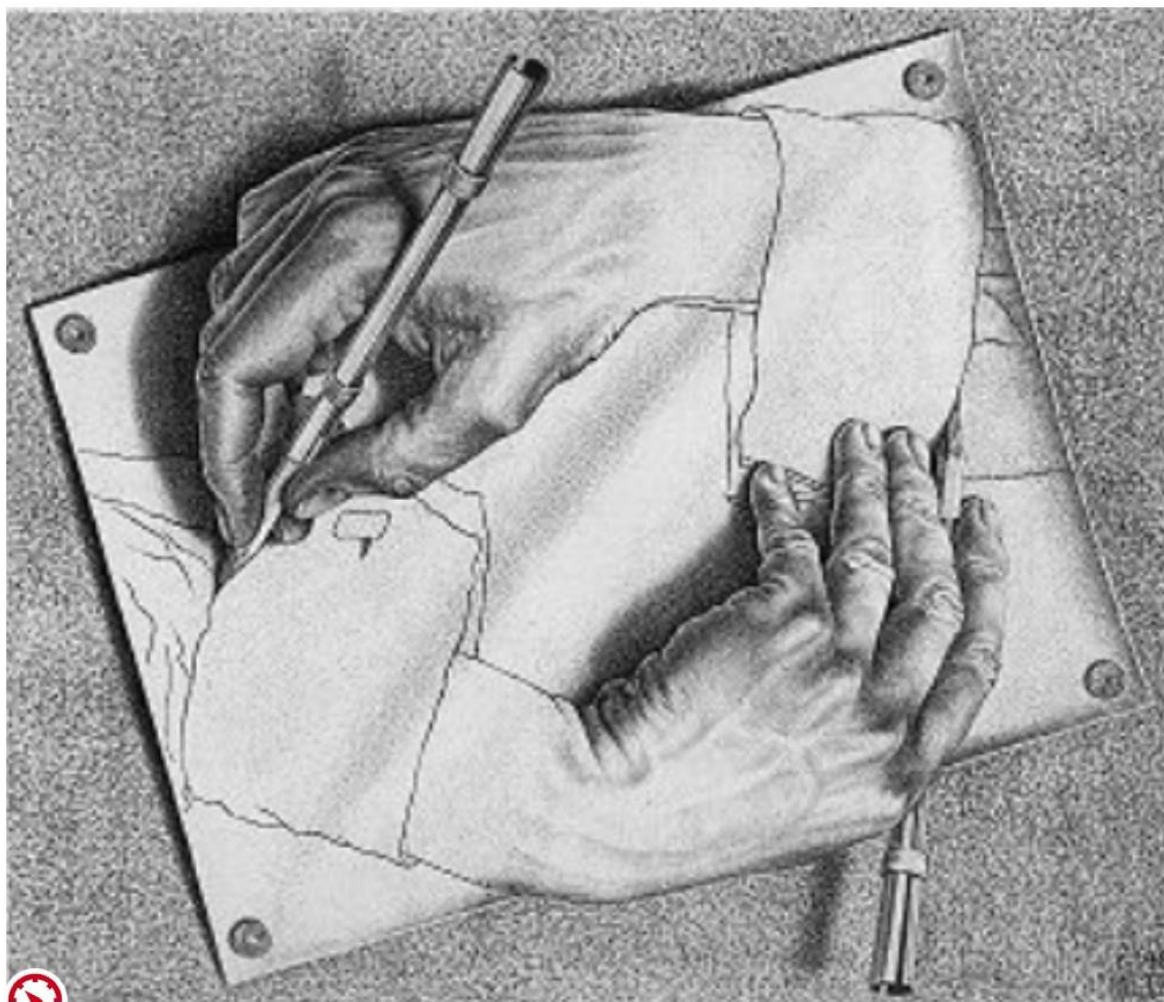


HONORS FIRST-YEAR WRITING 1



English 1311.003

Professor Deb Armintor

MWF, 11:15 am - 12:05 pm

LANG 210

UNT Fall 2026

We are friends of the *lento*, I and my book. I have not been a philologist in vain—perhaps I am one yet: a teacher of slow reading. I even come to write slowly. At present, it is not only my habit but even my taste—a perverted taste, maybe—to write nothing but what will drive to despair every one who is “in a hurry.” For philology is that venerable art which exacts from its followers one thing above all—to step to one side, to leave themselves spare moments, to grow silent, to become slow—the leisurely art of the goldsmith applied to language: an art which must carry out slow, fine work, and attains nothing if not *lento*. For this very reason philology is now more desirable than ever before; for this very reason it is the highest attraction and incitement in an age of “work”: that is to say, of haste, of unseemly and immoderate hurry-scurry, which is intent upon “getting things done” at once, even every book, whether old or new. Philology itself, perhaps, will not “get things done” so hurriedly: it teaches how to read well: i.e. slowly, profoundly, attentively, prudently, with inner thoughts, with the mental doors ajar, with delicate fingers and eyes ... my patient friends, this book appeals only to perfect readers and philologists: learn to read me well!

