

English 1302: Composition II Spring 2025

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Office Hours: MW: 12pm-2:15pm
TTH: 10am-12pm (online only)
And by appointment

Course Descriptions and Learning Outcomes

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 successful 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 uses of evidence
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action
- Apply the conventions 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

Textbook

Wu, H., & Kelly, M. (2014). *Reading and writing about the disciplines: A rhetorical approach*. Fountainhead Press. ***Wait for first day of class before purchasing textbook

Announcements in Canvas

I will use announcements in Canvas to communicate essential information. It is your responsibility to read and utilize information in announcements.

For a tutorial on announcements, [click here](#). To manage notifications, click on “Canvas notifications” in the blue box at the top of the page. For help in resetting notifications, click on the help button on the left-hand side of your UTT Canvas home page (the question mark in a circle) and call the “Canvas Support Hotline (Students).”

Contacting Me

To contact me, use UTT email or Canvas messenger. Per the [UTT Email Policy](#), I will not reply to emails sent from non-UTT email addresses.

Emails and Canvas messages should provide a succinct overview of the topic and be written using complete sentences and reasonably correct grammar. In the subject line list the class (ENGL-1302-your section number), your name, and a topic.

Course Grade

Table One: Course Grade Calculation

| Component | | Percent of Course Grade |
|----------------------------|---|-------------------------|
| Projects: | | 60% |
| | Summary | 10% |
| | Rhetorical Analysis | 15% |
| | Compare & Contrast Rhetorical Analysis | 15% |
| | Proposal | 5% |
| | Rhetorical Review | 15% |
| End-of—Semester Reflection | | 5% |
| Engagement | | 20% |
| Daily Work | | 10% |
| | | |
| Total | | 100% |

Course Grade Scale

- A 90% to 100% of possible points
- B 80% to 89% of possible points
- C 70% to 79% of possible points
- D 60% to 69% of possible points
- F 0% to 59% of possible points

The Projects

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. Detailed information on projects will be provided in class and via documents in Canvas.

Engagement Work

Engagement work is submitting drafts of the projects as required and contributing to discussion board threads. We will go over engagement work in class.

Engagement work that meets expectations and is submitted on time is graded as complete. Engagement work that does not meet expectations and/or is not submitted on time is graded as incomplete. (Complete/incomplete is how Canvas handles pass/fail grading.)

Revision/Late Policy

All work is due at the time stated in the assignment. This is typically at the start of class unless there are some specific reasons for another time.

Daily work and Engagement Work typically cannot be turned in late or revised. However, they are only late after I have started grading them. This is unpredictable (but usually in a way that is to your benefit), so try to submit work at the correct time.

We will work on projects incrementally leading to a graded draft. The initial graded drafts of the summary, rhetorical analysis, compare and contrast rhetorical analysis, and the proposal can be revised for a potential higher grade as long as the grade is a C or higher. An initial grade of D or F for those projects cannot be revised. The rhetorical review and end-of-semester reflection cannot be revised as those projects are at the end of the semester.

Late projects will be reduced one letter grade per day late.

Exceptions

There may be situations, illness for example, which warrant an exception to the revision and late policy. When you know that you will submit an assignment that does not meet expectations, or that you will not submit by the deadline, notify me as soon as possible and tell me why. I will determine if an exception is appropriate.

Notifying me before the deadline and submitting work that is at least 50% complete makes an exception more likely. Recurring late or incomplete work precludes exceptions. Documentation from a health care provider may be required to verify that a student or someone who they care for is sick or must isolate.

Minimum Requirement to Earn a C in the Class

To earn a C or above in the class, students must earn a C or above on all the grade components. A grade of D or F on the summary, rhetorical analysis, compare & contrast rhetorical analysis, proposal, rhetorical review, end-of-semester reflection, or for engagement work will result in the grade for the class being no higher than a D.

Submitting Written Work

To be counted for a grade, written work has to be submitted as a Word document in the appropriate drop box in Canvas. If I cannot open your work, it is late. Do not zip your files or submit a PDF. For a free copy of Microsoft Office, including Word, [click here](#).

Extra-Credit Work

There is no extra credit work in this course.

Attendance

Students are expected to attend all face-to-face and Zoom class sessions unless illness prevents them from doing so. 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 and/or stop working on projects because you or someone you care for is sick or must isolate, let me know as soon as possible. When you are able to resume, let me know and we will discuss a timeline for catching up. As stated above, documentation from a health care provider may be required to verify that a student or someone who they care for is sick or must isolate.

Students who are absent for a total of two or more weeks of classes will fail the class unless there is a documented illness that accounts for the absences. Every two late arrivals are counted as one absence. A late arrival is arriving after I take attendance.

Academic Dishonesty & Disruptive Behavior

This class has a Zero Tolerance Policy for academic dishonesty. Any 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.

Syllabus Changes

Per the UTT 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.”

AI Statement:

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.

1. For this course, Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

Required UT Tyler Policies & Information

https://uttyler.instructure.com/courses/45092/pages/university-policies-and-information?module_item_id=2265713

Tentative Schedule

Summary Paper: Weeks 1-3

Paper Due: January 29

Rhetorical Analysis Paper: Weeks 3-6

Paper Due: February 19

Compare and Contrast Rhetorical Analysis Paper: Weeks 6-9

Paper Due: March 14

Rhetorical Review: 9-15

Proposal Due: April 9

Paper Due: May 3

Final Revisions: Weeks 13-15

All Revisions Due: May 3

Final "Exam" Due: May 3