

Writing About Literature—English 1315 (MWF)**

Semester	Fall 2026						
Course Sections	1315.001 (12:20-1:10 p.m., LANG 114) / 1315.008 (1:25-2:25 p.m., LANG 114)						
Instructor	Professor Anne Schoolfield						
Office & Contact Information	Room: LANG 407A// Phone: English Office 565-2050 Email: Anne.Schoolfield@unt.edu (Note: this is the ONLY email that reaches me.)						
Student Hours	Thursdays, 6:30-7:30 p.m., & by appointment (online)						
Course Description	This course engages reading, discussion, and writing as means of critical thinking, using readings from poetry and drama as sources for essay topics developed across multiple drafts.						
Learning Objectives	In this course, you will learn to ▪ Read texts critically and analyze the choices that writers make and the effects of those choices on readers. ▪ Write persuasive arguments that articulate a clear, thoughtful position, deploy support and evidence appropriate to the audience and purpose, and consider counterclaims and multiple points of view, including international and intercultural perspectives. ▪ Evaluate sources and integrate the ideas of others into your writing (through paraphrase, summary, analysis, and evaluation). ▪ Analyze and evaluate specific concepts or texts that have significance within larger cultural conversations. ▪ Evaluate your writing processes through practice, revision, and reflection. ▪ Contribute to peer review, discussion, and other team-based assignments. ▪ Reflect critically on the ways that social, cultural, and historical contexts shape perceptions of language; then, make informed rhetorical choices about grammar, usage, and mechanics in your writing.						
Core Category	ENGL 1315 meets a CORE Communication requirement and has four CORE skill objectives: ▪ Critical Thinking Skills: innovation, inquiry, analysis, evaluation, and synthesis of information ▪ Communication Skills: effective development, interpretation, and expression of ideas through written, oral, and visual communication ▪ Teamwork Skills: ability to consider different points of view and to work effectively with others to support a shared purpose or goal ▪ Personal Responsibility Skills: ability to connect choices, actions, and consequences to ethical decision-making						
Textbooks	All texts will be provided through Canvas, on handouts from your instructor, or by TAMS. Poetry selections will be provided by your instructor. You will need to pick up the following plays from Voertman’s during the first week of class: <table><tr><td>David Auburn, <i>Proof</i></td><td>Vern Theissen, <i>Einstein’s Gift</i></td></tr><tr><td>Shelagh Stephenson, <i>Experiment with an Air Pump</i></td><td>Sarah Treem, <i>The How and the Why</i></td></tr></table> Note: You must use the versions of the course texts provided either by me or by TAMS; any class work submitted using other versions of the texts will earn a zero.			David Auburn, <i>Proof</i>	Vern Theissen, <i>Einstein’s Gift</i>	Shelagh Stephenson, <i>Experiment with an Air Pump</i>	Sarah Treem, <i>The How and the Why</i>
David Auburn, <i>Proof</i>	Vern Theissen, <i>Einstein’s Gift</i>						
Shelagh Stephenson, <i>Experiment with an Air Pump</i>	Sarah Treem, <i>The How and the Why</i>						
Supplies	You will need the following for this course: 1) a folder for course handouts, 2) a spiral notebook for class notes, 3) at least two 8-sheet, 8.5” x 11” blue books (can be green, MUST be 8.5” x 11” w/ 8 sheets)						
Evaluation	Daily Work, Participation	30%					
	Major Assignments	40%					
	Exams	30%					

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Daily Work I will assign daily work in addition to the work I list on the syllabus—including discussion questions over class reading. Daily work and class participation count as 30% of your course grade. You may also have quizzes, in-class analyses, or discussion board assignments as daily grades.

Major Assignments You will complete four Major Assignments (MAs) for the course:

- **Major Assignment 1: Explication Essay** (5% of the final course grade)
For this assignment, you will write a sequential analysis of the literary, linguistic, and rhetorical devices used in a short passage from an assigned text.
- **Major Assignment 2: Explication Essay** (10% of the final course grade)
For this assignment, you will write a sequential analysis of the literary, linguistic, and rhetorical devices used in another short passage from an assigned text.
- **Major Assignment 3: Synthesis Essay** (15% of the final course grade)
For this assignment, you will write a thesis-driven argument about an ethical dilemma presented in two of the plays you have read during the semester.
- **Major Assignment 4: Revision and Reflection** (10% of the final course grade)
For this assignment, you will reflect on the feedback you receive for MA3 and revise for the final draft of your Synthesis Essay.

