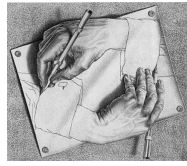


## **COLLEGE WRITING I**



**English 1310.001**

**Professor Deb Armintor**

**MWF, 11 - 11:50**

**LANG 314**

**UNT Spring 2024**

### **YOUR PROFESSOR**

**Professor 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

## **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](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](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.

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

## **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

- Registrar (<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>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)  
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [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.

### **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 Blackboard 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. 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
- Cell phone use or the use of headphones during class
- Unexcused distracting or disruptive behavior or outbursts

### **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! Phones should be out of sight for the duration of class. 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 ASSIGNMENT POLICY:**

**Only one unexcused late assignment may be submitted per student during the semester.** After that, all work must be turned in no later than 5 days after the due date, or the student will receive a zero on that assignment. If any digital paper submission errors occur using Canvas, the student is expected to *email the instructor with the assignment attached before the due date* to avoid late grade penalties.

## **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.

## **GRADING:**

To complete the courses, you must complete ALL major writing assignments listed here:

- [Big Essay #1: Autobiographical Narrative](#) 1/6th of final course grade (Submitted on Canvas)
- [Big Essay #2: Group Observation & Analysis](#) 1/6th of final course grade (Submitted on Canvas)
- [Big Essay #3: Text Assessment & Analysis](#): 1/6th of final course grade (Submitted on Canvas)
- [Big Essay #3 REVISION: Text Assessment & Analysis Revision](#): 1/6th of final course grade (Submitted on Canvas)
- [My Writing Journey Essay](#): 1/6th of final course grade (Submitted on Canvas)
- [Writing Journal](#): consisting of all in-class journal activities (physical journal), both library day assignments (Canvas), and online peer review activity for Big Essay #3 (Canvas): 1/6th of final course grade (Physical writing journal submitted in class at our last class meeting)
- [Participation Grade](#) (For Attendance & Participation in Class Discussions, Class Activities, and our 2 Library Days): 1/6th of final course grade

### Grading Rubric:

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.

### **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 within two weeks of the submission date** for each major assignment.

### **REQUIRED TEXTBOOK**

***The Composition of Everyday Life*** (Brief 6th Edition, Mauk/Metz, Cengage, 2017), ISBN# 9780357613740.

This textbook is required for all UNT 1310 and 1320 courses. Physical or electronic textbooks may be purchased (or physical textbooks rented) through the UNT

Barnes & Noble Bookstore ([unt.bncollege.com](http://unt.bncollege.com)) or Voertmans bookstore on Hickory. If you buy your textbook from a third-party seller online, be sure you have the correct edition/ISBN listed above.

### **LINKED ONLINE READINGS (READINGS NOT IN CEL BOOK):**

## 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](#)
- ["The String Theory" by David Foster Wallace](#)
- [Consider the Lobster" by David Foster Wallace](#)
- 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:

- ["Letter from Birmingham Jail" by Martin Luther King Jr.](#)
- ["The Case for Reparations" by Ta-Nehisi Coates](#)
- [Introduction to How Doctors Think by Jerome Groopman](#)
- 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 (1/15): MLK DAY (NO CLASS)

Wed (1/17):

- Lecture/Discussion/Q&A: Intro to the Class, Part 1 of 2

Fri (1/19):

- Lecture/Discussion/Q&A: Intro to the Class, Part 2 of 2
- In Class Writing 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, and a sentence describing your feelings about writing or your relationship with writing.

## WEEK 2

Mon (1.22):

- Discussion/Lecture in class on the Autobiographical Narrative assignment (Big Essay #1)
- Read [Autobiographical Narrative Sample Student Essay](#)
- **Homework due in class today: BRING A DEDICATED WRITING JOURNAL TO CLASS WITH LINED PAGES, and write your first and last name, along with our course number, section, and semester/year on the cover. It can be a composition notebook, a spiral binder, a 3-ring binder, or any other notebook that you**



**plan to use only for this class and to bring with you every day for in-class writing assignments.**

- Journal activity in class: In your writing journal, write a list of 5 things you like and 5 things you don't like about writing, and be prepared to discuss with them with the class.

