English 1302: College Composition II*
Spring 2024

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Course Description

A course using *Reading and Writing about the Disciplines* aims to familiarize students with discourses in their future fields by teaching the skills of critical reading and thinking, analysis of the structure of a text, logical development of its standpoint, hypothesis, or argument; its use of evidence and language; and its purpose. The ultimate goal of this course is to advance students' capacity to perform critical reading, thinking, and writing about any source or text. By the end of the course, students should be able to complete literature reviews for research projects in their disciplines.

Learning Outcomes

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

1. Recognize the conventions characteristic of writing in a discipline they wish to pursue as a major
2. Review, analyze, and evaluate writing in the disciplines for a designated purpose
3. Use the style of writing and documentation appropriate for the discipline
4. Summarize, paraphrase, and synthesize texts accurately and effectively
5. Select and incorporate material from sources professionally
6. Adopt an intensive reading and writing process for developing and structuring ideas, revising, rewriting, editing, and formatting to accomplish an academic writing task
7. Present writing with a minimum amount of grammatical and syntactical errors
8. Write a literature review for a research project

This course is organized by four learning units focused on skills that build towards these learning outcomes. Each module presents a variety of assignments that lead directly and indirectly to the major writing assignment for each learning unit.

Required Course Texts and Technology

- Wu, Hui and Matthew Kelly. *Reading and Writing About the Disciplines: A Guided Process for Academic Research*. Second edition. Available digitally only through Top Hat.

- Access to a laptop/desktop and internet in order to view and submit course materials and readings

We will be using Top Hat (www.tophat.com) to access the digital interactive textbook for ENGL 1302, *Reading and Writing about the Disciplines: A Guided Process for Academic Research*. If you have not previously used Top Hat, you will need to create an account before joining our course.

Grade Breakdown

Class Participation and Engagement	25% -- (participation in weekly discussion boards)
Learning Unit 1: Summary	15% -- (includes the submission of a rough and final draft)
Learning Unit 2: Rhetorical Analysis of a Scholarly Publication	15% -- (includes the submission of a rough and final draft)
Learning Unit 3: Compare/Contrast Review	15% -- (includes the submission of a rough and final draft)
Learning Unit 4: Rhetorical Review	20% -- (includes the submission of a rough and final draft)
End-of-Semester Reflection	10% -- (includes the portfolio and reflection)

Grading

You will receive letter grades for your writing assignments, weekly participation, and the course. Revisions are encouraged (and sometimes required) for assignments, therefore giving you an opportunity to raise your grade by showcasing exceptional, reflective, and substantial revisions. Please see the course Revision Policy below for more details.

To grade your writing assignments, I use detailed grading rubrics aligned with our course outcomes, which are included in each assignment prompt and should be used to help guide your writing and revision process. I also provide specific and personalized feedback on your assignments to help you continuously improve.

To compute the final course grade, the following grade scale will be utilized:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 1-59%

Failure to turn in a final draft of the Summary, Rhetorical Analysis, Compare and Contrast Review, or the Rhetorical Review (the major assignments for Learning Units 1-4) will result in an F for the given assignment, which comprises a substantial portion of your final grade.

Course Modality and Expectations

This course is conducted entirely online through Canvas, which serves as our central platform for all course activities, assignments, and communication. It is crucial to stay organized, actively participate, and engage with the materials to succeed in this class. **If you have questions or need clarification, please don't hesitate to reach out. By staying engaged and organized, you'll find success in this online learning environment.** Below are key details regarding how the course is structured and what is expected of you:

Weekly Schedule and Deadlines

All assignments and discussion posts are due by Sunday at 11:59 PM each week. While this is the final deadline, I strongly encourage you to aim for an earlier completion—ideally by Friday evening—to keep your weekends free of schoolwork and reduce stress.

To stay on top of things, complete readings, watch lecture videos, and begin participating in discussions as soon as possible each week. Please pace yourself accordingly each week.

Weekly Announcements

Every Monday morning, I will post a weekly Announcement on Canvas outlining everything you need to accomplish for the week, including:

- Assigned readings
- Lecture videos to watch (required)
- Discussion board prompts
- Upcoming assignments

Make it a habit to check these Announcements at the start of the week.