— Friedrich Nietzsche, Preface to *Daybreak*

YOUR PROFESSOR

Dr. Deb Armintor (they/she), a.k.a. "Dr. A"

Email me 24/7 at dna@unt.edu or deborah.armintor@unt.edu (response within 48 hours)

Text my cell 24/7: 940-300-9857 (response within 24 hours)

In-Person Office Hours: LANG 409B, By Appointment

Virtual Office Hours: By Appointment (Email or text me to schedule and receive a Canvas Zoom meeting link. If you are in an off-campus location with bad wifi, we can conduct our meeting by phone instead if that is your preference).

How to contact me with a question or to schedule an Office Hours appointment:

Email or Text me with your question or Office Hours appointment request at the email address or cell phone number listed above. Please do not attempt to reach me via Canvas chat, messenger, or any other Canvas interface. Be sure to state the following in the subject heading of every email and the body of each text: your full name, the name or number of the course, and your course section number.

COURSE DESCRIPTION & OBJECTIVES

In ENGL 1311, you will be introduced to rhetorical tools, invention strategies, reading strategies, and writing approaches that will help you thrive as writers in a university setting and beyond. We will begin with personal inquiry, writing about experiences and memories. With an emphasis on description, explanation, and observation, you will practice genre conventions, gain rhetorical knowledge, and develop a framework for producing persuasive writing about yourself and your community. Reading and discussing nonfiction texts helps you develop habits of critical reading and familiarity with academic argument. In the final Analysis Essay, you will make the move to academic or public argument by writing about a cultural issue of significance to you. Over the course of the semester, you will practice ways to read critically and take an analytical perspective on a topic to produce a convincing argument. You will learn to use conventions of academic analysis and to structure claims and evidence in ways that make your argument clear and convincing to your audience.

Students in this course will be able to:

- Assess and explain their own writing habits
- Hone and develop reading and writing skills through practice, repetition, and careful attention to style and strategy
- Identify and describe events from their own experience that give insight into larger cultural issues
- Observe and examine 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
- Cultivate effective writing processes through repetition, practice, and revision
- Collaborate with others openly and tactfully

YOUR 7 COURSE GRADES:

Your final grade for this course is based on the seven components listed below, each of which is worth 1/7th of your final grade. These seven grades are the only assignments you will ever be responsible for in this class.

There are no additional written assignments, no tests, no quizzes, and no written Canvas "discussions." Any other assignments you might see listed in your Canvas Modules, Canvas Calendar, or Canvas Grades are from the UNT 1310 course template from which this class is derived, and do not apply to this particular section of 1310. Please consult only our Canvas syllabus for assignments and due dates, and only consider the grades you've received on these seven assignments below when determining your final grade:

1. **Big Essay #1: Autobiographical Narrative** 1/7th of final course grade (Submitted on Canvas). **Due via Canvas by 11:59pm, Saturday September 19**
2. **Big Essay #2: Group Observation & Analysis** 1/7th of final course grade (Submitted on Canvas). **Due via Canvas by 11:59pm, Saturday October 10**
3. **Big Essay #3: Text Assessment & Analysis:** 1/7th of final course grade (Submitted on Canvas). **Due via Canvas by 11:59pm, Saturday November 14** (NOTE: In order to provide me sufficient time to provide written feedback on your Big Essay #3, and to provide you sufficient time to incorporate that feedback into your Big Essay #3 Revision, the last possible day and time I can accept late submissions of Big Essay #3 is Saturday 11/21 at 11:59pm)

4. **Big Essay #3 REVISION: Text Assessment & Analysis Revision:** 1/7th of final course grade (Submitted on Canvas). **Due by 11:59pm, Friday December 11**

5. **Pre-Class & In-Class Virtual Writers Notebook Activities:** 1/7th of final course grade (based on an average of all Virtual Writer's Notebook activity grades)

Your virtual writer's notebook will consist of:

(a) Pre-Class Virtual Writer's Notebook Activities: required Canvas Discussion posts about each new course reading, completed *prior to the class meeting specified*, and following the written instructions provided in the discussion prompt listed in the syllabus on the day they are due.

