

## English 1302: Composition II

### Summer Session 2

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Office Hours: Fridays at 11AM via Zoom (or by appointment)

Sections: ENG 1302

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

### 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's describes English 1302 as follows:

### 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

**Required Textbook**

Wu, Hui, and Matthew Kelly. *Reading and Writing about the Disciplines (Second Edition)*.

**Grade Computation**

Percent of Grade

Learning Unit #1.....20%

Learning Unit #2.....20%

Learning Unit #3.....40%

Participation/Discussion

Boards.....20%

**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, and the literature review will result in an F for the class without exception.

### **Artificial Intelligence Policy for ENGL 1302:**

Since this class focuses on the writing process and its application to research writing, students are not invited to use artificial intelligence tools for submitted assignments (including both long and short-form writing assignments). That is, this course emphasizes how to write, structure, arrange, and edit academic texts, which requires that all written assignments be authored solely by the student themselves. Moreover, since this is a short, five-week session, we do not have ample time to learn how AI tools can be used to support and enhance one's own voice, forms of argument, and research process. Therefore, work written with artificial intelligence assistance will be considered plagiarized. For more information, please review the plagiarism policy listed below on the syllabus.

### **University Position on AI Initiatives:**

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 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, AI is not permitted in this course at all. I expect all work students submit for this course to be their own. 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.

## **Overview of Grade Components**

### **Learning Unit #1: Summary (Week 1-2)**

The assignment for this learning unit is a 400-word summary of "Professional Writing Expertise."

### **Learning Unit #2: Compare and Contrast Rhetorical Review (Week 3)**

The assignment for this learning unit is an 800-word review of two academic articles—one from your academic discipline and one from another discipline.

### **Learning Unit #3: Literature Review (Weeks 4-5)**

The assignment for this learning unit is a 1,200-word review of three scholarly articles from your academic discipline published within the last 5-10 years.

### **Participation Grade**

Your participation grade will be based on your Discussion Board Threads and Responses.

### **Revision**

You may revise two of the first three learning units (i.e. Learning Unit 1, and 2). You may not revise Learning Unit #3.

Revisions may improve your grade. Grade improvements are dependent on improved structure and substance of the writing. However, grade improvements are not guaranteed. Thus, in order to ensure a grade improvement, you must make substantive revisions.

By substantive revisions, I mean reworking your thesis or framework for exploration; integrating and analyzing quotations; including transition sentences to shore up your organization; including additional evidence to support or challenge claims.

Revisions that will not receive a grade improvement will be those that simply make copy editing changes, such as changing punctuation, deleting sentences that I've commented on, or substituting one word for another. While these are appropriate edits, they should not constitute the entirety of your revision.

All revisions should be accompanied by a cover letter explaining what you changed and why, as well as marginal notes that track the specific changes you made in the document (see page 29 of the text).

### **Discussion Board Assignments**

Your Discussion Board assignments are essential to your progress and participation in this class. There are 5 Discussion Board assignments for the course, each worth 4 percentage points (if you miss three or more Discussion Board Responses, then you will receive an F for your Discussion Board grade). Every student should submit a 200-word response to each Discussion Board.

Each Discussion Board posts should engage the ideas, questions, or concerns introduced in the weekly readings. In order to fully engage the authors you are reading, you will need to include direct quotations from the articles to support your claims. When integrating quotations, please include in-text parenthetical citations that identify the author and page number. Punctuate quotations with quotation marks.

Each week, I will offer extended comments on a handful of Discussion Board posts that are reflective of claims, ideas, or struggles that the class as a whole are considering/grappling with. Therefore, it's important that you read the entire Discussion Board thread to better understand and clarify weekly topics and reading questions.

### **Discussion Board Response Groups**

I will also assign discussion board response groups each week. I will email you your response groups the first week of the semester. These groups will respond to peer posts for the week they are assigned.

If you are a member of the group responding to peer posts, then you do not need to submit your own discussion thread for that week. Instead, you will write a 200-word response to one peer. Please diversify your responses to peer posts. In other words, I want most classmates to receive a response to what they've written. If every member of the group responds to the same peer thread, there will be a significant number of classmates who do not receive any feedback on their discussion board thread.

