

HONORS FIRST-YEAR WRITING 1

English 1311.003

Professor Deb Armintor

MWF, 11:00 - 11:50

CURRY 210

UNT Fall 2025

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

Phone Office Hours: 940-300-9857, By Appointment

Zoom Office Hours: <https://unt.zoom.us/j/6837842372> (or Zoom by phone (audio only): 1 346-248-7799. Meeting ID: 683 784 2372)

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 1310, 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 9/20**
2. Big Essay #2: Group Observation & Analysis 1/7th of final course grade (Submitted on Canvas). **Due via Canvas by 11:59pm, Saturday 10/11**
3. Big Essay #3: Text Assessment & Analysis: 1/7th of final course grade (Submitted on Canvas). **Due via Canvas by 11:59pm, Saturday 11/15**
(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 11/22 at 11:59pm)
4. Writer's Notebook: **Submitted on the last day of class, Wednesday, 12/3**
5. Big Essay #3 REVISION: Text Assessment & Analysis Revision: 1/7th of final course grade (Submitted on Canvas). **Due by 11:59pm, Friday 12/12**
6. My Writing Journey Essay: 1/7th of final course grade (Submitted on Canvas). **Due by 11:59pm, Friday 12/12**
7. Participation Grade (For Attendance & Participation in Class Discussions, Class Activities, and our Library Days): 1/7th of final course grade

My 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
- **“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
- **“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
- **“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
- **“F” WORK** will constitute a final score of 0-59.99% of total points, and will represent an overall response that is unacceptable.

LIBRARY RESOURCES

- **Dr. A's 7 Basic Steps to Finding Texts Using UNT Library Databases**
- **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

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. In order to make an appointment with a writing tutor, visit <https://writingcenter.unt.edu/online-tutoring>. The Writing Center also offers online tutoring through UNT's Zoom portal. Online tutoring sessions last one hour for both undergraduate students and graduate students.

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>
- [Counseling and Testing Services](#)
<https://studentaffairs.unt.edu/counseling-and-testing-services>
- [UNT Care Team](#) <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 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 eulDs 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.

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 in all Freshman Writing courses need to be aware of the strict policies against plagiarism and academic honesty enforced by UNT and by instructors in the Department of English. All writing in freshman English courses 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 your instructor suspects plagiarism,

you will automatically receive a zero on the paper or assignment, and will be reported to the Office of Academic Integrity. Your instructor may also require you to meet with them to discuss the suspected plagiarism.

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation 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 to be delivered to faculty to begin a private discussion regarding your specific needs in a 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. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty 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 at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact ODA by phone at (940) 565-4323.

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.

CLASSROOM POLICIES

ATTENDANCE:

Attendance will be taken daily and constitutes 1/7th of your final course grade. It is the UNT FYW policy that no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course.

You are allowed 3 “free” absences in this course. It is not necessary to email your instructor every time you miss class (see illness clause below). In addition to not attending class altogether, the following actions may result in a student being counted as officially absent:

- Coming to class unprepared (didn't do the assigned reading)
- Failure to participate in group activities or to contribute to class discussions when called upon
- Unexcused cell phone use or the use of headphones during class
- Unexcused distracting or disruptive behavior or outburst

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 content-producing AI tools such as ChatGPT is strictly prohibited. Any student in this course who uses ChatGPT 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.

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 serious illness please seek medical attention from the Student Health and Wellness Center or your health care provider PRIOR to attending class. If you choose to do so, you may email your professor to inform them of your absence due to illness or other medical issues. Your instructor can decide if absences due to illness will be excused and exceptions to the attendance policy instituted. Please do NOT email any medical records directly to your instructor.

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 & 5-DAY GRACE PERIOD POLICY:

Only one unexcused late assignment may be submitted per student during the semester. After that, all remaining coursework must be turned in no later than 5 days after the due date, or the student will receive a zero on that assignment. You can think of those 5 days as a 5-day "grace period" for each major writing assignment. However, 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 submissions of Big Essay #3 for anyone is Saturday 11.22 at 11:59pm, 7 days after the official due date. After that, the remaining exceptions to our Late Submission / 5-Day Grace Period rules are the last 3 graded assignments of the course: Writer's Notebook, My Writing Journey Essay, and Big Essay #3 Revision. These must be submitted no later than the official due date and time listed in the syllabus for these assignments so that I can submit your final course grade to the Registrar on time.

INSTRUCTOR RESPONSIBILITIES AND FEEDBACK:

My responsibility as your instructor is to challenge you, to help you understand the course material, and to help you grow and learn as a student. I will provide clear instructions for projects and assignments, answer your questions, and identify additional resources as necessary. I will also provide substantive feedback on your written work. You can expect me to have **feedback and grades returned to you 2 weeks after the due date** for each major assignment.

