ENGL 1310: First Year Writing I

Weekly Monday Course Meetings

Note: Until at least Mon February 1, ALL Sections of Dr. A's 1310 course will be meeting remotely via ZOOM (instructor is in family COVID isolation) !!!

Section .001 (Remote only): Meet via Zoom Mondays at 2pm or 3:30pm, except MLK Jr Day, Mon, Jan 18

Section .019 (Hybrid): Meet in ENV 110 (after Feb 1) or via Zoom (before Feb 1) Mondays at 2pm, except MLK Jr Day, Mon, Jan 18

Section .027 (Hybrid): Meet in ENV 110 (after Feb 1) or via Zoom (before Feb 1) Mondays at 3:20pm, except MLK Jr Day, Mon, Jan 18

Zoom Link: https://unt.zoom.us/j/6837842372

Basic Information

Welcome to UNT! As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

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

Course Prerequisite(s): None
Core Category: English Composition and Rhetoric

Course Description

In ENGL 1310, students are introduced to rhetorical tools, invention strategies, and writing processes that will help them thrive as writers in a university setting and beyond. Students begin with personal inquiry, writing about experiences and memories. With an emphasis on description, explanation, and observation, they practice genre conventions, gain rhetorical knowledge, and develop a framework for producing persuasive writing about themselves and their communities. Reading and discussing nonfiction texts helps develop their habits of critical reading and familiarity with academic argument. In the final Analysis Essay, students make the move to academic or public argument by writing about a cultural issue of significance to them.

Over the course of the semester, students practice ways to gain critical distance and take an analytical perspective on a topic and themselves. They learn to use conventions of academic analysis and to structure claims and evidence in ways that make their findings clear to their audiences.

Instructor: Dr. Deborah Armintor (please call me Dr. Armintor or Dr. A.)
Pronouns: She/Her/They/Their
Email: dna@unt.edu (Include in email subject heading your full name, course number, & section number)
Cell: 940-300-9857 (Text me anytime, day or night -but no calls, please. Make sure to provide your full name, course number, & section number in your text)
Office Hours: By appointment via Zoom (https://unt.zoom.us/j/6837842372) or phone.
Weekly Zoom Link & Dial-In Instructions:

Join Zoom Meeting:

https://unt.zoom.us/j/6837842372

Meeting ID: 683 784 2372
One tap mobile
+13126266799,,6837842372# US (Chicago)
+19294362866,,6837842372# US (New York)

Dial by your location
        +1 312 626 6799 US (Chicago)
        +1 929 436 2866 US (New York)
        +1 301 715 8592 US (Washington D.C)
        +1 346 248 7799 US (Houston)
        +1 669 900 6833 US (San Jose)
        +1 253 215 8782 US (Tacoma)
Meeting ID: 683 784 2372
Find your local number: https://unt.zoom.us/u/keHz1r75sc

Join by SIP
6837842372@zoomcrc.com

Join by H.323
162.255.37.11 (US West)
162.255.36.11 (US East)
115.114.131.7 (India Mumbai)
115.114.115.7 (India Hyderabad)
213.19.144.110 (Amsterdam Netherlands)
213.244.140.110 (Germany)
103.122.166.55 (Australia)

149.137.40.110 (Singapore)
64.211.144.160 (Brazil)
69.174.57.160 (Canada)
207.226.132.110 (Japan)
Meeting ID: 683 784 2372

Required Materials:
THE COMPOSITION OF EVERYDAY LIFE, Brief 6th Edition

(Mauk/Metz, Cengage, 2017, ISBN 9780357613740)

Note: You'll be using the same book for English 1320, so hold on to it

Course Objectives
By the end of this course, students in this course will be able to
Assess and explain their own writing habits reflectively
Identify and describe events from their own personal experiences 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
Compare and rate their contributions as a team member to peer review and other team-based assignments
Evaluation and Grading:
Grade Breakdown

Note: To earn a passing grade, you must complete all major writing assignments.

Units and Assignments:
10% – Unit 1 – Writing Experience
20% - Unit 2 – Writing Community
35% - Unit 3 – Writing Analysis
15% - Discussion Boards
20% - Activities
100% - Total
Grading Policies and Tips

This course has a demanding reading and writing load commensurate with a first-year writing class. Students will be expected to read all assigned texts carefully and to be prepared to discuss the texts analytically and critically on the day that they are assigned. Much of your class time will be spent discussing course readings, practicing writing, and working together

collaboratively online. If you do not understand or need help, please make arrangements to talk to your instructor right away.

Please also keep up with all writing assignments. On days when writing is due, be ready to post a draft for your other writing community members. Evaluating, revising, and editing our writing together is a vital part of this class.

Sometimes you will also engage in collaborative or individual assignments or activities during class modules. When you communicate with other class members, you should move beyond simply writing about what parts of the texts that you "like." Work hard to think about how the texts support and contradict one another. Bring experiences and ideas from your own life into the discussion where appropriate. Look for ways that class readings and discussions are relevant in the world around you. Pay attention to what your classmates write and build off of their ideas when you can. Encourage, support, and learn from each other.