In addition to writing a 200-word response to one peer post, you will also need to (as a group) co-write a 250-300 word synthesis response blurb to the Discussion Board. The synthesis response should identify key patterns and trends in the types of questions students were asking, terms students were interested in exploring, and ideas that were introduced in the discussion board as a whole. In other words, ask yourself, were there patterns in how students were responding to the discussion board? What similarities or differences did you notice across discussion board posts? How might these similarities and differences provide insight into how students are understanding the writing concepts introduced each week? What concepts do students seem to be challenged by and why?

### **Discussion Board Deadlines**

The discussion board threads will be due each Thursday (with the exception of the final week of the semester; see calendar below). Each response group member should respond to one peer thread on Friday by midnight (Thursday by midnight in Week 5; see course calendar). The synthesis response blurb is due on Sunday by midnight (Friday by midnight in Week 5; see course calendar).

### **Discussion Board Policies**

The postings on the discussion board must be focused on the assigned topic. All technical problems associated with the Blackboard, Internet, or library database, including passwords and user IDs, should be directed to the respective departments. The course instructor would not answer any technical questions.

All postings on the discussion board must meet academic and professional standards. Abuses in forms of bullying and/or discriminatory comments on gender, sex, race, or ethnicity are not allowed and will be reported if the instructor's intervention does not see immediate changes of the behavior.

### **Additional Course Information**

#### **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.

### Paper Format

All assignments will be in block format—text left justified, one line between paragraphs.

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

All assignments should be uploaded as .doc or docx files.

In the upper left corner of papers, place this heading:

Jane Doe

ENGL 1302

Assignment

Date

You should also center an original title on the first page and number your pages with a brief descriptive header.

### Contacting Me

Please do not hesitate to contact me if you are having difficulties with assignments. The best way to contact me is via email or a skype conference.

### Draft Submission

All drafts will be submitted via Canvas. Do not ask if you can email an assignment.

### Late Submissions

Late and/or superficial process drafts will incur a 1-percentage grade penalty for each day that it is late. Papers submitted one week from the original due date will receive 0 points.

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 through participation via online discussion boards 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. Chronic lateness and/or minimal participation precludes exceptions to the late/superficial draft submission policy.

### Scholastic Dishonesty

UT Tyler's policy on scholastic dishonesty:

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

This class has a Zero Tolerance Policy for Scholastic Dishonesty. Any deliberate act of scholastic dishonesty will result in immediate failure of the entire course.

### Syllabus Changes

The information contained in the course syllabus, other than the grading criteria may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.

## UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS

### 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.

### 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>

### 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>



## 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](http://www.uttyler.edu/tobacco-free).

## 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 is Sept. 12.) 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 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

Please review UT Tyler's academic calendar for these important deadlines.

#### 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.

#### 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> 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>, 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.

i. "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 instructor 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.

ii. "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.

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

UT Tyler Resources for Students

UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)

UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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)

## **Class Schedule**

Week	Participation	Assignment Deadline
Week 1	Discussion Board 1 <b>thread</b> due June 1st  ***There are no assigned DB Response groups this week	Work on summary assignment
Week 2	Discussion Board 2 <b>thread</b> due July 18th  DB2 Response Group:  DB 2 <b>peer response</b> due June 19th;  DB 2 <b>synthesis blurb</b> due June July 22nd.	<b>Summary Paper due Tuesday, July 16th</b>
Week 3	Discussion Board 3 <b>thread</b> due July 25th  DB2 Response Group:  DB 2 <b>response</b> due June 26th; DB 2 <b>synthesis blurb</b> due July 28th	<b>Rhetorical Analysis Paper due Monday, July 26th</b>
Week 4	Discussion Board 4 <b>thread</b> due August 1st  DB2 Response Group:  DB 2 <b>response</b> due August 2nd; DB 2 <b>synthesis blurb</b> due August 5th	<b>Revision for LU#1 and 2 due Friday, August 2nd</b>

Week 5	Work on Literature Review  Discussion Board 5 <b>thread</b> due Wednesday, August 7th  DB2 Response Group:  DB 2 <b>response</b> due August 8th; DB 2 <b>synthesis blurb</b> due August 9th	<b>Literature Review Paper due Friday, August 9th</b>
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