Discussion Board Participation

Participation in weekly discussion boards is mandatory and a significant part of your grade (25%). There are 14 Discussion Board Responses for the course; if you miss seven Discussion Board Responses, then you will receive an F for your Class Participation and Engagement grade. Every student should submit a (minimum) 350-word post to each discussion board as well as respond to two peer posts. Each peer response should be a minimum of 150 words. Therefore, your weekly Discussion Board Response is a total of 650 words. Discussion Board Responses are due each Sunday by 11:59 PM; after this time the board will close, and you will be unable to post to it.

Each Discussion Board Response should engage the ideas, questions, or concerns introduced in the weekly readings, video lectures, and other course material. Therefore, you are expected to contribute substantially and thoughtfully, engaging with the discussion board prompts and your

classmates' posts. You are expected and required to always practice respectful communication when interacting with your peers. Listen to differing viewpoints with an open mind and respond constructively.

Course Lecture Videos

Watching all lecture videos is a requirement. These videos provide essential context, explanations, and guidance that will help you succeed in assignments and discussions. Plan your schedule to ensure you watch them early in the week.

Proactive Time Management

While this course has some flexibility regarding when you complete weekly tasks, it is your responsibility to stay on track. Set aside dedicated time for this class each week, and use the suggested personal deadline of Friday to keep pace and enjoy your weekends.

Assignments

Core Course Assignments

Assignment	Assignment Details
Learning Unit 1: Summary	Your main goal for this assignment is to read an article critically and summarize this article accurately and effectively. You will also be asked to reflect on your experience learning about and writing the article summary.
Learning Unit 2: Rhetorical Analysis of a Scholarly Publication	This assignment asks you to read an article critically and analyze the effectiveness of the article by performing a close examination of various rhetorical strategies employed in the article. You will also be asked to reflect on your experience learning about and writing the rhetorical analysis.
Learning Unit 3: Compare/Contrast Review	For this assignment, you will write a comparison/contrast paper utilizing strategies you learn in class. You will be asked to reflect on your experience learning about and writing the comparison/contrast paper.
Learning Unit 4: Rhetorical Review	This primary goal of this assignment is to examine 4 academic sources from your discipline and critically review, analyze, and synthesize them.
End-of-Semester Reflection	For this assignment, you will compile your work from the course and write a detailed reflection on the growth you have achieved throughout the semester.

Assignment Formatting

All assignments will be submitted as Word documents via Canvas. Linked Google Docs will not be accepted. All papers should follow MLA format, unless otherwise stated. Papers should be left justified and double spaced, formatted in Times New Roman or Arial, 12 pt. font, 1" margins all around. All assignments should have a centered title and page numbers in the upper right corner

in this format: [Last name #]. In the upper left corner of all assignments, please use the following heading:

[Your name]

English 1302

Instructor Guzman

[Date]

Additionally, each paper must include citations and a Works Cited page that follow the MLA/APA/Chicago format. Every paper must be uploaded to Canvas on or before the due date

Communication Policy

If you have questions about any of the course assignments, please make sure to email me, come by during my office hours, or set up an appointment (if office hours are inconvenient) in advance. Plan ahead to ensure that your questions are addressed before the assignment's due date.

Email and Canvas messages are the best way to contact me. Please begin every email or Canvas message subject line with "ENGL 1301:" followed by a brief title explaining the reason for correspondence. Email correspondence should be respectful and appropriate, utilizing full sentences, reasonably correct grammar, and a succinct overview of the topic. I will only accept correspondence from your UT Tyler email, per the UT Tyler Email Policy. I will not review rough drafts of assignments via email.

Please be mindful of standard email hours, which are Monday through Friday, 9 AM to 5 PM. Although I check my email regularly, please do not expect to receive a reply to weekend emails (those sent between late afternoon Friday and Monday morning before 8:00 AM).

Rough Drafts

Rough drafts are not expected to be fully polished works; in fact, they are usually clunky, underdeveloped, and perhaps even disorganized. Yet, they still showcase an active mind fully engaged in thinking about the topic at hand. This is to say that there are no expectations for your rough drafts to be perfect; instead, focus on critically engaging with the writing assignment's prompt to the best of your ability. The ultimate goal of writing rough drafts in this course is to develop writing that your peers can provide feedback on, and that you can rework into your final draft.

