

ENGLISH 1310-047: COLLEGE WRITING I

Fall 2026 | University of North Texas

 FIRST YEAR WRITING University of North Texas	Instructor: Courtney Bulsiewicz Class Times: M/W 2:20PM - 3:40PM Email: CourtneyBulsiewicz@my.unt.edu Office Hours: M/W 9:00AM – 11:00AM or by appointment Office Location: GAB 515
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COURSE DESCRIPTION

The ENGL 1310 course serves as an entry point into the environment of academic inquiry and argument. Instruction in ENGL 1310 begins with an emphasis on cultivating writing through personal discovery, reading, exploration, and reflection. Students learn about writing processes, explore genre conventions, and gain rhetorical knowledge while writing through their experiences and memories. With these more personal contexts as background, students are guided over the course of the semester towards becoming more comfortable with the conventions and habits of academic argument. The goals of ENGL 1310 include developing a practice of careful active reading, working knowledge of writing processes, recognizing and using written genre conventions, and learning rhetoric for the purposes of analyzing and composing effective written texts. Students in ENGL 1310 fulfill these goals while engaging with nonfiction readings emphasizing narrative and description and focusing on issues of cultural significance.

COURSE OUTCOMES:

By the end of this course, you will be able to:

- Read texts critically and analyze the varied situations that motivate writers, the choices that writers make, and the effects of those choices on readers, including your own.
- 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 their writing (through paraphrase, summary, analysis, and evaluation).
- Identify and describe events from your experiences that give insight into larger cultural issues.
- Observe details that make other people, objects, or places unique within specific cultural or social groups.

- Analyze and evaluate specific concepts or texts that have significance within larger cultural conversations.
- Compare and rate your contributions as a team member to peer review 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 by using their linguistic repertoires to effectively reach personal, social, and political priorities in their writing.

CORE REQUIREMENTS

Catalog Description: 3 hours. Writing as discovery introduces essential concepts, knowledge, skills, methods, and conventions for writing. It focuses on practicing writing processes and developing rhetorical knowledge through analysis, observation, and self-reflection.

Prerequisite(s): None

CORE Category: Communication (English Composition and Rhetoric)

As ENGL 1310 meets one of your CORE Communication requirements. This course 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

COURSE BOOKS & MATERIALS

- *Rhetorical Transformations: Making Meaning*—custom textbook provided as an OER and/or in hard copy. See Canvas for more details on accessing your custom course text.

You'll need [a computer](#) with [internet access](#) and know the basic skills necessary to:

- Use [Outlook for UNT email](#)
- Use [Canvas](#)
- Use [Microsoft Word and PowerPoint](#)

GRADE DISTRIBUTION

Assignment	Weight	Due Date
Major Assignment 1 (MA1) Reading Response Essay • You will select a song and analyze its rhetorical situation	10%	9.16
Major Assignment 2 (MA 2) Narrative Essay • Examining your personal experience, you will write about what it means to be human.	20%	10.7
Major Assignment 3 (MA 3) Argument Essay	20%	11.9

This paper will be an opinion editorial and will require you to take a stance and argue that stance using credible evidence.		
Major Assignment 4 (MA 4) Remixing Your Argument (Final Project) This project will “remix” either your narrative or argument essay into a TED Talk	10%	11.30
Weekly Writing and Activities Low-stakes writing assignments that correlate to the week’s readings, discussion, and lectures.	10%	Varies
Attendance and Participation This is a discussion- and student-led course, which requires active learning and engagement. You receive participation points for engaging in the work we do in class, which you have to be present to participate in.	15%	Varies
Peer Review There will be a required peer review for the major papers	5%	Varies
Final A final reflection done independently and submitted through Canvas by the end of our schedule final slot	10%	12.5

GRADING

GRADE	DESCRIPTION
A 90-100	Exceeds 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 time and context.
B 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 70-79	Meets most 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 60-69	Does not meet most of the assignment’s requirements. The number of errors does impede 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 59 or below	Does not meet the assignment’s requirements. The number of errors impede the work’s meaning. Shows no understanding of the concepts being taught.

All major assignments must be turned in on Canvas and processed through Turnitin to be eligible to pass this course.

I encourage you to monitor your score and review feedback posted on Canvas; However, Canvas's gradebook is not always accurate. Some grades, such as attendance or extra credit, are not incorporated until *after* the last time the class meets. If you are concerned about your grades, please set up a meeting so we can discuss them.

