

English 1320: College Writing II  
Spring 2026 | University of North Texas

Instructor: Gabrielle Robbins

Class Times: MoWeFr 10:00AM - 10:50AM

Email: [Gabby.Robbins@unt.edu](mailto:Gabby.Robbins@unt.edu)

Office Hours: TuTh 11:00 AM - 12:00 PM

Office Location: GAB 515

**IMPORTANT DATES**

March 9–15	Spring Break
April 10	Last Day to Drop Courses with a W
April 29–30	Pre-finals Days
April 30	Last Class
May 4-8	Final Exams
May 11	Grade Submission Deadline (4 p.m.)

**REQUIRED COURSE BOOKS & OTHER READINGS**

- *Steps to Writing Well with Additional Readings* (MindTap Course) Eleventh Edition, Jean Wyrick, Cengage, 2017, ISBN 9798214162119
- All other materials will be supplied by me or available at the library.

**COURSE DESCRIPTION**

In ENGL 1320, you will learn invention strategies, reading techniques, and writing methods that help you succeed as a writer in college and beyond. Focusing on brainstorming, critical reading, analysis, and revision, you will practice genre conventions, build rhetorical knowledge, and create a framework for writing persuasively about topics that matter to you. A key goal of this course is to help you become comfortable with strategies that make your writing engaging for your intended audiences. Defining, explaining, persuading, finding, and assessing good sources—all of these are ways to share insights on topics you want to communicate with others. Overall, ENGL 1320 will prepare you for a variety of writing tasks, including those that involve research, evidence, and careful argument.

In this course, we will explore the rhetoric surrounding origins: how stories, identities, communities, and systems begin, and how those beginnings continue to shape meaning, belief, and behavior. In the first few weeks of the course, we will read various nonfiction texts that examine personal, cultural, and institutional origin stories, including how narratives are formed, remembered, revised, or erased over time. As we read texts within this theme, you are encouraged to brainstorm a research topic that you will pursue and develop for the remainder of the class. You may use one of the course readings as a starting point for your research or take your inquiry in a different direction, provided it remains

relevant to the broader course theme. These early readings and discussions will provide a shared foundation of ideas, language, and examples to support you as you move through the research, drafting, and revision process. This approach will also foster a supportive classroom community, allowing us to share our different topics and research processes and help each other along the way.

**COURSE OUTCOMES:**

- Hone and develop reading, writing, and research skills through practice, repetition, and careful attention to style and strategy
- Develop a relevant research question
- Locate and analyze academic sources to use as evidence
- Synthesize sources into a larger analytical argument
- Draft and revise a research paper that is appropriate to academic audiences
- Collaborate with peers and provide useful feedback

**CORE REQUIREMENTS**

As ENGL 1320 meets one of your CORE Communication requirement, this course has four CORE skill objectives:

- Critical Thinking | The written activity explains insights that the writer has gained through careful consideration of the research and reading done in the course. The writer coherently represents the complexity and nuance of the ideas they are writing about.
- Clarity of Communication | The written activity shows that the writer understands the course material and has read widely enough to help audiences understand the importance of the idea they are writing about. The background context and the question the writer is addressing are both clear and sufficiently detailed.
- Organization and Structure | The written work is well organized, with a structure that helps audiences grasp its main point and the supporting examples and sources that back it up.
- Consideration of Other Perspectives | The written work shows careful engagement with course ideas and texts, and considers other viewpoints related to the topic the writer is discussing. The writer also examines the cultural and social implications of their topic and argument.

**TECHNICAL REQUIREMENTS & SKILLS**

You'll need a computer with internet access and know the basic skills necessary to:

- Use Outlook for UNT email
- Use Canvas
- Use Microsoft Word and PowerPoint

**GRADE DISTRIBUTION**

*All assignments are due at 11:59PM unless specified otherwise.*

Assignment	Weight	Due Date
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<p>Major Assignment 1 (MA1)   Choosing a Topic</p> <ul style="list-style-type: none"> <li>This unit focuses on reading sources for information and insight, as well as formulating a specific research question around an issue you want to write about and explore. You will draft a research proposal at the end of this unit.</li> </ul>	10%	February 1st
<p>Major Assignment 2 (MA 2)   Annotated Bibliography</p> <ul style="list-style-type: none"> <li>This unit focuses on defining the context for the issue you have chosen and locating sources that offer a perspective on the issue. You will draft an annotated bibliography at the end of this unit.</li> </ul>	20%	March 1st
<p>Major Assignment 3 (MA 3)   Drafting and Revising the Research Essay</p> <ul style="list-style-type: none"> <li>In this unit, you will plan and write a clear, focused, and well-researched essay that addresses the issue you have chosen to write about. You will submit both a rough draft and eventually a final draft of your research paper.</li> </ul>	20%	April 5th
<p>Major Assignment 4 (MA 4)   Final Draft</p> <ul style="list-style-type: none"> <li>In this unit, you will learn about how to work a paper from a rough draft into a polished final draft. You will polish your draft from unit 3 for this unit.</li> </ul>	20%	April 26th
<p>Major Assignment 5 (MA 5)   Remixing your Research Project</p> <ul style="list-style-type: none"> <li>This final unit focuses on the activity of "remixing" writing through changes to the audience, purpose, and context. Remixing is an activity that helps writers develop new strategies, such as using multimodal writing or "everyday" language, to reach audiences beyond the form of the traditional academic essay. You will need to translate your research into an artifact or project that you will present to the class.</li> </ul>	10%	May 3rd
<p>Quizzes and Discussions</p> <ul style="list-style-type: none"> <li>Short quizzes over the assigned readings.</li> </ul>	10%	Varies
<p>Attendance and Participation</p>	10%	Varies

## GRADING

GRADE	DESCRIPTION
A   90-100	Exceeds the assignment's requirements. 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 most of the assignment's requirements. The number of errors does not impede the work's meaning. Shows 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. The number of errors may impede the work's meaning. Shows some understanding of the concepts being taught. Coherent, significant, and perhaps even insightful in places but ultimately challenged in organization, articulation, and/or effectiveness.
D   60-69	Does not meet most of the assignment's requirements. The number of errors does impede the work's meaning. Shows 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, underdeveloped, 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 impede the work's meaning. Shows no understanding of the concepts being taught.

**\*All major assignments must be turned in on Canvas and processed through Turnitin to be eligible to pass this course. If you email your assignment, it will not count as being turned in. It MUST be turned in through Canvas.**

I encourage you to monitor your score and review feedback posted on Canvas; However, Canvas's gradebook is not always accurate. Some grades, such as attendance or extra credit, are not incorporated until *after* the last time the class meets. If you are concerned about your grades, please set up a meeting so we can discuss them.

## COMMUNICATION EXPECTATIONS

### Feedback

I strive to return all graded work promptly. For shorter assignments and discussions, I will generally post grades/feedback within seven days of the due date. For the larger projects, I aim for fourteen days, but with the rise in cheating and plagiarism, it occasionally takes longer to finish grading a set of papers. If it has been longer than the times mentioned, please feel free to ask me when to expect the grades and feedback, but not before then.

## **Office Hours**

All office hours are by appointment only. I will always be available during my scheduled office hour times, but I ask that you make an appointment in advance to ensure availability and adequate time for individual questions and concerns.

## **Email**

I will respond to all official correspondence addressed to my UNT email (gabby.robby@unt.edu) in person or via email within three business days. All other communication methods—Canvas Messenger, assignment comments, personal emails, physical letters, etc.—*are unreliable* ways to contact me. I cannot guarantee that I will see your message on other platforms within any specific time frame, if ever.

*Please* check the syllabus and related assignment sheets before emailing me, and in your email, indicate where you looked for the information you are seeking before you emailed me. So that if something is unclear, I can fix it.

When emailing me, please include the course number in the subject line using the following format:

### **ENGL 1320: Brief description of your reason for emailing**

Including the course number helps me quickly identify and locate your message, especially if I am unable to respond immediately. Please also use appropriate salutations and standard grammar in all email correspondence. For a sample email, read this article, "[How to Email Your Professor](#)." Or, for a checklist on effective email communication between yourself and instructors, see <https://www.wikihow.com/Email-a-Professor>.

It is your responsibility to check your UNT email during your 'business' hours each day to ensure you do not miss any time-sensitive information.

## **Public Writing**

All submissions for this course—including pre-writing, drafts, in-class assignments, and final projects—are public; that is, any writing submitted may be viewed by me or by classmates. Do not submit any information that you are unwilling to share.