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). If you would like to read more about college writing, you can purchase an electronic copy of [STEPS TO WRITING](#)

[WELL \(Cengage, 11th Ed\)](#). If you wish, you can also access and download the electronic textbook WRITE & COMMUNICATE LIKE A PROFESSIONAL (pdf) for free by clicking on the pdf link. Both of these textbooks are optional for the particular section of the course in which you are enrolled. The linked online readings listed under various course meeting dates, however, are required, and you cannot succeed in the course without reading them prior to their listing date and coming to class prepared to discuss and write about them.

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
- Autobiographical Narrative (Big Essay #1) Sample Student Essay: Sample Student Essay 1 (The Incident).pdf

UNIT 2:

- "Ticket to the Fair" by David Foster Wallace
- "Shipping Out" by David Foster Wallace
- "Consider the Lobster" by David Foster Wallace
- Place and Belonging: Denton, Texas," from *Something Between Us: The Everyday Walls of American Life and How to Take Them Down* by Anand Pandian
- Group Observation & Analysis (Big Essay #2) Sample Student Essay: Sample Student Essay 2 (Making Homes).pdf
- Group Observation & Analysis (Big Essay #2) Sample Student Essay: Sample Student Essay 2 (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: Sample Student Essay 3 (On Trans Rage).pdf

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 (8.18):

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

Weds (8.20):

- **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).

Fri (8.22):

- 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. On the numbered index card at your seat, write your preferred first name, your last name, your pronouns, and (on the other side) something you like about your name
- **YOUR WRITER'S NOTEBOOK: On the cover of the blue book at your seat, write your first and last name, along with our course number, section, and semester/year. This will be your writer's notebook for the remainder of the course, and you will submit it at the end of the course, to be graded as 1/7th of your final course grade. Use your writer's notebook only for this class and to bring with you every day, along with a pen or pencil, for in-class writing activities. If you are concerned about losing your writer's notebook, you might want to photograph and save each writer's notebook entry immediately after you complete it.**
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

WEEK 2

Mon (8.25):

- 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 (8.27):

- Read for today: "Shitty First Drafts" by Anne Lamott
- Discussion/Lecture on today's reading
- Discuss in pairs 2 things you like about writing and 2 things you dislike about writing
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Fri (8.29)

- Discuss in pairs 2 life experiences 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:

-1 funny or sad early childhood experience

-1 funny or sad adolescent or young adult experience involving a friend, group of friends, or family member

- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY**

WEEK 3

Mon (9.1): **LABOR DAY (NO CLASS)**

Weds (9.3)

- Presentation and Q&A with Writing Center Director, Dr. Mary Lutze (and special guest)

Fri (9.5)

- Read for today: "The Danger of a Single Story" by Chimamanda Ngozi Adichie
- Watch in class
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story

WEEK 4

Mon (9.8)

- Class Discussion 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.

Weds (9.10)

- Read for today: “How it Feels to Be Colored Me” by Zora Neale Hurston (PDF)
- Discussion/Lecture in class on today's reading
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Fri (9.12)

- Read for today: “Why I Write” by Joan Didion
- Discussion/Lecture in class on today's reading
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

WEEK 5

Mon (9.15)

- Essay Troubleshooting Discussion/Q&A, Day 1: ENGL 1310 Common Writing Problems.docx
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Weds (9.17)

- Essay Troubleshooting Discussion/Q&A, Day 2: ENGL 1310 Common Writing Problems.docx
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Fri (9.19)

- Essay Troubleshooting Discussion/Q&A, Day 3: ENGL 1310 Common Writing Problems.docx

- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY**

BIG ESSAY #1 Autobiographical Narrative Essay Due via Canvas by 11:59pm Saturday (9.20): Big Essay #1: Autobiographical Narrative

WEEK 6

Mon (9.22)

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

Weds (9.24)

- Read for today: "Ticket to the Fair" by David Foster Wallace
- Discussion/Lecture in class on the reading for today
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Fri (9/26)

- Read for today "Shipping Out" by David Foster Wallace
- Discussion/Lecture in class on today's reading
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

WEEK 7

Mon (9.29):

- Read for today "Consider the Lobster" by David Foster Wallace
- Discussion/Lecture in class on today's reading

- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Weds (10/1)

- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Fri (10.3)

- Lecture/Discussion: Writing Introductions
- Discuss in pairs what you find most challenging about writing good introductions, and why. Be prepared to share with the group.
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

WEEK 8

Mon (10.6)

- Lecture/Discussion: Writing Conclusions
- Discuss in pairs what you find most challenging about writing good conclusions, and why. Be prepared to share with the group.
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY**

Weds (10.8)

- Lecture/Discussion: Reorganizing Your Paragraphs
- Discuss in pairs what you find most challenging about organizing paragraphs in an essay, and why. Be prepared to share with the group.
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY**