Exams You will complete two exams in this course. These exams will consist of the following: matching and/or definitions (short answer), passage identifications with short responses about the literary and thematic significance of each passage, a short synthesis or explication essay.

Workload Expectations Note that at university **you should expect to do 2-3 hours of work outside of class** for every credit hour of a course; thus, for our course (for which you will earn three credit hours), you should expect to spend at least **6-9 hours per week** working outside class—reading, reviewing notes, etc.

Grades and Their Meaning For this course, we define grades as the following:

A=excellent (90-100): Meets all of the assignment's requirements. Has few to no errors. Shows a mastery of the concepts being taught. Is impressively sophisticated, inventive, balanced, justified, effective, mature, and expertly situated in context.

B=good (80-89+): Meets most of the assignment's requirements. The number of errors does not impede the work's meaning. Shows high level of understanding of the concepts being taught. Skilled, revealing, developed, perceptive, but not unusually or surprisingly original.

C=fair (70-79+): Meets some of the assignment's requirements. The number of errors may impede the work's meaning. Shows some understanding of the concepts being taught. Coherent, significant, and perhaps even insightful in places but ultimately challenged in organization, articulation, and/or effectiveness.

D=passing (60-69+): Does not meet most of the assignment's requirements. The number of errors impedes the work's meaning. Shows low level of understanding of the concepts being taught. Offers an overall response that is incomplete and may be severely lacking: incoherent, limited, uncritical, immature, underdeveloped, and overall, not reflective of the performance expected of UNT undergraduates.

F=failing (59 and below): Does not meet the assignment's requirements. The number of errors impedes the work's meaning. Shows no understanding of the concepts being taught.

Essential Competencies Essential competencies for this course include the ability to

- read and analyze literary texts
- write clear, concise, and appropriate prose to respond to a variety of assignments
- discuss—in class and in small groups—literary texts
- use word processing, electronic mail, and graphics software applications

Disability Accommodation

The University of North Texas makes reasonable accommodation for students with disabilities. Students needing a reasonable academic accommodations must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the student will request their letter of accommodation. ODA will provide faculty with a reasonable accommodation letter via email to begin a private discussion regarding a student's specific needs in a course. Students may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to meet with faculty regarding their accommodations during office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website.

Participation in Class Discussions

Your participation in class discussions is required. Please make sure you are asking questions and volunteering thoughtful, well-considered responses that demonstrate your engagement with course texts and with the ideas presented in class by your classmates and instructor. Note that full participation means you can demonstrate that you have completed and understood the entire reading assignment.

I will use the following to assess your daily participation grade for class discussions:

10/10 Excellent participation—during the class period, the student is awake throughout, is actively taking notes throughout, is listening actively throughout (with no repetition of insights anyone else has expressed), and responds to the discussion with insight and/or asks a relevant question more than once during the class session

9/10 Very good participation—during the class period, the student is awake throughout, is actively taking notes throughout, is listening actively throughout (with no repetition of insights anyone else has expressed), and responds to the discussion with insight and/or asks a relevant question at least once during the class session

8/10 Good participation—during the class period, the student is awake throughout, is actively taking notes throughout, and is listening actively throughout, but does not respond to the discussion with insight and/or ask a relevant question at least once during the class session

7/10 Average participation—during the class period, the student remains awake throughout and listens actively, but takes few if any notes, and does not participate in class discussion

0/10 Inadequate participation—during class the student closes their eyes longer than a blink, stares into space, fails to take notes, fails to bring the relevant materials for the day, is unable to respond meaningfully/accurately to questions posed by the instructor, is on their phone or other unauthorized device, is reading/studying material unrelated to this class, is engaged in a hobby, exchanges notes with or chats with a student next to them, or is inattentive or disruptive in any way.