(b) In-Class Virtual Writer's Notebook Activities: required *in-class* Canvas writing assignments listed in the syllabus on the day they are due.

Your virtual writer's notebook is a space to work on your writing and critical thinking without worrying about a grade. As a result, all virtual writer's notebook activities will be graded as either Complete (100%) or Incomplete (0). Any *excused* missed pre-class or in-class virtual writer's notebook activities must be completed as soon as possible. Any *unexcused* missed virtual notebook activities will receive a zero. Students must complete all excused missing Virtual Writer's Notebook activities before 11:59pm on December 11th or receive a zero (Incomplete) for each missing activity.

6. **My Writing Journey Essay:** 1/7th of final course grade (Submitted on Canvas). **Due by 11:59pm, Friday December 11**

7. [Your Participation Grade](#) (For Attendance & Participation in Class Discussions, Class Activities, and our Library Days): 1/7th of final course grade.

Grading Rubric for All 4 Major Writing Assignments :

For the purposes of this course,

- **“A” WORK** will constitute a final score of 90-100% of total points, and will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context (**THOROUGHLY ENGAGING AND ENTERTAINING/RIVETING TO YOUR READER, WITH GREAT "FLOW" AND GOOD GRAMMAR AND SPELLING**)
- **“B” WORK** will constitute a final score of 80-89.99% of total points, and will represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original (**GOOD BUT KIND OF BORING**)
- **“C” WORK** will constitute a final score of 70-79.99% of total points, and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately challenged in organization, articulation, perception, and/or effectiveness (**MEH; JUST BARELY FULFILLS THE ASSIGNMENT**)
- **“D” WORK** will constitute a final score of 60-69.99% of total points, and will represent an overall response that is incomplete and may be severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates (**TECHNICALLY DOES NOT FULFILL THE ASSIGNMENT**)
- **“F” WORK** will constitute a final score of 0-59.99% of total points, and will represent an overall response that is unacceptable (**DID NOT DO THE ASSIGNMENT**)

LIBRARY RESOURCES

- Contact info for our Reference Librarian, Carol Hargis:
<https://library.unt.edu/people/carol-hargis>
- Carol Hargis's library resources for ENGL 1310:
https://guides.library.unt.edu/ENGL1310?utm_source=www&utm_medium=staff_profile
- Sample MLA-Style Works Cited List & Formatting Guide:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla

[_formatting_and_style_guide/mla_sample_works_cited_page.html](#)

- **Dr. A's 7 Basic Steps to Finding Texts Using UNT Library Databases:**
 - **1. Go to UNT LIBRARY WEBSITE**
 - 2. Click on DATABASES**
 - 3. Click on EBSCOhost from dropdown menu**
 - 4. Click “Select All” & “Continue”**
 - 5. Click ADVANCED SEARCH**
 - 6. Under “Limit your Results,” check the boxes for FULL TEXT and PEER REVIEWED**
 - 7. Go to “Refine Results” on the lefthand side of the page, and experiment with refining your results in various ways to help narrow down your choices.**
-

GRAMMAR RESOURCES:

Book: Elements of Style by Strunk & White, free pdf:

https://ia804502.us.archive.org/5/items/pdfy-2_qp8jQ61OI6NHwa/Strunk%20%26%20White%20-%20The%20Elements%20of%20Style%2C%204th%20Edition.pdf

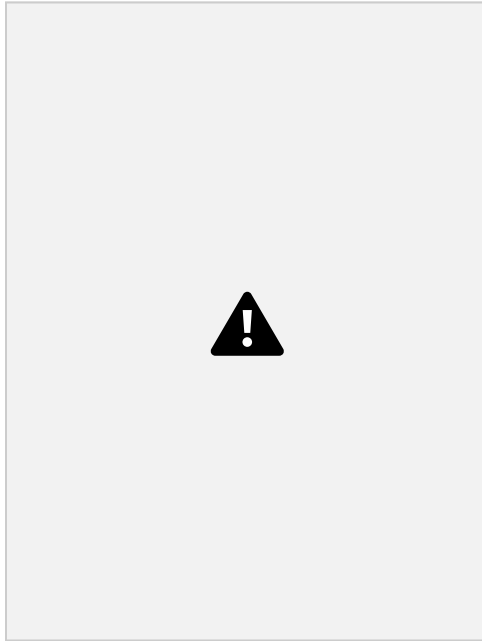
Website: Grammar Monster <https://www.grammar-monster.com/index.html>

UNIVERSITY RESOURCES

Using the UNT Writing Center:

At any time in this course or throughout your UNT career, you may schedule an appointment with the UNT Writing Center to request extra help with any writing assignment. All writers can benefit from sharing and discussing their work with a trained peer tutor, early and often. A writing

tutor can help you get started on a paper or help you decide what to revise on an existing draft. You can make an appointment with a writing tutor via the QR code in the Writing Center flyer attached below. The Writing Center also offers online tutoring through UNT's Zoom portal.



Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
<https://studentaffairs.unt.edu/student-health-and-wellness-center>
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
<https://studentaffairs.unt.edu/counseling-and-testing-services>
- [UNT Care Team](https://studentaffairs.unt.edu/care) <https://studentaffairs.unt.edu/care>

- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>

Other student support services offered by UNT include

- Dean of Students
(<https://studentaffairs.unt.edu/dean-of-students/index.html>)
- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)
(<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT R.I.S.E.: Recovery, Intervention, Support. and Education](#)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)
(<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources)
(<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#)

so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used](#)

UNT POLICIES

<https://policy.unt.edu/policy/06-049>

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

The decision of the instructor will be reported to the Office of Academic Integrity, which is responsible for maintaining student conduct records. The incident may result in an official disciplinary record for the student(s).

Academic integrity violations can include copying a passage from a source verbatim, but they can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased. Be careful to always acknowledge the work of other writers, and take the time to work out your thoughts and arguments without copying the work of others.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify 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.

Acceptable Student Behavior

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. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found on the [UNT Policy Page for Student Code of Conduct](#).

Access to Information

Students' access point for business and academic services at UNT is located at: <http://my.unt.edu> . All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates.

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

CLASS POLICIES

ATTENDANCE AND UNEXCUSED ABSENCES:

Attendance will be taken daily and is expected daily of all enrolled students. **You are allowed 3 “free” unexcused absences in this course, i.e. an absence about which you have not notified the instructor in writing.** You are responsible for keeping track of your own absences. After a fourth unexcused absence, you might be dropped from the course. If you reach a fourth unexcused absence, please contact the instructor immediately to discuss your options.

EXCUSED ABSENCES DUE TO ILLNESS:

It is important for all of us to be mindful of the health and safety of everyone in our classroom community. If you are experiencing any symptoms of illness please seek medical attention from the Student Health and Wellness Center or your health care provider PRIOR to attending class, and do not attend class if you are or might be contagious. If you choose to do so, you may email your professor to inform them of your absence due to illness or other medical issues. **Any and all absences due to illness count as excused absences, as long as you notify the instructor in writing before or after the class missed. Please do NOT email any medical records directly to your instructor.**

EXCUSED ABSENCES FOR NON-ILLNESS REASONS:

An absence for non-illness reasons counts as excused if you have notified the instructor in writing, before or shortly after your absence, whenever you are reasonably and safely able to do so. You need not provide detail or documentation to justify your absence. Just the briefest and most general two or three-word explanation will suffice: family emergency, traffic/parking issue, pet issue, mental health day, medical appointment, religious holiday/observance, etc. **All absences due to religious observance automatically count as excused.**

LATENESS TO CLASS:

Most students, at some point or another, meet with unforeseen circumstances that make them late for class. Although you should ideally arrive to class on time so as not to miss any important material, you are always better off showing up to class, even if you are late. You will not be marked absent simply for arriving to class late.

ELECTRONIC DEVICES:

No phone or headphone use during class, unless needed for ADA accessibility reasons or otherwise specified by the instructor. While some computer use is permitted, you are expected to be accessing course materials only during class. This policy is important for participation in the course and as a general exercise in focusing our attention and showing respect for the classroom space. If I see you using your phone during class, I can mark you as absent. If you have an issue that requires you to have your phone out during class, please inform me beforehand.

LATE ASSIGNMENTS:

All writing assignments must be submitted in the order listed in the syllabus, on or before the due date listed in the syllabus, unless you require additional time for ADA accommodation purposes. Outside of ADA accommodations, if you require additional time to work on an assignment for any reason, please contact the instructor to receive permission for an excused late submission without penalty. Special permission to submit late will be granted by the instructor on a case by case basis, erring on the side of trust and generosity. Even in the case of excused late submissions without penalty, written work submitted after the last day of final exam week will result in a zero for the assignment, or --if, and only if, requested of the

instructor by the student in writing and granted by the instructor in writing-- a final course grade of "Incomplete," which will revert in your transcript to a regular course grade without penalty once you have emailed the instructor your remaining missing work as specified by the instructor when granting your requested incomplete.