Fri (10.10)

- Lecture/Discussion: Using Quoted Dialogue
- Read for today: "Place & Belonging: Denton, Texas, from *Between Us: The Everyday Walls of American Life and How to Take Them Down* by Anand Pandian

- Discussion/Lecture in class on today's reading
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

BIG ESSAY #2 Group Observation & Analysis Essay Due via Canvas by 11:59pm Saturday (10.11): Big Essay #2: Group Observation & Analysis

WEEK 9:

Mon (10/13):

- Read for today Sample Big Essay #3 (On Trans Rage)
- Lecture/Discussion on Text Assessment & Analysis Assignment (Big Essay #3) and today's reading

Weds (10.15)

- Lecture/Discussion: Choosing Your Topic Before Choosing Your Text
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Fri (10.17)

- Lecture/Discussion: Choosing Your Topic Before Choosing Your Text (Continued)
- **Discuss in pairs (and be prepared to share with the class): What was the first thing that made you angry today (or the most recent thing that made you angry)?-What made you laugh most this weekend or today (or most recently)?-What worried you most recently?-What annoys you most about school, work, or life/people in general?-What was something you read about in the news, saw on the news, or heard about in the news recently that stuck in your mind?**

- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

WEEK 10

Mon (10.20):

- Lecture/Discussion: Turning a Personal Concern into a Public Concern
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Weds (10.22):

- Group Activity: Turning a Public Concern into a Text to Write About
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Fri (10.24):

- Discuss in pairs your chosen topic for Big Essay #3. If you don't have one yet, brainstorm 3 possible topics. Be prepared to share with the class.
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

WEEK 11

Mon (10.27)

- In-class group activity: helping your peers find search terms (List of chosen topics from Friday's writer's notebook activity: ENGL 1310 Big Essay #3 Topics & Search Terms.docx)
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Weds (10.29)

- Read for today: Introduction to How Doctors Think by Jerome Groupman
- Discussion/Lecture in class on today's reading
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Fri (10.31)

- Group Activity in Class: Make a checklist of questions out of the instructions for Big Essay #3.
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

WEEK 12

Mon (11.3)

- **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> Links to an external site.**(Attendance will be taken there).

(Library Scavenger Hunt Activity Instructions & Worksheet.pdf)

Wed (11.5)

- **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).

Fri (11.7)

- Read for today: ["The Case For Reparations" by Ta-Nehisi Coates](#)
- Discussion/Lecture in class on today's reading
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

WEEK 13

Mon (11/10):

- Group Activity in Class: Referencing the Big Essay #3 assignment description and the checklist that we made about it in class, write a sentence or two about as many components of the assignment as you can within our allotted class time, as if your chosen text was ["The Case For Reparations" by Ta-Nehisi Coates](#)
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Weds (11.12)

- Read for today: ["The Gigantic Dream" by Ta-Nehisi Coates](#)
- Discussion/Lecture in class on Monday's writer's notebook activity and today's reading
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

Fri (11.14)

- Group Activity in Class: Referencing the Big Essay #3 assignment description and the checklist that we made about it in class, write a sentence or two about as many components of the assignment as you can within our allotted class time, as if your chosen text was ["The Gigantic Dream" by Ta-Nehisi Coates](#)
- **WRITER'S NOTEBOOK IN-CLASS WRITING ACTIVITY TBA TODAY!**

BIG ESSAY #3 Text Assessment & Analysis Essay: Due via Canvas by 11:59pm Saturday, 11.15 (Your instructor and peers will provide feedback that you will use to revise it): Big Essay #3: Text Assessment & Analysis. 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 11.22 at 11:59pm.

WEEK 14

Mon (11.17)

- Discuss Big Essay #3 Revision
- Lecture/Discussion: Giving and incorporating feedback as fundamental to the writing and revision process

Weds (11.19)

- Lecture/Discussion: Revision 101.1
- **WRITER'S NOTEBOOK IN-CLASS PEER REVIEW WRITING ACTIVITY TBA TODAY!**

Fri (11/21)

- Lecture/Discussion: Revision 101.2
- **WRITER'S NOTEBOOK IN-CLASS PEER REVIEW WRITING ACTIVITY TBA TODAY!**

WEEK 15

Mon (11.24)

- Lecture/Discussion: Revision 101.3

- **WRITER'S NOTEBOOK IN-CLASS PEER REVIEW WRITING ACTIVITY TBA TODAY!**

Weds (11.26): **Thanksgiving Break (No Class)**

Fri (11.28): **Thanksgiving Break (No Class)**

WEEK 16

Mon (12.1)

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

Weds (12.3):

- Lecture/Discussion: Final Assignments Overview and Expectations/Q&A
- **SUBMIT WRITER'S NOTEBOOKS**
- **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 12th

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