Rubrics and Scoring Systems

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.
**Note that rubrics for each assignment can be found in your course textbook.
Note: On discussion posts and responses, a perfect score (full points credit, an A) is indicated by a thumbs up. Discussion posts that earn less than full points credit will receive instructor comments indicating how to improve for next time.
Units and Assignments Overview

(Note: specific instructions for each assignment may vary from instructor to instructor; the following text is for overview purpose only)

Unit 1 – The Value of Writing:

Observing a Topic: Spend time looking around for topics, issues, and ideas that matter to people in your community. Pay attention to groups, businesses, and organizations near you. Alternatively, browse a list of student organizations at UNT. As you observe and browse, make notes about what makes various groups identify with one another. Think of what values they share, such as intellectual ideas or college majors (UNT Ad club); shared physical activities (sports; LARPing; alternative service breaks); shared values or social goals (Art of living club; Asian student association) and so on. For 2-3 of the groups you identify, write down several topics or issues that are most relevant to that group (i.e. ethical uses of technology for the Amateur Radio Club; helping with high dropout rates for Big Brothers Big Sisters). Write a brief introduction to the group and the issues that are most important to them.

Unit 1 – Writing Experience:

Literacy/Learning Narrative:

Write a learning narrative that narrates a specific event from your life that helped you learn something new about yourself or others. Your narrative should focus on a specific event in a narrow timeframe, using vivid description, narration, detail, and dialogue to organize your memories and make the significance of what happened clear to an audience.

Unit 2 – Writing Community:

Observation Essay:

Write an observation essay that explains the unique significance of a particular person or place within a larger community. Describe the person or place through vivid description, narration, dialogue and sensory details. Help others outside of your community understand why the person or place is important to the community.

Unit 3 – Writing Analysis

Analysis Essay:

Write an analysis of a text (journal article, magazine article, editorial, speech, book, or website) that breaks down the text you are analyzing and shows how it works to inform, persuade, or entertain an audience. Your analysis should read the text carefully and also offer insight into how the text adds new perspective to a particular cultural or social issue that is important to you.

Reflective Self-Analysis:

Write an analysis of your own writing from the Writing Analysis unit and the Analysis Essay, focusing on how effectively / ineffectively you used writing strategies and rhetorical tools to meet the objectives of the essay and reach an intended audience.

Program Values
Writing develops through inquiry, experimentation, and discovery.

The act of writing encourages intellectual and personal development, and leads to greater knowledge retention, deep reflection, and empathy. Writing may teach us new ways to understand ourselves, our world, our communities, and others better. Through writing and listening to the writing of others, we grow intellectually, reflect deeply, and respond empathetically to vital issues facing ourselves, our communities, and our world.

Writing facilitates critical thinking about complex issues.

Writing is a practice of responding clearly, concisely, and coherently to complex issues. Students studying writing develop their logical skills and learn strategies to address critical problems and attune to audiences with precision and purpose.

Writing takes place through a lifelong process supported by revision and reflection.

Beyond traditional academic skills and rules of writing, writers develop flexible strategies to read, listen, plan, and collaborate with others by revisiting and reflecting on their writing experiences. Students studying writing learn to reflect on their own writing processes, which might include critical reading, planning, drafting, collaborating, revising, and reflecting, through multiple pages of drafted material.

Writing can give us agency to intervene in social issues.

Writers intervene in their communities by addressing audience needs and concerns. Academic audiences expect writers to address difficult questions through well-researched writing that is supported with compelling evidence. Other kinds of audiences and communities expect writers to address their needs differently, through flexible rhetorical strategies that offer relevant and timely information.

Writing is integral to information literacy and critical reading.

In order to write ethically and build credibility with audiences, writers must read sources carefully and know how to assess and use information effectively.

Writing is learned through effective and engaging teaching.

The First-Year Writing program at UNT provides its instructors with ongoing educational training to help them deliver effective and engaging instruction to students. UNT FYW acknowledges excellence in teaching and fosters a culture that facilitates thoughtful instruction and promotes student success.

Instructor Policies and Expectations:
Attendance and Absences:

I do not grade attendance at our weekly meetings. HOWEVER, the content delivered at those meetings is necessary to succeed in the course. You are responsible for watching the Zoom recordings of any missed meetings. Zoom recordings should be automatically emailed to you after each week's course meeting.

Using Canvas:

Announcements, discussions, assignments, and grades for this course will all be handled within UNT's CANVAS Learning Management System. You must be able to access CANVAS regularly in order to succeed in this course.

All students have access to CANVAS through their UNT accounts. For more information on using CANVAS, see https://community.canvaslms.com/docs/DOC-10701. If you have any questions regarding your use of the Canvas learning management system, please contact the student help desk at: Email: helpdesk@unt.edu, Phone: 940-565-2324.

You also need to make plans to have a backup way to access the technology each week: another computer; the local library; or perhaps the UNT campus. Not having access to the course will not excuse you from the workload each week.

