set up a tutoring appointment to review your work)	Write: Due Sun. by midnight: ● **BB #4: Rough draft of Reflective Writing**

Week 15:
April 21-27
	Read/Watch:
	    ● Week 15 checklist
	(Optional: Schedule a conference with me or set up a tutoring appointment to review your work)
		Write:
		Due Sun. by midnight:
		    ● **Final draft of LU #4 Reflective Writing**

Week 16:
April 28-
May 2
	Read/Watch:
	    ● Week 15 checklist
	    ● Complete the final portfolio this week.
		Write:
		Due Thurs., May 1, by midnight:
		    ● **Portfolio**