## **Syllabus Change Policy**

I have made every attempt to provide an accurate syllabus for this course. However, if presently unanticipated circumstances arise that necessitate an amendment to the syllabus, advance notice will be given in writing via email of all changes, and I will provide an updated hard copy with the changes.

## **ATTENDANCE**

### **Attendance Policy ([UNT Policy 06.039](#))**

Regular class attendance and participation are required. Excessive absences will affect your grade. Documented absences (e.g., religious holidays, university events) are automatically excused. Illness or

undocumented absences are unexcused unless your instructor decides otherwise. Email your instructor within 24 hours of an absence for them to consider excusing it.

### **FYW Program Attendance Guidelines (3x/week class):**

- Per university policy, missing more than 20% of classes results in automatic failure, regardless of assignment grades.
- Attendance will be taken during every class period.
- With every absence, your roll call grade will drop.
- Two tardies equal one absence.
- If you are more than fifteen minutes late, you will be counted absent.
- At 10 unexcused absences, you cannot pass the course.
- Excused absences are at your instructor's discretion—stay in communication.

### **Excused Absences**

Absences for the following reasons are considered excusable by the university based on UNT policy 6.039, but you must obtain a note from the Dean of Students (or other appropriate university offices) to verify your absence(s): (1) religious holy day, including travel for that purpose; (2) participation in an official university function; (3) active military service, including travel for that purpose; (4) pregnancy and parenting under Title IX; and (6) when the University is officially closed. Please inform me of any planned absences with at least 3 days' notice to minimize any potential negative impact on your grades.

No other absences are eligible to be excused. Unless the absence is an illness or an extenuating circumstance that *exceeds* five consecutive days, you may request documentation from the Dean of Students' office for an excuse. Examples include, but are not limited to: (1) temporary disability or injury; (2) extended medical absence or hospitalization; (3) illness of a dependent family member; or (4) major illness or death of a loved one.

### **If you miss a class:**

You are responsible for finding out what you missed. Review Canvas or ask a classmate for notes before the next class; Canvas is updated regularly and includes a weekly schedule to help you catch up.

### **If you miss an assignment:**

Even when you are absent, you are responsible for keeping up with your assignments. If you need an extension due to an absence, you must request it at least 24 hours before the due date. For excused absences that result in missed in-class assignments, you are responsible for (1) submitting all required documentation and (2) scheduling a time to make up the work within three days of the missed assignment. Absences cannot be made up by scheduling office hours.

### **LATE WORK POLICY**

Late work is not accepted in this course. Because this class depends on shared reading, writing, discussion, and group work, it is essential that all students stay on schedule. Late submissions disrupt class progress and affect everyone's ability to participate fully.

To remain enrolled and successful in this course, all assignments must be submitted by the date and time listed on Canvas.

- **Minor assignments and MA 3:** Late submissions will not be accepted.
- **Other Major Assignments:** Late submissions will be penalized by half a letter grade per day (e.g., a 90 becomes an 85 for one day late). After six days, they will no longer be accepted.

Unreadable or incomplete submissions—including inaccessible, unopenable, incorrect, or partially uploaded files—will be treated as non-submissions and therefore considered late if the deadline has passed. It is your responsibility to submit assignments with sufficient time to confirm that your work uploads correctly and is viewable on Canvas. Any assignment emailed in place of being submitted to Canvas will not be accepted and treated as a non-submission, even if sent before the due date.

Please note that file metadata (such as a “last edited” date) does not qualify as proof of submission and will not remove late penalties due to technological issues.

### **Extensions**

Of course, emergencies do happen. If you anticipate needing an extension, you must contact me **at least 24 hours before the due date**. All requests must be sent via email and include 1) the specific assignment information in the subject and body, and 2) let me know the day and time you will turn in the assignment instead. Because collaborative assignments depend on everyone's participation, extensions cannot be granted for peer review or in-class activities.

If you find yourself falling behind, it is important that you contact me as soon as possible so I can best support you and, if necessary, minimize the impact on your peers.

### **UNT POLICIES**

#### **Academic Integrity Standards**

According to [UNT Policy 06.003](#), Academic Integrity standards are violated when students engage in academic dishonesty behaviors, including, but not limited to, cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty and my decision on academic sanctions will be reported to the [Office of Academic Integrity](#).

Plagiarism can include copying a passage from a source verbatim without citing it, but it can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased or sourced from generative AI technologies. Be careful always to acknowledge the work of other writers and take the time to work out the distinction between your original thoughts and arguments and those of others.