Writing Expectations

Writing for this class will be done in person—typically, either on an assignment sheet for shorter assignments or in a blue book for longer assignments although we may use a dedicated computer lab if one becomes available. Whenever you write by hand, you will photograph the work you have done during the writing session and upload those photos to Canvas before you leave the writing session; you will pass your handwritten work into me at the end of each session. Then, you will type your written work for the session from your photo(s) and submit the typed file to Canvas before 11:59 p.m. on the same day of the session. Note that you may make only minor corrections as you type—misspelled or missing words—and you must highlight these corrections in your typed copy. Once you have a complete typed draft of the assignment, you will bring a printed copy of the full text to hand edit in person; once you have completed your hand edits, you will photograph these edits and upload the photos to Canvas. You will then upload a matching typed final draft to Canvas for final grading.

Additionally, for any word processing, you must use Office 365 through Canvas from start to finish (no use of Google docs or any other software will be acceptable); moreover, you must maintain a revision history for each file and provide access to your revision history whenever your instructor asks to see it.

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Writing Expectations, cont.

As with class discussions, **your full participation is required during writing sessions**. I will use the following to assess your daily participation grade during writing sessions:

10/10 Excellent participation—during the session, the student is awake throughout, is actively reviewing the writing task and engaged in the writing process, and asks questions when needed.

9/10 Very good participation—during the session, the student is awake throughout, is actively reviewing the writing task and engaged in the writing process for most of the writing session, and asks questions when needed

0/10 Inadequate participation—during the session the student closes their eyes longer than a blink, stares into space, fails to actively review the writing task, fails to make expected progress on the writing task, is on their phone or other unauthorized device, is reading/studying material unrelated to this class, is engaged in a hobby, exchanges notes with or chats with a student next to them, or is inattentive or disruptive in any way.

Academic Freedom & Responsibility

UNT has a robust policy regarding academic freedom and academic responsibility. Crucially, this policy encompasses not only the rights of faculty members but also the rights “of the student to freedom in learning.” As a student in this classroom, therefore, you have the right to encounter and debate new ideas, diverse forms of knowledge, and unfamiliar or contrary points of view. According to UNT policy, “it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive.” At the same time, to encourage the free exchange of ideas, and to ensure that your right to learn is protected, the tone for such discussion must always be civil and respectful; hateful or discriminatory speech will not be tolerated. For more information, please consult the full UNT policy at <https://policy.unt.edu/policy/06-035>.

Audio/Video Recording

Although UNT is a publicly supported institution, our classroom is not a public space. Therefore, to protect the intellectual property and privacy rights of both faculty and students, video and audio recordings are prohibited during class. The exception is for students who have been granted explicit approval as an ODA accommodation. For more information, please consult the full UNT policy at <https://studentaffairs.unt.edu/office-disability-access/faculty/faculty-guide/accommodations-explained/Audio-Recording-Faculty.html>

Class Policies

The following class policies will help you succeed in class and understand what I expect of you.

Attendance

- Attend class regularly. *You cannot perform well unless you attend class.*

If you miss a class, **you** are responsible for all material covered and all assignments made, but please contact me so that I can answer questions you may have about the material. Please also make sure you eliminate possible distractions during class meetings.

Illness

If you become ill during the semester, you must communicate with me and with your TAMS counselor prior to being absent—if at all possible—so that we can discuss and mitigate the impact of the absence on your attainment of course learning goals. So that I may excuse your absence, you must send me an email that

- 1) includes your section number in the title of your email (as you would for any email related to this class)
- 2) copies your academic counselor on your email so that I know that TAMS is aware of your situation
- 3) provides documentation of a visit to the UNT Health Center or another health professional for help with your illness/injury

Participation in Competitions, Science Fairs, and other Non-TAMS Events

Please note that you need to speak with me about the consequences of being absent if you are considering participating in a competition, science fair, or other non-TAMS event at least TWO weeks BEFORE the event. If I excuse your absence for an event, you will still need to submit required work by the regular deadline for assignments.

Non-Emergency Medical Appointments/Non-Emergency Absences

Note that no absences for non-emergency medical appointments or other non-emergency absences will be excused. Schedule these appointments outside class time.

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Class Policies, cont.

Assignments

- Prepare reading assignments for the first day they are listed on the syllabus.
- Submit all written assignments on time using the appropriate Canvas link.
If you are having trouble completing an assignment, contact me before the assignment is due—several days before major assignments.
- Prepare all assignments specifically according to instructions.
Assignments not prepared according to instructions may receive a grade of F.