AI POLICY

This course requires that all written work submitted by each student will be the original work and writing of that student alone. That means the use of any generative (i.e. content-producing) AI tools such as ChatGPT or Grammarly is strictly prohibited. Any student in this course who uses ChatGPT, Grammarly, or any other content-producing AI tool will receive the same consequence that they would for plagiarizing the work of others or for having another person(s) or company write their assignment for them: an automatic zero (F) on the assignment, and a report filed with the Office of Academic Integrity (see "Academic Integrity Standards and Consequences," listed under UNT POLICIES above).

PLAGIARISM AND ACADEMIC DISHONESTY:

The UNT Policy Manual defines plagiarism as: “(a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and (b) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.” (18.1.11). Students must be aware of the strict policies against plagiarism and academic honesty enforced by UNT. All student writing in this course must be original, and all uses of other writer’s material (i.e., for the purposes of research based argumentation) must be acknowledged and clearly cited in any writing submitted for a grade. If I suspect plagiarism, I will ask to meet with you to discuss the matter. If I determine that plagiarism has occurred, I will give you a zero on the assignment and report the incident to the Office of

Academic Integrity (see "Academic Integrity Standards and Consequences," listed under UNT POLICIES above).

ADA POLICY:

Accessibility to everyone in the classroom is of the utmost importance to me as an educator. For ADA reasonable accommodation protections at UNT, students must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter and submit it electronically to you and your instructors so that you can begin a private discussion with your instructors regarding your specific reasonable accommodation needs in each course. You 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. For additional information, refer to the Office of Disability Access website at <https://studentaffairs.unt.edu/office-disability-access> . You may also contact ODA by phone at (940) 565-4323.

REQUIRED COURSE READINGS

All required course readings are linked directly to our electronic Canvas syllabus beneath the course date by which you are to have read them (prior to the beginning of class). There is no required textbook for this particular section of the course.

REQUIRED COURSE READINGS (LINKED):

UNIT 1:

- "Shitty First Drafts" by Anne Lamott
- "Why I Write" by Joan Didion
- "How It Feels to Be Colored Me" by Zora Neale Hurston
- "The Danger of a Single Story" by Chimamanda Ngozi Adichie
- "Tlilli, Tlapalli / The Path of the Red and Black Ink" by Gloria Anzaldua (pp. 47-52)
- Autobiographical Narrative (Big Essay #1) Sample Student Essay: "The Incident"

UNIT 2:

- "Ticket to the Fair" by David Foster Wallace
- "Shipping Out" by David Foster Wallace
- "Consider the Lobster" by David Foster Wallace
- Group Observation & Analysis (Big Essay #2) Sample Student Essay: "Making Homes"
- Group Observation & Analysis (Big Essay #2) Sample Student Essay: "Community of Fish"

UNIT 3:

- Introduction to How Doctors Think by Jerome Groopman
- ["The Case For Reparations" by Ta-Nehisi Coates](#)
- "The Gigantic Dream" by Ta-Nehisi Coates
- Text Analysis (Big Essay #3) Sample Student Essay: "On Trans Rage"

COURSE SCHEDULE & ASSIGNED READINGS AND WRITING

***This schedule is subject to change at instructor's discretion.**

Students will be notified in advance of schedule changes via Canvas announcements. It is each student's responsibility to keep up with the readings and assignments on this schedule, and to **check Canvas for any changes to the schedule** throughout the semester. Reading and writing assignments listed under each course meeting date are **due on that date**.

WEEK 1

Mon (8.17):

- Lecture/Discussion/Q&A: Intro to the Class

Weds (8.19):

- Lecture/Discussion: On reading slowly
- In-Class Index Card Activity: Choose your seat mindfully. **The seat you choose today will be your seat for the rest of the semester** unless you have a good reason to change seats, in which case, please let me know privately. I will distribute index cards to the class. Following my instructions, letter and number yours. Then write your preferred first name, your last name, your pronouns, and (on the other side) something you like about your name, and a sentence describing your feelings about writing or your relationship with writing.