Weds (1.24):

- Read for today: ["Shitty First Drafts" by Anne Lamott](#)
- Discussion/Lecture in class on today's reading
- Discussion in class on Monday's journal activity
- Discussion/Lecture in class on Monday's assigned reading (Sample Autobiographical Narrative Essay, a.k.a. Big Essay #1)

Fri (1.26)

- Read for today: ["How it Feels to Be Colored Me" by Zora Neale Hurston \(PDF\)](#)
- Discussion/Lecture in class on Wednesday's reading & Monday's journal activity

## **WEEK 3**

Mon (1.29)

- Discuss the reading from Friday the 26th: ["How it Feels to Be Colored Me" by Zora Neale Hurston \(PDF\)](#)
  - Journal activity in class: In your writing journal, list 5 life experiences that you learned something new from that you could potentially write about for your Autobiographical Narrative essay, and be prepared to discuss with them with the class:
- -1 early childhood experience
- 1 funny learning experience from any point in your life
- 1 recent learning experience from the past year or two
- 1 experience regarding your education, and
- 1 experience regarding a family member

Weds (1.31)

- Read for today: "The Danger of a Single Story" by [Chimamanda Ngozi Adichie](#)
- Discussion/Lecture in class on today's reading and **how reverse outlining makes you a better writer**
- Journal/Group Activity in Class: In your writing journal, write a paragraph about the "single stories" others have told or might tell about you. What stories about yourself or your community would you tell to counter the danger of that single story?

Fri (2.2)

- Read for today: ["Why I Write" by Joan Didion](#)
- Read for today: CEL CH 1 "Inventing Ideas" (p. 3-21: [Mauk Ch 1 1-23.pdf](#))
- Read for today: CEL CH 2 "Remembering Who You Were" (pp.25-26, 41-53: [MaukCELBrief\\_Ch2.pdf](#))
- Discussion/Lecture in class on today's reading
- Journal/Group Activity in Class: List 1 sight, 1 sound, 1 taste, 1 smell, and 1 tactile sensation from your own autobiographical narrative anecdote, alongside 1 or more examples of figurative language you could use to enhance your reader's understanding of the significance of each one.

## WEEK 4

Mon (2.5)

- Read for today: CEL CH 3 "Explaining Relationships" (pg. 59-60, 76-81)
- Read for today: CEL CH 18 "Developing Voice" (pg. 531-546)
- Discussion/Lecture in class on today's reading

Weds (2.7)

- Read for today: CEL, CH 19, "Vitalizing Sentences," pp. 553-555
- Read: CEL CH 8 "Making Arguments"
- Discussion/Lecture in class on today's reading

Fri (2.9)

- Writing Day / Writing Consultation Day / Essay Troubleshooting Workshop

**BIG ESSAY #1 Autobiographical Narrative Essay Due via Canvas by 11:59pm Saturday (2.10): [Big Essay #1: Autobiographical Narrative](#)**

## WEEK 5

Mon (2.12)

- Discussion/Lecture in class on the Group Observation & Analysis Essay assignment (Big Essay #2)
- Read 2 Sample Group Observation & Analysis Student Essays: [Sample Student Essay 2 \(Making Homes\).pdf](#) [Sample Student Essay 2 \(Community of Fish\)](#)
- Read for Today: CEL Ch 4 "Observing" (pg. 93-94)
- Discussion/Lecture in class on today's reading

Weds (2.14)

- Read: ["Ticket to the Fair" by David Foster Wallace](#)
- Discussion/Lecture in class on today's reading
- Journal/Group Activity in Class: Using 3 quotes from today's reading, write a paragraph explaining a technique or strategy that Wallace performs in his writing that makes his essay effective, and considering how you might incorporate that strategy into your own writing in general or in your Group Observation & Analysis essay specifically.

Fri (2.16)

- Read ["Shipping Out" by David Foster Wallace](#)
- Discussion/Lecture in class on today's reading
- Journal/Group Activity in Class: Using 3 quotes from today's reading, write a paragraph explaining a technique or strategy that Wallace performs in his writing that makes his essay effective, and considering how you might incorporate that strategy into your own writing in general or in your Group Observation & Analysis essay specifically.