Note: Students are responsible for ensuring that all assignments uploaded to Canvas are correctly formatted, completed, and uploaded to the appropriate link before the assignment deadline. Submissions that are blank, that contain the wrong assignment/file, that are the wrong file type, or that are unreadable for any reason will receive a zero.

Further, **no late submissions** will be accepted without UNT/TAMS documentation of technology disruption or health crisis; screen shots indicating that a student finished an assignment on time but failed to upload the submission or confirm the submission will not be accepted.

Assignment Extensions

Assignment extensions will be given ONLY when 1) students are ill and that illness is documented by TAMS, 2) students have a personal crisis and I am informed about that crisis by TAMS, or 3) there is a university technology failure documented by TAMS.

Note Taking

Taking notes during class meetings helps ensure your success in this course. Your class notes should be thorough enough to provide all the information you need to complete assignments successfully and to study all the details you will need to master for exams. You should also take notes as you read each daily assignment to ensure you are prepared to participate fully in class discussions and to ask questions about challenging material. Finally, you should review your notes from the previous class period to prepare for the next class meeting.

Email / Canvas

Use your **UNT email account** for this class and check your email *daily* for course announcements and updates. For all emails, use an informative subject line prefaced by your course and section information—for example, “English 1315.001: Question about MA1.” Please note that you should also address me by my title (Prof. Schoolfield), use formal language, and sign your email. We will use Canvas for announcements and a variety of course activities and submissions.

Cell Phones/Computers/Screens

Use of devices including, but not limited to, cell phones, tablets, laptops, and any smart devices (e.g., watches, glasses, etc.) without authorization from the instructor is strictly prohibited. Silence cell phones and place them in your bag/backpack during class to avoid distractions. If cell phones become a problem during the semester, I will require you to place your cell phone in a container at the front of our classroom during class. Computers and other devices should remain closed/off during class unless I specifically authorize their use for an assignment.

Course Safety

All students should be aware of UNT’s guidelines for responding to “active shooter situations” (see https://emergency.unt.edu/sites/default/files/active_shooter_guidelines.pdf)

Additionally, students must comply with UNT’s policy for Carrying of Concealed Handguns and Other Firearms on Campus (<https://policy.unt.edu/policy/04-001>).

Policies Related to Public Health

Technology Policies

Please note that as public health situations change, the mode of delivery for this course may change. When necessary, course materials will be delivered digitally through Canvas and all assignments will be submitted through Canvas. The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation.

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Policies Related to Public Health, cont.

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a microphone and any software available through Canvas to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to provide students with critical information quickly in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Academic Integrity Policy

While scholarly cooperation is an important part of academic life, learning to

- do your own work accurately and completely
- attribute the work of others when you use and build on it

is paramount to the trust integral to an academic community.

In English 1315/1325, **students are expected to complete all coursework on their own**, except when their instructor clearly assigns them to work with a partner or group. Therefore, students should avoid the following:

- discussing their responses to assignments with one another outside of class
- asking other students (or anyone else) for “peer reviews” not assigned as part of class

Moreover, English 1315/1325 **students must avoid inadvertently sharing their work** by keeping printed work secure, printing all of their work themselves, and password-protecting all electronic access (computers, clouds, documents, emails etc.) to files related to their coursework.

Note: Use of devices including, but not limited to, cell phones, tablets, laptops, and any smart devices (e.g., watches, glasses, etc.) without authorization from the instructor is strictly prohibited.

Additionally, students MUST understand the UNT and TAMS policies covering violations of academic integrity standards.

UNT Policy 06.003: Student Academic Integrity defines “cheating” as the following:

“the use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. use, without permission [from the instructor], of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University [Note: this item includes the use of materials from *former* students of the university, such as students who have previously attended TAMS];
4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment” (UNT Policy 06.003, p. 2).

Further, the policy defines fabrication, plagiarism, and facilitating academic dishonesty in the following ways:

Fabrication: “falsifying or inventing any information, data, or research outside of a defined academic exercise.” (UNT Policy 06.003, p. 2).

Plagiarism: “use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.” (UNT Policy 06.003, p. 3).

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Academic Integrity Policy, cont.

