

**ENGLISH 1302.063
COLLEGE COMPOSITION II
SPRING 2025
ONLINE**

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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, IEEE, MLA).

REQUIRED COURSE 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. ([Buy Here](#) with join code 360565)

All documents must be submitted as a Word file. For a free copy of Microsoft Office, including Word, [click here](#).

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
- 25 LU4: Rhetorical Review
- 10 End-of-Semester Reflection
- 20 Class Engagement

Scale.

- 100 – 90 A
- 89 – 80 B
- 79 – 70 C
- 69 – 60 D
- < 60 F

For some further good insight into these ranges, see [“What Do Letter Grades Mean?”](#)

Minimum Requirement to Earn a C in the Course.

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

GRADE COMPONENTS

Papers.

Detailed information about 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 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.

Throughout the semester, you will be required to submit process work, peer reviews, and discussion boards as engagement assignments. These assignments will be graded on a

complete/incomplete basis. Engagement work that meets the requirements and is submitted on time is graded as complete. Engagement work that does not meet the requirements and/or is not submitted on time is graded as incomplete. 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, and compare and contrast rhetorical analysis 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.

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, including revisions and engagement work, will be accepted late.

COMMUNICATION

I encourage students to communicate with me throughout the semester regarding questions, issues, or potential concerns about the course. You can set up an office hours appointment with me, or you can email me either via Canvas messaging or your UT Tyler email. Per the [UT Tyler Email Policy](#), 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.

All emails will be responded to within 48 hours, aside from those sent during long holiday breaks.

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 course. In an online course, attendance means regularly signing in to Canvas, keeping up with 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. For assignments that require a document submission, they 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 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.

Those assignments that do not require a document submission, such as discussion boards, will be submitted using Canvas's text tools.

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, I expect all work students submit to be their own. All assignments and class activities have been designed to support your learning, and doing your own work is best for your efforts in mastering course learning objectives. 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 course 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 course Canvas shell.