Fri (8.21):

- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY : List two things you like about writing and two things you dislike about writing.**

WEEK 2

Mon (8.24):

- Read for today: Autobiographical Narrative Sample Student Essay
- Discussion/Lecture in class on the Autobiographical Narrative assignment (Big Essay #1) and the reading for today

Weds (8.26):

- Read for today: "Shitty First Drafts" by Anne Lamott
- **Pre-Class Virtual Writer's Notebook Activity on "Shitty First Drafts" by Anne Lamott**
- Discussion/Lecture on today's reading
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY: Write 1-2 sentences about your feelings, experience, and/or thoughts about writer's block.**

Fri (8.28)

- Discuss in pairs a life experience that you learned something new from that you could potentially write about for your Autobiographical Narrative essay. Be prepared to discuss them with the class:

a funny or sad early childhood experience, OR

a funny or sad adolescent or young adult experience involving a friend, group of friends, family, or community member

- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY: Write a note to yourself reminding you of the story you told or plan to tell to your partner in class**

WEEK 3

Mon (8.31):

- Writing Center Presentation and Q&A

- Finish partner storytelling activity from last class and discuss as a class

Weds (9.2)

- In class screening and discussion:
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story

Fri (9.4)

- Read for today: "The Danger of a Single Story" by Chimamanda Ngozi Adichie
- PRE-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY ON "The Danger of a Single Story" by Chimamanda Ngozi Adichie
- Discuss in pairs a "single story" others have told or might tell about you. Then discuss what story (or stories) about yourself or your community you could tell to counter the danger of that single story. Be prepared to share with the class.
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY: Write a note to yourself reminding yourself of the single story you shared with your partner in today's class activity, along with the story or stories you shared with them that counter the danger of that single story.**

WEEK 4

Mon (9.7): **LABOR DAY (NO CLASS)**

Weds (9.9)

- Read for today: "How it Feels to Be Colored Me" by Zora Neale Hurston (PDF)
- PRE-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY ON "How it Feels to Be Colored Me" by Zora Neale Hurston
- Discussion/Lecture in class on **vitalizing sentences**

- Discussion/Lecture in class on today's reading

Fri (9.11)

- Read for today: "Why I Write" by Joan Didion
- PRE-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY ON "Why I Write" by Joan Didion
- Discussion/Lecture in class on today's reading

WEEK 5

Mon (9.14)

- Read for today: "Tlilli, Tlapalli / The Path of the Red and Black Ink" by Gloria Anzaldua (pp. 47-52)
- PRE-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY ON "Tlilli, Tlapalli / The Path of the Red and Black Ink" by Gloria Anzaldua (pp. 47-52)
- Discussion/Lecture in class on today's reading

Weds (9.16)

- Essay Troubleshooting Discussion/Q&A, Day 1: ENGL 1311.001
Common Writing Problems & Concerns Regarding Big Essay #1.docx

Fri (9.18)

- Essay Troubleshooting Discussion/Q&A, Day 2: ENGL 1311.001
Common Writing Problems & Concerns Regarding Big Essay #1.docx
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY: Choose a partner for this activity. Then choose one of last week's two reading assignments for this exercise (Hurstun, Anzaldua, or Didion). Together with your partner, find two examples of well vitalized sentences that really "come alive" for you on the page. Transcribe them in your Virtual Writer's Notebook here, and describe in your own words what the author did that made that sentence come alive for you so effectively.**

BIG ESSAY #1 Autobiographical Narrative Essay Due via Canvas by 11:59pm Saturday, September 19

WEEK 6

Mon (9.21): **NO CLASS (Instructor's Religious Holiday)**

Weds (9.23)

- Read for today: 2 Sample Group Observation & Analysis Student Essays: "Making Homes and (Community of Fish)
- Discussion/Lecture in class on the Group Observation & Analysis Essay assignment (Big Essay #2) and today's reading

Fri (9/25)

- Read for today: "Ticket to the Fair" by David Foster Wallace
- PRE-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY ON "Ticket to the Fair" by David Foster Wallace
- Discussion/Lecture in class on the reading for today
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY: Describe a technique in Wallace's group observation and analysis essay "Ticket to the Fair" that you find especially effective and worth stealing in your own group observation and analysis essay, or in your essay-writing in general. Quote from a specific example where Wallace uses that technique effectively, describing what you find effective about it, and how or why you could potentially steal it for your own group observation and analysis essay or elsewhere.**

WEEK 7

Mon (9.28):

- Read for today "Consider the Lobster" by David Foster Wallace
- PRE-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY ON "Consider the Lobster" by David Foster Wallace
- Discussion/Lecture in class on today's reading