Facilitating Academic Dishonesty: “helping or assisting another in the commission of academic dishonesty.” (UNT Policy 06.003, p. 2).

ANY use of ChatGPT or other generative AI writing tools (GrammarlyGO, GPT-3, GPT-4, BERT, or others) to produce assignment responses—including, but not limited to, “editing” essays or responses, using paraphrase tools or other language/editing/thesaurus tools, OR generating essays or responses for this course—is prohibited and constitutes cheating. All word processing must be done using Office 365 from start to finish (no use of Google docs or any other software will be acceptable at any point). Note that you must disable MS Copilot or any other “editing” software associated with your word processor for this class.

Any student in English1315/1325 found cheating, fabricating, plagiarizing, facilitating fabrication/cheating/plagiarizing, OR engaging in any other type of academic dishonesty addressed in UNT Policy 06.003 or the TAMS Handbook will fail the course.

Further, the instructor will report academic dishonesty to the UNT Office of Academic Integrity; these reports will become part of the student’s permanent record.

***Please note:** While this syllabus serves as a useful guide, I reserve the right to make changes at any time to better meet students’ needs and/or to adjust for unforeseen circumstances. I will post any changes *in writing* using the Canvas announcement function.

Readings and Assignments

Week 1	August	17	Topics:	Introduction to the course / Textual Analysis
		19	Reading:	Poetry 1 & Understanding Explication
		21	Reading: Tasks:	Poetry 1 Complete Introduce Yourself DB post / Submit Questionnaire to Canvas by 11:59 p.m.
Week 2		24	Reading:	Poetry 1
		26	Reading:	Poetry 1
		28	Reading:	Poetry 1
Week 3	September	31	Reading:	<i>Proof</i> , Act 1, scenes 1 & 2
		2	Reading:	<i>Proof</i> , Act 1, scenes 3 & 4
		4	Reading:	<i>Proof</i> , Act 2, scenes 1-2
Week 4		7		Labor Day—no class Complete interview with parents over Labor Day weekend
		9	Reading:	<i>Proof</i> , Act 2, scenes 3-5 Submit completed interview with parents by 11:59 p.m.
		11	Task:	Begin MA1
Week 5		14	Task:	MA1
		16	Task:	MA1
		18	Task:	MA1
Week 6		21	Reading:	<i>The How and the Why</i> (pp.1-57)
		23	Reading:	<i>The How and the Why</i> (pp. 61-121)
		26	Reading:	<i>The How and the Why</i> (finish discussion)
Week 7		28	Task:	Exam 1
		30	Task:	Exam 1
	October	2	Task:	NO CLASS MEETING (Prof. Schoolfield at required Faculty Retreat) Begin Poetry 2
Week 8		5	Reading:	Poetry 2
		7	Reading:	Poetry 2
		9	Reading:	Poetry 2
Week 9		12	Task:	MA2
		14	Task:	MA2
		16	Task:	MA2

Readings and Assignments, cont.

Week 10		19	Reading: <i>Einstein's Gift</i> (pp. 7-80)
		21	Reading: <i>Einstein's Gift</i> (pp. 81-137)
		23	Reading: <i>Einstein's Gift</i> (finish discussion)
Week 11		26	Reading: <i>Experiment</i> (Act 1, prologue & scene 1)
		28	Reading: <i>Experiment</i> (Act 1, scenes 2-3)
		30	Reading: <i>Experiment</i> (Act 2, scenes 1-2)
Week 12	November	2	Reading: <i>Experiment</i> (Act 2 scenes 3-5)
		4	Task: MA3 (Synthesis)
		6	Task: MA3
Week 13		9	Task: MA3
		11	Task: MA3
		13	Task: MA3
Week 14		16	Task: MA3
		18	Task: MA3
		20	Task: MA3
Week 15		23	Fall Break: November 23-29 (includes Thanksgiving)
Week 16		30	Task: MA4 (reflection)
	December	2	Task: MA4 (reflection)
		4	Task: University Reading Day—no class!
Week 17	Final Exam Schedule: You will take Exam 2 during the Final Exam period for your class section in our regular classroom. ENGL 1315.001—Monday, 12/7, 10:30 a.m.-12:30 p.m. ENGL 1315.008—Wednesday, 12/9, 10:30 a.m.-12:30 p.m.		