You may use AI programs (e.g., ChatGPT, Grammarly, Copilot) to help generate ideas, brainstorm, and draft outlines to organize your thoughts. The use of generative AI tools is not permitted for the following activities:

- Impersonating you in classroom contexts, including composing discussion board posts, chat responses, or Zoom chat contributions assigned to you;
- Completing any portion of group work assigned specifically to you;
- Writing drafts of writing assignments;
- Writing entire sentences, paragraphs, or papers to complete class assignments.

**You may not submit work generated by an AI tool as your own.** If you include AI-generated material in any form, it must be properly documented and cited in accordance with university policies on academic honesty. Any assignment found to have used generative AI tools in unauthorized ways will be reported and will receive an automatic zero, in accordance with UNT policy. Ignorance of how generative AI functions within your chosen digital writing tools does not excuse a violation.

Please note that material generated by AI tools may be inaccurate, incomplete, biased, or otherwise problematic. You are fully responsible for the content you submit, including ensuring that it does not violate intellectual property laws, contain misinformation, or include unethical content. Reliance on AI tools may also limit your independent thinking and creativity.

Additionally, students should be aware that:

- AI-generated work may not be considered original and may constitute automated plagiarism, as it is derived from previously created texts without proper citation;
- AI tools contain built-in biases, reflecting the limitations and errors of their training data;
- AI tools lack critical thinking, evaluative judgment, and abductive reasoning and therefore cannot replace human analysis or reflection.

When in doubt about permitted use, ask for clarification before submitting your work.

### **Acceptable Student Behavior**

According to UNT policy 07.012, 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.

For additional information, refer to the Dean of Students website.

### **ADA Accommodations**

According to UNT policy 16.001, UNT will make reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA). Then, the ODA will provide them with a reasonable accommodation letter to be delivered to faculty members detailing the students' accommodation needs. Faculty members have the authority to ask students to discuss such letters during their designated office hours. Students may request reasonable accommodation 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 accommodation and meet with all faculty members prior to accommodation implementation every semester.

For additional information, refer to the Office of Disability Access website.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly provide 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.

For additional information, refer to the Eagle Alert website.

### **UNT RESOURCES**

#### **Technical Assistance:**

Information Technology Help Desk | University of North Texas

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940-565-2324

In Person: Sage Hall, Room 130

#### **Writing Assistance:**

Writing Center | University of North Texas

Email: [WritingCenter@unt.edu](mailto:WritingCenter@unt.edu)

Phone: 940-565-2563

In Person: Sage Hall, Room 150

### **CLASS SCHEDULE**

\*Subject to change/modification, so please consult Canvas announcements regularly. Email the instructor if you note discrepancies or have questions. Students will be notified via Eagle Alert if a campus closure will impact a class (<https://policy.unt.edu/policy/15-006>).

\*Readings need to be completed before class on the posted date. Assignments are due at 11:59 PM on the posted date unless specified otherwise.

### **Week 1: Course Introduction**

January 12th – January 16th

- Readings:
  - Monday 1/12** | English 1320 Syllabus
  - Friday 1/16** | John Green’s “Auld Sang Lyne” (on Canvas)
- Assignments:
  - Friday 1/16** | Discussion Post — *Week One: Multimedia Introductions*

**Unit I: Choosing a Topic**

**Week 2: Introduction to Major Assignment 1 — The Research Question Proposal**

January 19th – January 23rd

- Readings:
  - Friday 1/23** | Chapter 1: Prewriting in *Steps to Writing Well*
- Assignments:
  - Friday 1/23** | Discussion Post — *Week Two: Brainstorming*
  - Sunday 1/25** | Reading Quiz — *Chapter 1 Check Your Understanding: Prewriting*

**Week 3: Writing the Research Question Proposal**

January 26th – January 30th

- Readings:
  - Wednesday 1/28** | “How Social Media Shapes Our Identity” from *The New Yorker* (on Canvas)
- Assignments:
  - Sunday 2/1** | Major Assignment 1 — The Research Question Proposal

**Unit 2: Finding Sources**

**Week 4: Conducting Research & Using Sources**

February 2nd – February 6th

- Readings:
  - Monday 2/2** | Mauri Pollard Johnson’s “Disordered Eating: A Chronological Annotated Bibliography” (on Canvas); Major Assignment 2: The Annotated Bibliography (Cengage)
  - Friday 2/6** | Chapter 19: Conducting Research and Using Sources in *Steps to Writing Well*
- Assignments:
  - Sunday 2/8** | Reading Quiz — *Chapter 19 Check Your Understanding: Conducting Research and Using Sources*