COMMUNICATION EXPECTATIONS

Feedback

I strive to return all graded work promptly. For shorter assignments and discussions, I will generally post grades/feedback within seven days of the due date. For the larger projects, I aim for fourteen days, but with the rise in cheating and plagiarism, it occasionally takes longer to finish grading a set of papers. If it has been longer than the times mentioned, please feel free to ask me when to expect the grades and feedback, but not before then.

Student Hours

You can walk into my office during my hours, but I encourage you to make an appointment to ensure you get time to meet with me. Feel free to use my office hours as often as you'd like to chat with me, review an assignment, or discuss any questions/concerns you have. It's been my experience that a quick conversation is the most effective way to resolve any confusion.

Email

I will respond to all official correspondence addressed to my UNT email in person or via email within one-two business days. All other communication methods—Canvas Messenger, assignment comments, personal emails, physical letters, etc.—*are unreliable* ways to contact me. I cannot guarantee that I will see your message on other platforms within any specific time frame, if ever.

Please check the syllabus and related assignment sheets before emailing me, and in your email, indicate where you looked for the information you are seeking before you emailed me. So that if something is unclear, I can fix it. Additionally, when you write to me, please include the subject of your email in the subject line and write your email with appropriate salutations and grammar. For a sample email, read this article, "[How to Email Your Professor](#)." Or, for a checklist on effective email communication between yourself and instructors, see <https://www.wikihow.com/Email-a-Professor>.

It is your responsibility to check your UNT email during your 'business' hours each day to ensure you do not miss any time-sensitive information.

Public Writing

All submissions for this course, including but not limited to pre-writing, drafts, in-class assignments, and final projects, are public, i.e., any writing submitted for this course may be viewed by me or classmates. Do not submit any information that you are unwilling to share.

Syllabus Change Policy

I have made every attempt to provide an accurate syllabus for this course. However, if presently unanticipated circumstances arise that necessitate an amendment to the syllabus, advance notice will be given in writing via email of all changes, and I will provide an updated hard copy with the changes.

ATTENDANCE

Attendance Policy ([UNT Policy 06.039](#))

Regular class attendance and participation are required. Excessive absences will affect your grade. Documented absences (e.g., religious holidays, university events) are automatically excused. Illness or undocumented absences are unexcused unless your instructor decides otherwise. Email your instructor within 24 hours of an absence for them to consider excusing it.

FYW Program Attendance Guidelines (2x/week class):

- Per university policy, missing more than 20% of classes results in automatic failure, regardless of assignment grades.
- Attendance will be taken during every class period.
- With every absence, your roll call grade will drop.
- Two tardies equal one absence.
- At 7 unexcused absences, you cannot pass the course.
- Excused absences are at your instructor's discretion—stay in communication.

Excused Absences

Absences for the following reasons are considered excusable by the university based on [UNT policy 6.039](#), but you must obtain a note from the [Dean of Students](#) (or other appropriate university offices) to verify your absence(s): (1) religious holy day, including travel for that purpose; (2) participation in an official university function; (3) active military service, including travel for that purpose; (4) pregnancy and parenting under Title IX; and (6) when the University is officially closed. Please inform me of any planned absences as early as possible to minimize any potential negative impact on your learning experience.

No other absences are eligible to be excused. Unless the absence is an illness or an extenuating circumstance that exceeds five consecutive days, you may request documentation from the Dean of Students' office for an excuse. Examples include, but are not limited to: (1) temporary disability or injury; (2) extended medical absence or hospitalization; (3) illness of a dependent family member; or (4) major illness or death of a loved one.

If you miss a class:

You are responsible for finding out what you missed. *Before* the next time our class meets, review the Canvas page and ask a classmate for notes on what you missed, or make an appointment to meet with me during office hours. If needed, email me with questions to ensure you are on track and prepared for the next class.

If you miss an assignment:

Only assignments missed due to an excusable absence can be made up. Any in-class work missed during an unexcused absence cannot be made up. For excused absences that resulted in missing in-class assignments, it is your responsibility to 1) turn in all necessary documentation regarding the absence and 2) *schedule* a time to make up the missing work *within two weeks of missing the assignment*. Since I must prepare the missing assignment, you cannot make up work as a walk-in during office hours.