## WEEK 6

Mon (2.19)

- Read ["The String Theory" by David Foster Wallace](#)
- Discussion/Lecture in class on today's reading
- Journal/Group Activity in Class: Using 3 quotes from today's reading, write a paragraph explaining a technique or strategy that Wallace performs in his writing that makes his essay effective, and considering how you might incorporate that strategy into your own writing in general or in your Group Observation & Analysis essay specifically.

Weds (2.21)

- Read ["Consider the Lobster" by David Foster Wallace](#)
- Discussion/Lecture in class on today's reading
- Journal/Group Activity in Class: Using 3 quotes from today's reading, write a paragraph explaining a technique or strategy that Wallace performs in his writing that makes his essay effective, and considering how you might incorporate that strategy into your own writing in general or in your Group Observation & Analysis essay specifically.

Fri (2.23)

- Lecture/Discussion: Writing Introductions

- Journal/Group Activity in Class: Discuss what you find most challenging about writing good introductions, and why. What techniques or "tricks" have you learned that can help you improve in this area?

## WEEK 7

Mon (2.26):

- Lecture/Discussion: Writing Conclusions
- Journal/Group Activity in Class: Discuss what you find most challenging about writing good conclusions, and why. What techniques or "tricks" have you learned that can help you improve in this area?

Weds (2/28)

- Lecture/Discussion: Reorganizing Your Paragraphs
- Journal/Group Activity in Class: Discuss what you find most challenging about organizing paragraphs in an essay, and why. What techniques or "tricks" have you learned that can help you improve in this area?

Fri (3/1): **LIBRARY DAY! Library Research for ENGL 1310 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.)

## WEEK 8

Mon (3.4)

- Essay Troubleshooting Workshop

Weds (3.6)

- Writing Day / Writing Consultation Day

Fri (3.8)

- Writing Day / Writing Consultation Day

**BIG ESSAY #2 Group Observation & Analysis Essay Due via Canvas by 11:59pm Saturday (3.9): [Big Essay #2: Group Observation & Analysis](#)**

**WEEK 9: SPRING BREAK, 3.11 - 3.15**

**WEEK 10**

Mon (3.18)

- Discuss Text Assessment & Analysis Assignment (Big Essay #3)
- Read [Sample Big Essay #3 \(On Trans Rage\)](#)
- Lecture/Discussion: Choosing Your Topic Before Choosing Your Text
- Corresponding Journal/Group Activity in 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?**

Weds (3.20)

- Lecture/Discussion: Choosing Your Topic Before Choosing Your Text (Continued)

Fri (3.22)

- Lecture/Discussion: Choosing Your Text After Choosing Your Topic, Part 1
- Corresponding Journal Activity TBA

## WEEK 11

Mon (3.25)

- Lecture/Discussion: Choosing Your Text After Choosing Your Topic, Part 2
- Corresponding Journal Activity TBA

Weds (3.27)

- Read CEL "Analyzing Complex Arguments and Close Reading"
- Discussion/Lecture in class on today's reading

Fri (3.29)

- Read ["Letter from Birmingham Jail" by Martin Luther King Jr.](#)
- Discussion/Lecture in class on today's reading
- Journal/Group Activity in Class: Do a reverse outline of Dr. King's essay, and then write 2-4 sentences explaining why you think he organized his essay the way he did. List 3 other aspects of his writing that make his argument effective, providing examples if necessary.

## WEEK 12

Mon (4.1)

- Read ["The Case for Reparations" by Ta-Nehisi Coates](#)
- Discussion/Lecture in class on today's reading
- Journal/Group Activity in Class: Do a reverse outline of Coates's essay, and then write 2-4 sentences explaining why you think he organized his essay the way he did. List 3 other aspects of his writing that make his argument effective, providing examples if necessary.

