

ENGL 1310 | Spring 2026

Instructor | Damilare Abiodun

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Syllabus Guide

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--submitting work that is not your own (This includes using ChatGPT)
- Fabrication--pretending you are writing about a real interview when you really made it up
- Facilitating academic dishonesty--helping someone else cheat
- Forgery--pretending your work is someone else's
- Plagiarism--using someone else's published work without citing it correctly
- Sabotage--setting someone else up to fail

A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. I am obligated to report any academic dishonesty.

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 directed to leave the classroom, and 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.

First Year Writing (FYW) Policies

In addition to the policies provided by UNT, our department also has policies that we use to ensure that you are treated fairly.

Evaluation and Grading

Major Assignments | 20% Per Paper

The Learning Narrative

The Observation Essay

The Analysis Essay

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

Weekly Writing | 15%

Discussions | 10%

Peer Review | 5%

Quizzes | 10%

Rubrics and Scoring Systems

For the purposes of this course, we describe the grades you will be assigned in this way:

Explanation of Grades

GRADE	DESCRIPTION
A 90-100	Exceeds the assignment's requirements and has few to no errors. Shows a mastery of the concepts being taught. Is impressively sophisticated, inventive, balanced, justified, effective, mature, and expertly situated in time and context.
B 80-89	Meets the assignment's requirements and has few errors. Shows a high level of understanding of the concepts being taught. Skilled, revealing, developed, perceptive, but not unusually or surprisingly original.
C 70-79	Meets most of the assignment's requirements but has some errors. Shows some understanding of the concepts being taught. Coherent, significant, and perhaps even insightful in places, but ultimately challenged in organization, articulation, perception, and/or effectiveness.

D 60-69	Does not meet most of the assignment's requirements and has many errors. Shows a low level of understanding of the concepts being taught. Offers an overall response that is incomplete and may be severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates.
F 59 or below	Does not meet the assignment's requirements. The number of errors impedes the work's meaning. Shows no understanding of the concepts being taught.

Program Values

The assignments and activities for your course were designed carefully and are based on the following departmental values.

We develop our writing skills through inquiry, experimentation, and discovery.

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.

When we write, we develop our ability to think critically 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 with precision and purpose.

Writing is a lifelong process supported by revision and reflection.

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 is a powerful tool and can give us agency to intervene in social issues.

Writers intervene in their communities by addressing an audience's 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.

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 (FYW) 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.

Communication Expectations

Communication is key to your success. When you need to reach me, follow these practices:

- Communicate with me formally through my UNT email address: damilare.abiodun@unt.edu or damilareabiodun@my.unt.edu
- Include the course and section number in the subject line: 1310.XXX
- Use appropriate salutations and grammatical language: "Dear XX"
- Treat all emails as professional communication.
- Respect the personal identities and privacy of yourself, me, and others.
- Respect identities based on gender, sexuality, race, ethnicity, class, and/or culture.
- Think carefully about what you reveal and do not reveal, particularly if this information involves your health and/or classroom performance. If your emails contain any information that causes me to be concerned for your safety or the safety of others, I am required to report it.
- Refrain from making personal attacks or using language that discriminates based on gender, sexuality, race, ethnicity, class, and/or culture.

Note | I am not able to discuss any information relating to academic records through email.

Participation and Civility

We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect.

Therefore, I expect you to conduct yourself in a professional and respectful manner during all online interactions and class-related activities. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement in your writing, do so in a civil manner. Remember that you are accountable for your actions in this course, including your submitted work, your grades, and your interactions with me and with other students.

Everyone will have multiple opportunities to participate in class. Participation can be many things, including the following:

- Participating actively in small group work, class meetings, and discussions
- Showing attention to others in discussion posts
- Completing all assignments on time

- Coming prepared to conferences/office hours

Here are some of the “Rules of Engagement” UNT recommends as guidelines for our class:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis 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 will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals’ experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Be cautious when using humor or sarcasm in emails or discussion posts, as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

Using Canvas

Canvas is an important tool to help you succeed, and we will use it extensively:

- Submit all assignments through Canvas, including quizzes, discussions, weekly writings, and major assignments.
- Check Announcements at least once a day. I will communicate important information about our course as an announcement.
- All students have access to Canvas through their UNT accounts. For more information on using Canvas, see <https://community.canvaslms.com/docs/DOC-10701>.

Make plans to have a backup way to access the technology each week: another computer, the local library, or one of UNT's open access computer labs. 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 Canvas. For all essays,

- Include your name and the page number on the top right of each page (i.e., Lastname 1)
- Include a date and the course number, ENGL 1310, on the top left of each page.
- Use 12 point Garamond or Times New Roman, with one-inch (1”) margins, and double-spacing.