LATE WORK

This course requires extensive reading and regular writing. To keep up with the course, you must complete all assignments by the date and time stated on Canvas. I will not accept late submissions

of minor assignments or MA 3. A late MA 1 or MA 2 submission will be marked down half of a letter grade (from a 90 to an 85) for every day that they are late.

Note that unreadable documents, e.g., inaccessible, unopenable, partially complete, incorrect files, etc., will be considered as a non-submission and thus late if the deadline has passed. It is your responsibility to plan on submitting with ample time to check the submission quality and viewability of your submission on Canvas. Additionally, showing “last edited date” metadata does not qualify to remove the penalization based on any technological ‘catastrophe’ that impeded your submission.

COURSE POLICIES

Technology

After much research and experience and with a desire to make our meetings together a rich and meaningful respite from the outside world, please:

- Keep phones off and out of sight.
- Keep laptops, tablets off and out of sight *unless used for class-related activities*.

Many studies provide support for this decision, and as thoughtful students, it would be good for you to be aware of the issues surrounding technology use in the classroom, so you can apply it how you see fit in your other classes as well. Some highlights

from my research:

- “When faculty members at the U.S. Military Academy at West Point took away students’ computers and tablets in an introductory economics courses, their students’ grades jumped” (Straumsheim).
- “As common sense suggests, and a March 2013 [study] by Faria Sana, Tina Weston and Nicholas J. Cepeda confirmed, students who are multitasking during class have less understanding and recall of what’s being discussed. The study also found that ‘participants who were in direct view of a multitasking peer scored lower on a test compared with those who were not.’ So, the student with the game on his laptop is also making it harder for the student sitting behind him to focus.” (Green).
- A study by Pam Mueller and Daniel Oppenheimer, published in 2014, found that students who took notes on a computer tended to copy down what they heard verbatim, without engaging in the deeper processing required for conceptual learning. On subsequent tests, students who had taken notes by hand outperformed those who used computers. Finally, the authors speculate that teachers could be teaching differently, or interacting differently with students, when devices are present. If this is the case, it’s possible the teachers themselves don’t notice that they’re doing so” (Lombrozo).

I want us all to gain as much from this course as possible; I don’t want your learning, your classmates’ learning, or our interaction together to be hindered by screens. I hope to see us all tune out from the technological distractions for a bit, and engage intellectually in discussions—be present, something difficult to do in this “overly wired society” (Green). Now, this isn’t to say that we will be completely avoiding technology in our classroom; I oftentimes will supplement instruction with videos, images, audio. But this is to say that I want to promote responsible technology use in class, during discussions, and life in general as we have so many things vying for our attention.

I’m not here to police you. You (or someone who cares dearly about you and your education) are paying good money for this course. That should provoke enough motivation for you to take this class seriously. In an ideal world, though, you are here to enrich your life—an outcome I truly believe

writing provides—but that’s an impossible task for writing to do while you watch march madness, tell your best friend which outfit she should wear on her date tonight, work on calculus, or plan your wedding.

Though I won’t point out that there’s a blue light shining in your glasses, or that you’re smiling into your lap (or laptop) while we are discussing an essay that is decidedly unfunny, know that I will be aware of it. I always notice tech usage. In my nearly 10 years teaching, I have come to know when a student is distracted. I have also come to notice engagement in the eyes, even when hands and voices aren’t raised out of shyness. I’m not aloof about this—because it matters.

A pattern of technology misuse in class will affect your grade, both in your participation points, and in the scores your writing receives as it fails to reveal the nuances of rhetoric you missed while being distracted.

More importantly, it matters beyond grades: in your ability to learn focus in a world that is constantly draining you of it; in your work ethic and how you show up for yourself and others in the commitments you have made; in the way our class will become a community, a writing group, a class of colleagues and friends.

AI

I am asking for **a restricted use of AI** writing tools in this class. Generative AI comes with many liabilities: environmental, practical, and ethical.

Environmentally, the chips required to run the computers that train it use vast amounts of energy, and the large data centers housing these computers require so much water that they can compromise the supply to nearby towns and cities.

Practically, generative AI is not a reliable source of factual information, because it is not designed to be.

Ethically, the textual corpus used to train generative AI was assembled by stealing books and articles without compensating authors or publishers.

And, in my opinion, the act of using AI seems to be trying to stifle our individual, intellectual progress as well.