Weds (9/30)

- Read for today: "Shipping Out" by David Foster Wallace
- PRE-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY ON "Shipping Out" by David Foster Wallace
- Discussion/Lecture in class on today's reading

Fri (10.2)

- Lecture/Discussion: Writing Introductions
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY:** Discuss in pairs what you find most challenging about writing good introductions, and why. Write down your answers and be prepared to share them with the group

WEEK 8

Mon (10.5)

- Continue from Friday: Writing Introductions.docx

Weds (10.7)

- Continue from Monday: Writing Introductions-1.docx

Fri (10.9)

- Continue from Wednesday: Writing Introductions-3.docx
- Lecture/Discussion: Conclusions: WRITING CONCLUSIONS.docx
- Discuss in pairs what you find most challenging about writing conclusions in an essay, and why. Be prepared to share with the group.

- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY:** Write what you find most challenging about writing conclusions in an essay

BIG ESSAY #2 Group Observation & Analysis Essay Due via Canvas by 11:59pm Saturday (10.10)

WEEK 9:

Mon (10/12):

- Lecture/Discussion on Text Assessment & Analysis Assignment (Big Essay #3)

Weds (10.14)

- Read for today Sample Big Essay #3 (On Trans Rage)
- Lecture/Discussion on today's reading

Fri (10.16)

- Lecture/Discussion: Choosing Your Topic Before Choosing Your Text

WEEK 10

Mon (10.19):

- Lecture/Discussion: Turning a Personal Concern into a Public Concern
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY:**
Discuss with your partner something that happened to you recently or that you read or heard about recently that:
 1. made you angry or sad
 2. worried or annoyed you
 3. you found moving, surprising, amazing, or fascinating

4. you found funny or amusing

Weds (10.21):

- Group Activity: Turning a Public Concern into a Text to Write About: Learning how to do EBSCO searches on the UNT Library website

Fri (10.23):

- Discussion: Where we write
- Discuss in pairs your chosen topic for Big Essay #3. If you don't have one yet, have your partner help you brainstorm some possible topics by asking questions and making suggestions. Be prepared to share with the class today or Monday.
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY: Write your chosen topic for Big Essay #3. If you don't have one yet, write one or more possibilities that emerged from your conversation with your partner.**

WEEK 11

Mon (10.26)

- In-class group activity: finding search terms (List of chosen topics from Friday's writer's notebook activity: Big Essay 3 Topics.docx)

Weds (10.28)

- Read for today: Introduction to How Doctors Think by Jerome Groupman
- **PRE-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY ON Introduction to How Doctors Think by Jerome Groupman**
- Discussion/Lecture in class on today's reading

Fri (10.30)

- Lecture/Discussion: making a checklist of questions out of the instructions for Big Essay #3.

WEEK 12

Mon (11.2)

- **LIBRARY DAY! Essential College Library Research Skills 101 with Librarian Carol Hargis: Meet in Willis Library, 130: When you enter Willis turn right and pass the staircase, turn left and you will see the classroom on the back wall.**
<https://library.unt.edu/willis/#maps> (Attendance will be taken there by Librarian Carol Hargis).

Wed (11.4)

- **LIBRARY DAY! Library Scavenger Hunt activity: Meet in Willis Library, in front of room 130: When you enter Willis turn right and pass the staircase, turn left and you will see the classroom on the back wall.** <https://library.unt.edu/willis/#maps> (Attendance will be taken there).
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY: Library Scavenger Hunt Activity Instructions & Worksheet**

Fri (11.6)

- **LIBRARY DAY! Essay #3 Library Writing/Research Workshop: Meet in Willis Library, 130: When you enter Willis turn right and pass the staircase, turn left and you will see the classroom on the back wall.** <https://library.unt.edu/willis/#maps> (Attendance will be taken there).
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY: In your Writer's Notebook, write the bibliographical information for your chosen text, and a paragraph summarizing it and its argument for someone who hasn't read it (i.e. me, your reader, Dr. A). Do the same for your second text you have chosen for context. (If**

you haven't chosen a main text or a context text yet, then get as far as you can get on this activity in the allotted time).