Formatting Your Assignments:

All written work needs to be typed and submitted online to our CANVAS site. For all essays, include your name and the page number on the top right of each page (i.e.: Lastname 1). Please also include a date and the course number (ENGL 1310 or ENGL 1320). Use a text font for all essays (Times Roman or Garamond for example) at 12 points, with all one-inch (1") margins, and double-spacing.

Late or Missed Assignments:

I grade the quality of your work, not the speed at which you turn it in. I would like you to try your best to submit your work the week it's due, but I will not penalize you or deduct points for lateness.

Using the UNT Writing Center:

It is recommended that you schedule an appointment with the UNT Writing Center to request extra help with all of your assignments for this class. 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.

To schedule an online tutoring session, email WritingCenter@unt.edu. You'll need to provide the following information:

UNT ID (Example: 12345678)
Your email address
Your phone number
Your classification (undergraduate student)
Your major
Time and date you want to schedule your session
Class for which you're writing the paper
Name of the assignment
Citation style you're using for this paper (APA, Chicago Manual of Style, MLA)
Digital copy of the paper
Whether you would prefer a video-based session or a chat box-based session
Library skills.

Please make yourself familiar with the UNT Library and its resources before you get too far in this course. You can make an appointment with a reference librarian in order to get one-on-one help using this link: https://library.unt.edu/forms/reference-appointment/

Public Writing

You should consider that all of your submitted writing for this course, including prewriting, drafts, in-class assignments, and final projects, is public writing. The writing that you submit in this course may be viewed by me and possibly your classmates as well. Please do not submit any information about yourself that you do not want to be public.

Syllabus Change Policy

I have made every attempt to provide this syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. These circumstances may arise in response to the progress, needs, and experiences of students. Advance notice will be given for any changes made to the syllabus.

Technical Requirements & Skills
Minimum Technology Requirements
Computer with word processing capabilities, internet access, and web browser
Canvas Technical Requirements
(https://clear.unt.edu/supported-technologies/canvas/requirements)
Computer Skills & Digital Literacy

Students in this course should be able to

Use Canvas
Use email with attachments
Use presentation and graphics programs
Use Zoom as a web conferencing tool (https://clear.unt.edu/supported-technologies/zoom)
Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. Consider providing tips for success based on your own online teaching and learning experiences. You can also include a link to or adapt tips from this webpage for students, "How to Succeed as an Online Student" (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

Getting Help
Technical Assistance:

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk:

http://www.unt.edu/helpdesk/index.htm

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

Sunday: noon-midnight
Monday-Thursday: 8am-midnight
Friday: 8am-8pm
Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

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)
Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Other student support services offered by UNT include

Registrar (https://registrar.unt.edu/registration)
Financial Aid (https://financialaid.unt.edu/)
Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
Career Center (https://studentaffairs.unt.edu/career-center)
Multicultural Center (https://edo.unt.edu/multicultural-center)
Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
Pride Alliance (https://edo.unt.edu/pridealliance)
UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)
Academic Support Services
Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
Academic Success Center (https://success.unt.edu/asc)
UNT Libraries (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
Legal Name

*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)

COVID-19

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Materials for Remote Instruction

For any classes starting as Partial Remote, Partially Online, or Face-to-Face, remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a computer with internet to participate in fully remote portions of the class. Additional required classroom materials for remote learning are listed above in the "technical requirements" section of this syllabus.

Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Statement on Face Covering

Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

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.

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 Blackboard for contingency plans for covering course materials. II. Optional Statements.

Retention of Student Records.

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

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).

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/) 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.

Additional Online Delivery Policies
Important Notice for F-1 Students taking Distance Education Courses
 (link to policy)

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses.

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

The work is used only once.
The work is not used in its entirety.
Use of the work does not affect any potential profits from the work.
The student is not identified.
The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Class Recordings & Student Likenesses (for online FYW)

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for

educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Schedule of Assignments (Modules)

Getting Started in First-Year Writing I

1/13 Week 1: Writing Experience - Invention

1/18 Week 2: Writing Experience - Rhetorical Tools (no Zoom meeting this week: MLK Day)

1/25 Week 3: Writing Experience - Teamwork and Peer Review

2/1 Week 4: Writing Experience - Revising

2/8 Week 5: Writing Community - Invention

2/15 Week 6: Writing Community - Observing Week 6: Writing Community - Observing

2/22 Week 7: Writing Community - Rhetorical Tools

3/1 Week 8: Writing Community - Public Resonance, Thesis,Teamwork

3/8 Week 9: Writing Community - Revision and Reflection

3/15 Week 10: Writing Analysis - Invention

3/22 Week 11: Writing Analysis - Rhetorical Tools

3/29 Week 12: Writing Analysis - Drafting

4/5 Week 13: Writing Analysis - Teamwork / Peer Review

4/12 Week 14: Writing Analysis - Revision and Reflection

4/19 Week 15: Reflection on Course Learning

4/26 Week 16: Final Exam Week (No final exam for this course)