College students undergo a rigorous process of becoming—becoming a certain kind of person. Becoming is a process, not an event, and it takes work. There are no shortcuts for developing the competencies of this course which will help you live life more fully and engaged. Competencies like “critical reading strategies,” or “analytical skills.” You can’t learn these things without going through a certain amount of desirable difficulty. In fact, [recent research from MIT](#) shows that the act of “Brain-only” writing engages and develops cognitive faculties to a vastly greater extent than the act of writing using generative AI.

John Ruskin, an English polymath – a writer, lecturer, art historian, art critic, draughtsman and philanthropist of the Victorian era – has written that “all things are literally better, lovelier, and more beloved for the imperfections which have been divinely appointed, that the law of human life may be Effort, and the law of human judgment, Mercy.”

I want to engage with your better, lovely imperfections—your limited, and ultimately human thoughts, interpretations, and ideas. While you may encounter different AI use policies in other courses, I am asking that you do not use it to compose any writing you submit.

Some potential acceptable uses for AI: brainstorming *after* doing your own human thinking, or asking about a concept you don't understand. If you are unsure whether it can be used for a specific task or purpose, please reach out to me.

UNT POLICIES

Academic Integrity Standards

According to [UNT Policy 06.003](#), Academic Integrity standards are violated when students engage in academic dishonesty behaviors, including, but not limited to, cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty and my decision on academic sanctions will be reported to the [Office of Academic Integrity](#).

Plagiarism can include copying a passage from a source verbatim without citing it, but it can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased or sourced from generative AI technologies. Be careful always to acknowledge the work of other writers and take the time to work out the distinction between your original thoughts and arguments and those of others.

Acceptable Student Behavior

According to [UNT policy 07.012](#), student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be notified verbally or in writing and may be directed to leave the classroom. Additionally, the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct.

For additional information, refer to the [Dean of Students](#) website.

ADA Accommodations

According to UNT policy 16.001, UNT will make reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA). Then, the ODA will provide them with a reasonable accommodation letter to be delivered to faculty members detailing the students' accommodation needs. Faculty members have the authority to ask students to discuss such letters during their designated office hours. Students may request reasonable accommodation 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 accommodation and meet with all faculty members prior to accommodation implementation every semester.

For additional information, refer to the Office of Disability Access website.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly provide students with critical information 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.

For additional information, refer to the Eagle Alert website.

UNT RESOURCES

Technical Assistance:

[Information Technology Help Desk | University of North Texas](#)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Writing Assistance:

[Writing Center | University of North Texas](#)

Email: WritingCenter@unt.edu

Phone: 940-565-2563

In Person: Sage Hall, Room 150

English 1310 Weekly Schedule | Fall 2026

*This schedule is subject to change at your instructor's discretion. Always check the "announcements" in Canvas for any changes.

WEEK	CONCEPTS	READINGS	MAJOR ASSIGNMENTS
UNIT 1			
Week 1	Understanding the Course Expectations	CH 7 Exploring the Course Theme MA 1 Assignment Model Text	
Week 2	Reading & Writing Rhetorically	CH 1 Reading & Writing Rhetorically Model Text	
Week 3	The Rhetorical Situation	CH 2 The Rhetorical Situation Model Text	
Week 4	Building an essay	CH 4 Why We Write & How We Organize Model Text	
Week 5	Finishing, Reflecting, Celebrating	CH 3 The Writing Process	MA 1 Reading Response Essay
UNIT 2			
Week 6	Genre and Narratives	MA 2 Assignment Model Text	
Week 7	Creating Experience	Model Text	
Week 8	Finishing, Reflecting, Celebrating		MA2 Narrative Essay
UNIT 3			
Week 9	Inquiry and Scholarly Conversations	Model Text	
Week 10	Research	CH 5 Every Argument Needs Evidence Model Text	
Week 11	Putting It All Together	CH 6 Beginnings, Middles, and Ends Model Text	
Week 12	Peer Review and Instructor Conferences	Peer Review	First draft of MA 3 Peer Review of MA 3
Week 13	Finishing, Reflecting, Celebrating, Remixing, Oral Rhetoric	MA 4 Assignment Model Text	MA 3 Argument Essay
Week 14	Visual Rhetoric	Model Text	
Week 15		FALL BREAK: NO CLASS	
Week 16	Final Project Presentations		MA 4 Presentation and Portfolio
FINALS			Final Reflection due online by midnight of Dec 5 (our scheduled final)