Wed (4.3)

- **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 "journal" activity: [\*\*LIBRARY DAY IN-CLASS ONLINE "JOURNAL" ENTRY\*\*](#)

Fri (4.5)

- Read [Introduction to \\_How Doctors Think\\_ by Jerome Groupman](#)
- Discussion/Lecture in class on today's reading
- Journal/Group Activity in Class: Do a reverse outline of Groupman's essay, and then write 2-4 sentences explaining why you think he organized his essay the way he did. List 3 other aspects of his writing that make his argument effective, providing examples if necessary.

## **WEEK 13**

Mon (4.8)

- Lecture/Discussion: Sample Text Assessment & Analysis Student Essay:  
<https://drive.google.com/file/d/1DtIFkTBCcy1ODsSvgFqFD4kaWFcZHyw6/view?usp=drivesdk>
- Corresponding Journal Activity TBA

Weds (4.10)

- Lecture/Discussion: Sample Text Assessment & Analysis Student Essay: [Sample Student Essay 3 \(On Trans Rage\).pdf](#)
- Corresponding Journal Activity TBA

Fri (4.12)



- Writing Day / Writing Consultation Day

**BIG ESSAY #3 Text Assessment & Analysis Essay Due via Canvas by 11:59pm Saturday (4.13) (Your instructor and peers will provide feedback that you will use to revise it): [Big Essay #3: Text Assessment & Analysis](#)**

## WEEK 14

Mon (4.15)

- Lecture/Discussion: Giving and incorporating feedback as fundamental to the writing and revision process
- Journal/Group Activity in Class: Read over the questions for revising in the CEL, p.55, linked here: [https://drive.google.com/file/d/19uKpCRG34-Z5XxSFI0oa\\_XhTTLNOt-NH/view?usp=drivesdk](https://drive.google.com/file/d/19uKpCRG34-Z5XxSFI0oa_XhTTLNOt-NH/view?usp=drivesdk) . Identify one or more questions that are most challenging for you to answer about your own Text Assessment & Analysis essay. If you want, you can choose your first question from p. 55 and invent the second question yourself. For your submission to this activity, write a short response (1 paragraph) in which you address these concerns, beginning with your most urgent concern.

Weds (4.17)

- Lecture/Discussion: Group Workshop discussion: Revision 101.1
- Journal Activity in Class: Text Analysis Peer Review (Online In-Class Journal Activity), linked here: [Text Analysis In-Class Peer Review](#)

Fri (4.19)

- Lecture/Discussion: Revision 101.2
- Journal Activity in Class: Text Analysis Peer Review (Online In-Class Journal Activity), linked here: [Text Analysis In-Class Peer Review](#)

## WEEK 15

Mon (4.22)

- Lecture/Discussion: Revision 101.3
- Journal Activity in Class: Text Analysis Peer Review (Online In-Class Journal Activity), linked here: [Text Analysis In-Class Peer Review](#)

Weds (4.24)

- Lecture/Discussion: Revision 101.4
- Journal Activity in Class: Text Analysis Peer Review (Online In-Class Journal Activity), linked here: [Text Analysis In-Class Peer Review](#)

Fri (4.26)

- Writing Day / Writing Consultation Day

## WEEK 16

Mon (4.29)

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

Weds (5.1)

- Lecture/Discussion: Final Assignments Overview and Expectations/Q&A
- **SUBMIT YOUR WRITING JOURNAL TODAY AT THE BEGINNING OF CLASS!\***
- SPOT Evaluations in Class

Fri (5.3): Reading Day, No Class

**FINALS WEEK (5.4-5.10) Note: Because this is a writing course, we will NOT have a traditional exam format for the final exam. Instead, you will need to turn in your Big Essay #3 (Analysis Essay) final revision and your reflective self-analysis essay on Canvas by 11:59pm on Friday 5.10, the last day of finals week.**

**BIG ESSAY #3 REVISION:**

**TEXT ASSESSMENT & ANALYSIS**

**[Big Essay #3 REVISION: Text Assessment & Analysis](#)**

***and***

**MY WRITING JOURNEY ESSAY**

**[My Writing Journey Essay](#)**

**Both due via Canvas by 11:59pm Friday (5.10)**