Late or Missed Assignments

I will follow these policies when deciding whether to accept late work:

- All papers are due by the date specified in Canvas.
- If you need extra time on a paper, you must request your extension at least 24 hours before the paper is due.
- I will deduct 5 points for each day (not business day) your work is late.
- You cannot pass the course if you have not received a grade for all major assignments.
- Meet with me as soon as possible if you miss a deadline for an assignment.

Public Writing

All your submitted writing for this course, including pre-writing, 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 your 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

To complete much of the work, you must have the correct tools:

- Computer with word processing capabilities, internet access, and web browser
- [Canvas Technical Requirements](#)

Computer Skills & Digital Literacy

Students in this course should be able to

- Use Canvas
- Use email with attachments

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.

CORE Requirements Fulfillment

ENGL 1310 meets one of your CORE Communication requirements. The state defines "communication" as:

Focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

This course has four objectives:

- Critical Thinking Skills | innovation, inquiry, analysis, evaluation, and synthesis of information
- Communication Skills | effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Teamwork | ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility | ability to connect choices, actions, and consequences to ethical decision-making

WEEK 1	READINGS	DISCUSSIONS	ASSIGNMENTS
Jan 12-16	SWW—Ch 8 WCLP—7-17	Understanding the Course Expectations Understanding How to Complete Weekly Writing 1	Quiz Course Policies Ch 8 Quiz Weekly Writing 1
WEEK 2	READINGS	DISCUSSIONS	ASSIGNMENTS
Jan 19-23	SWW—1 & 17 WCLP—27-41 MA 1	Understanding MA1 Prewriting	Check Your Understanding 1 & 17 Weekly Writing 2
WEEK 3	READINGS	DISCUSSIONS	ASSIGNMENTS
Jan 26-30	SWW—2 & 4 WCLP—41-56	Writing Introductions Writing Thesis Statements	Check Your Understanding 2 & 4 Weekly Writing 3
WEEK 4	READINGS	DISCUSSIONS	ASSIGNMENTS
Feb 2-6	SWW--5		Check Your Understanding 5 Quiz Phrases, Clauses, Sentence Types Peer Review MA 1
WEEK 5	READINGS	DISCUSSIONS	ASSIGNMENTS
Feb 9-13	Video—Creating Sticky Writing	Creating Cohesion Creating Coherence	MA 1 Learning Narrative
WEEK 6	READINGS	DISCUSSIONS	ASSIGNMENTS
Feb 16-20	MA2 SWW—16 WCLP—61-65	Understanding MA2 Prewriting	Check Your Understanding 16 Weekly Writing 6

WEEK 7	READINGS	DISCUSSIONS	ASSIGNMENTS
Feb 23-27	SWW—3	Adding Detail Reviewing Your Lead In	Check Your Understanding 3 Weekly Writing 7
WEEK 8	READINGS	DISCUSSIONS	ASSIGNMENTS
Mar 2-6	SWW--6	Revising for Clarity and Style	Check Your Understanding 6 Quiz Punctuation Peer Review MA 2
WEEK 9	READINGS	DISCUSSIONS	ASSIGNMENTS
Mar 9-15	Spring Break		Spring Break
WEEK 10	READINGS	DISCUSSIONS	ASSIGNMENTS
Mar 16-20		Revising for Chronological Order	MA 2
WEEK 11	READINGS	DISCUSSIONS	ASSIGNMENTS
Mar 23-27	MA3 SWW—Ch 14 WCLP 56-61	Understanding MA3 Prewriting	Check Your Understanding 14 Weekly Writing 11
WEEK 12	READINGS	DISCUSSIONS	ASSIGNMENTS
Mar 30 - Apr 3	SWW--9	Using the Stasis Theory Citing Your Sources	Check Your Understanding 9 Weekly Writing 12
WEEK 13	READINGS	DISCUSSIONS	ASSIGNMENTS

Apr 6 - 10		Revising to Avoid Plagiarism Reviewing Your Evidence	Quiz Agreement Peer Review MA3
WEEK 14	READINGS	DISCUSSIONS	ASSIGNMENTS
Apr 13 - 17	SWW—18 WCLP—75-83	Revising for Strong Subjects & Verbs	Check Your Understanding 18 Quiz Strong Subjects and Verbs MA3
WEEK 15	READINGS	DISCUSSIONS	ASSIGNMENTS
Apr 20 - 24			
WEEK 16	READINGS	DISCUSSIONS	ASSIGNMENTS
Apr 24 - May 1			