## **Week 5: Logical Arguments**

February 9th – February 13th

- Readings:
  - Monday 2/9** | “The Fine Art of Baloney Detection”; Logical Fallacies Reference List
  - Friday 2/13** | Chapter 15: Argumentation in *Steps to Writing Well*
- Assignments:
  - Sunday 2/15** | Reading Quiz — *Chapter 15 Check Your Understanding: Argumentation*

## **Week 6: How to Effectively (& Quickly) Read & Annotate Sources**

February 16th – February 20th

*\*6 Week Attendance Report*

- Readings:
  - Monday 2/16** | Chapter 8: The Reading-Writing Connection in *Steps to Writing Well*
  - Wednesday 2/18** | “Welcome to the Hannah Montana Generation of Pop Music” or “A Sign of the Times: How Gen Z Turned Rap Emo” (In-Class)
- Assignments:
  - Wednesday 2/18** | “Welcome to the Hannah Montana Generation of Pop Music” or “A Sign of the Times: How Gen Z Turned Rap Emo” Partner Annotations
  - Friday 2/20** | Discussion Post — *Week Six: Partner Annotated Bibliography Entry*
  - Sunday 2/22** | Reading Quiz — *Chapter 8 Check Your Understanding: The Reading-Writing Connection*

## **Week 7: Creating the Annotated Bibliography**

February 23rd – February 27th

- Readings:
  - Monday 2/23** | MLA Formatting: A FYW Style Guide (in Cengage)
- Assignments:
  - Friday 2/27** | In-Class Mini Source Presentation
  - Sunday 3/1** | Major Assignment 2 — The Annotated Bibliography

## **Unit 3: Finding Sources**

### **Week 8:**

March 2nd – March 6th

- Readings:
  - Monday 3/2** | Chapter 2: The Thesis Statement in *Steps to Writing Well*

- Assignments:
  - Sunday 3/8** | Reading Quiz — *Chapter 2 Check Your Understanding: The Thesis Statement*

### **Week 9: Spring Break**

March 9th – March 13th

### **Week 10:**

March 16th – March 20th

- Readings:
  - Monday 3/16** | Major Assignment 3: Drafting and Revising the Research Paper (in Cengage)
  - Wednesday 3/18** | Chapter 3: The Body Paragraphs in *Steps to Writing Well*
- Assignments:
  - Friday 3/20** | Discussion Post — *Week Ten: The Outline*
  - Sunday 3/22** | Reading Quiz — *Chapter 3 Check Your Understanding: The Body Paragraphs*

### **Week 11:**

March 23rd – March 27th

- Readings:
  - Friday 3/27** | Chapter 4: Beginnings and Endings in *Steps to Writing Well*
- Assignments:
  - Friday 3/27** | Discussion Post — *Week Eleven: The Lead-in*
  - Sunday 3/29** | Reading Quiz — *Chapter 4 Check Your Understanding: Beginnings and Endings*

### **Week 12:**

*\*12 Week Attendance Report*

March 30th – April 3rd

- Assignments:
  - Sunday 4/5** | Major Assignment 3 — First Draft of Research Paper\*

*\*Reminder: MA3 cannot be submitted late!*

### **Week 13:**

April 6th – April 10th

- Readings:

**Sunday 4/12** | Chapter 5: Drafting and Revising: Creative Thinking, Critical Thinking in *Steps to Writing Well*

• Assignments:

**All Week** | Peer Review

**Sunday 4/12** | Reading Quiz — *Chapter 5 Check Your Understanding: Drafting and Revising: Creative Thinking, Critical Thinking*

**Week 14:**

April 13th – April 17th

• Assignments:

**Sunday 4/19** | Major Assignment 4 — Final Draft of Research Paper

**Week 15:**

April 20th – April 24th

• Readings:

**Monday 4/20** | Final Project: Remixing the Research Essay (in Cengage)

**Week 16:**

April 27th – April 29th

• Assignments:

**Monday 4/27 or Wednesday 4/29** | Major Assignment 5 — Remixing the Research Essay (Sign up for either Monday or Wednesday to present)