WEEK 13

Mon (11/9):

- Read for today: ["The Case For Reparations" by Ta-Nehisi Coates](#)
- **PRE-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY ON "The Case For Reparations" by Ta-Nehisi Coates**
- Discussion/Lecture in class on today's reading
- Watch in class: *The Contract Buyer's League*
https://www.youtube.com/watch?v=YxPX_uJ36bg (10 minutes)
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK ACTIVITY: Talk in groups about what Coates's 10-minute film, *The Contract Buyer's League*, succeeds in doing that his 47-page Atlantic article doesn't or can't because of its length and genre, and what his 47-page Atlantic article succeeds in doing that his 10-minute video doesn't or can't. Jot down the differences you discussed in two lists labelled VIDEO and ARTICLE. Then, if you have time, chat about how you could potentially use the video as a second text for context in a Big Essay #3 on Coates's "Case for Reparations."**

Weds (11.11)

- Read for today: "The Gigantic Dream" by Ta-Nehisi Coates
- Pre-Class Virtual Writer's Notebook Activity on "The Gigantic Dream" by Ta-Nehisi Coates
- Discussion/Lecture in class on Monday's writer's notebook activity and today's reading

Fri (11.13)

- Continue discussing "The Gigantic Dream" by Ta-Nehisi Coates

- **VIRTUAL WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY:**
Discuss the following questions in groups of 4 or 5:
 - (1) What is Coates's main argument in "The Gigantic Dream"?
 - (2) Who is his target audience (whose mind is he trying to change, and who is he trying to get on board)?
 - (3) What are some things Coates does and/or says in "The Gigantic Dream" to appeal to that specific audience?

BIG ESSAY #3 Text Assessment & Analysis Essay: Due via Canvas by 11:59pm Saturday, 11.14

(NOTE: In order to provide me sufficient time to provide written feedback on your Big Essay #3, and to provide you sufficient time to incorporate that feedback into your Big Essay #3 Revision, the last possible day and time I can accept late submissions of Big Essay #3 for anyone is Saturday 11.21 at 11:59pm.)

WEEK 14

Mon (11.16)

- Lecture/Discussion on Big Essay #3 REVISION: Text Assessment & Analysis
- Lecture/Discussion: The ethics and pragmatics of peer review: Giving and incorporating feedback as fundamental to the writing and revision process

Weds (11.18)

- Lecture/Discussion, Revision 101.1: Read it out loud!
- **IN-CLASS VIRTUAL WRITER'S NOTEBOOK PEER REVIEW WRITING ACTIVITY:**

- (1) Choose 3 paragraphs of your essay to read out loud to your partner.
- (2) Tell your partner your concerns and questions about those three paragraphs, and whether or not you are open to unsolicited feedback in any particular area (style, flow, grammar, etc.) or in general.
- (3) Then read your work out loud to them, listening for mistakes and glitches as you go, and pausing to identify them to your partner and jot them down in your Writer's Notebook in a form that will still be comprehensible to you when it's time to start revising your essay.
- (4) Then get feedback from your partner on what you've read, according to the parameters you've set for them in Step 2, and write their feedback in your Writer's Notebook in a form that will still be comprehensible to you when it's time to start revising your essay.

Fri (11/20)

- Lecture/Discussion, Revision 101.2: Find the thesis!
- **IN-CLASS PEER REVIEW VIRTUAL WRITER'S NOTEBOOK**
ACTIVITY:
 - (1) Exchange essays with your partner and read their entire essay.
 - (2) Then, without looking at their essay, describe to them in your own words:
 - A. The thesis of their chosen text, as you understand it, based on their essay's description and analysis of it
 - B. The thesis of their essay, as you understand it.
 - (3) Then your partner will tell you whether your understanding of their thesis and their chosen text's thesis are accurate, incorrect, or incomplete. If incorrect or incomplete, look over your essay with your partner to find

out what you should change in your essay to more clearly articulate your thesis and/or your chosen text's. If accurate, your partner should tell you why they found your thesis and/or your description of your text's thesis, so clear.

- (4) Jot down what your partner told you in Step 2, and what (if anything) you've decided to change about your essay as a result.

WEEK 15: Thanksgiving Break (No Class 11.23-11.27)

WEEK 16

Mon (11.30)

- Lecture/Discussion: Final Assignments Overview and Expectations/Q&A

Weds (12.2):

- Lecture/Discussion: Final Assignments Overview and Expectations/Q&A
- SPOT Evaluations in Class

Fri (12.5)

- **UNT READING DAY - (No Class)**

FINALS WEEK (12.6 - 12.12) Note: Because this is a writing course, we will NOT have a final exam.

Big Essay #3 REVISION: Text Assessment & Analysis

&

My Writing Journey Essay

are both due via Canvas by 11:59pm Friday December 11

(i.e. the last day of UNT Finals Week)