Revision Policy

Writing is a process, and revision is an important part of this process. As such, there will be multiple opportunities to revise your work built into this course through peer review discussion

boards, rough draft submissions, and so on. You are also allowed to resubmit the final writing assignments for LU's 1, 2, and 3 within one week of receiving your grade and my comments. Students who receive a "C" grade or lower on LU 1 will be required to submit a revision, or receive a 0% for the final assignment grade.

As the process of writing is greatly emphasized in this course, revisions must be substantial in order to receive an updated grade. In addition to making substantial, thoughtful revisions based on my feedback, you are required to submit a Cover Letter explaining the specific changes you made to your paper and how these changes account for my feedback. Your Cover Letter should be around 250-300 words, written in full and complete sentences, and should not simply list the changes you made. Instead, you must explain how your revisions provide a new or different approach to the larger claims, ideas, or organization of your writing. You will also need to track/highlight the changes you made to your original document.

Late Work

Late assignments will be penalized half of a letter grade (e.g., A to B+) for the first day late, and after that, a full letter grade (e.g., A to B). Late assignments will be accepted no more than 3 days after the due date.

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 class discussion and submitting work on time. If you expect an assignment of yours to be late and wish to ask for an extension, please contact me as early as possible so that we can address and remediate any issues. Extensions are unlikely to be given on the day of the assignment's due date, so please plan and communicate accordingly.

Plagiarism/Academic Honor Code

You are expected to complete and submit your own work for this course. You are guilty of plagiarism if you try to take credit for work done by someone else. Work written with artificial intelligence assistance will be considered plagiarized, if not explicitly permitted for use for an assignment. Do not turn in a composition written or largely edited by someone else; do not use someone else's words or ideas without using quotation marks and proper documentation; do not utilize AI to generate writing for credit. The College expects every member of its community to abide by the Academic Honor Code. Please consult the Student Handbook for more information.

Cheating or plagiarism, including the unauthorized usage of AI, on **any** assignment for this course will result in failure of the assignment (0%) and an Academic Dishonesty Report.

AI Policy

For this course, **Artificial Intelligence (AI) use is not allowed unless previously discussed by the instructor.** Therefore, AI is permitted only for **specific** assignments (class discussion boards), and appropriate acknowledgement and evidence is required.

This course has specific assignments and discussion boards where AI tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default understanding is that **AI is not allowed during any stage of an assignment unless explicitly stated otherwise by the instructor.**

Cheating and plagiarism through the use of AI on **any** assignment for this course will result in failure of the assignment (0%) and an Academic Dishonesty Report.

UT Tyler Resources for Students

• **UT Tyler Writing Center** (903-565-5995), CAS 212, is a place for undergraduate and graduate students, faculty, and staff to work on their writing projects and writing skills.

• **UT Tyler PASS Tutoring Center** (903-565-5964), LIB 401, is a free walk-in tutoring center, with an individual appointment option, for current UT Tyler students who need help with accounting, biology, chemistry, engineering, mathematics, nursing, or physics.

• **UT Tyler Mathematics Learning Center**, (903-565-5839), 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** (903-565-5746). The 24-hour Crisis Line can be reached by calling 903-566-7254 during regular business hours as well as nights and weekends

Students' Rights and Responsibilities

Please make sure you eat, sleep, and take care of yourself. Make sure to read the policies that outline student responsibilities at UT Tyler: http://www.uttyler.edu/wellness/rightsresponsibilities.php.

Accommodations

Students with disabilities—whether physical, learning, or psychological—who believe that they need accommodations are encouraged to contact the UT Tyler Office of Student Accessibility and Resources as soon as possible to ensure accommodations are implemented promptly. The UT Tyler Office of Student Accessibility and Resources provides students equal access to all educational, social, and co-curricular programs through coordination of services and reasonable accommodations, consultation, and advocacy.
Apply for Services Here
Existing SAR Student Login
Note: The SAR registration process may take up to three weeks to complete.

UT Tyler Academic Dishonesty and Honor Code

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. According to the [Manual of Student Conduct](), "Academic Dishonesty" includes, but is 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 without giving sufficient credit, taking an examination for another person, falsifying academic records, and any act designed to give unfair academic advantage to the student, or the attempt to commit such an act. The Honor Code is the means through which to apply the ethical ideal of honorable living to the lives of the UT Tyler community. Therefore, 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."